



IMPLEMENTING RECIPROCAL TEACHING TECHNIQUE TO TEACH READING COMPREHENSION AT THE TEN GRADERS OF MA MA'ARIF SADANG

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ABSTRAK

Pembelajaran merupakan sebuah proses yang kompleks yang menuntut para guru agar kreatif demi tercapainya tujuan pembelajaran. Tujuan penelitian ini adalah untuk mendeskripsikan implementasi dan efektifitas dari "reciprocal teaching technique" untuk meningkatkan pemahaman siswa dalam membaca teks descriptive pada siswa kelas X di MA Ma'arif NU Sadang, Kebumen. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas dengan dua siklus yang masing-masing terdiri dari perencanaan, tindakan, observasi, dan refleksi. Data berupa hasil test yang menunjukkan peningkatan kemampuan siswa dalam membaca. Hasil penelitian menunjukkan bahwa penerapan "reciprocal teaching technique" dalam pembelajaran pada siswa kelas x MA Ma'arif NU Sadang Kebumen terbukti dapat meningkatkan kemampuan membaca siswa. Hal ini dilakukan dengan cara melakukan modelling strategi fab four pada siklus I dan memacu siswa untuk menggunakan strategi fab four pada kelompok-kelompok kecil secara lebih mandiri pada siklus II. Peningkatan pembelajaran ditunjukkan dengan pemerolehan nilai rata-rata hasil tes siswa yang mengalami peningkatan dari 73.9 pada siklus I dan 81.87 pada siklus II. Artinya, reciprocal teaching technique layak digunakan sebagai salah satu solusi guru untuk membantu peningkataan hasil pembelajaran siswa.

Keyword: *reciprocal teaching technique, implementasi, teks deskriptif*

INTRODUCTION

English is one of the international languages in the world. It is widely used in many countries in many sides of life. People use English to exchange information about their cultures, the development of their country, and also introduce science and technology. Because of the importance of English as language for international communication, Indonesian government has policy to teach English in every school within the country's territory, especially in the Senior High school level. This policy is noted in the government regulation No 32 year 2013 article 771 verse 1 letter C. "Indonesian, regional languages, foreign languages with the statement that foreign languages, especially English is an international language which is very important for its use in association"

In the case of English language learning, there are four language skills to master by students.

Those skills are reading, writing, speaking, and listening. From the four English language skills, reading is still seen as the important skill in order to be mastered. According to Vassiliou in Rohdearni, W.S. (2018), written words are present everywhere; and therefore, reading basic skills are needed in every area of life. In addition, if people have a good ability in reading, they will have a better chance to succeed in their life. In short, reading ability becomes someone's need to master. This ability is even very important for someone to have in the education field. Consequently, students need to be exercised or trained in order to have a good reading ability which may later trigger someone's success.

In general based on the researcher's preliminary observation, many students in senior high schools have difficulty in understanding text contents they are reading. This similar condition seems also to happen in MA Ma'arif NU Sadang, Kebumen, the school where the researcher teaches. Caring of this circumstance together with the other English teacher within the school who acted as the research collaborator, discussion and sharing of teaching experience indicated that there had been found students' learning difficulty in relation to reading ability. For examples, many students could not read English words well nor get the main idea of the reading text. In addition to this, some students did not like English. When the teacher explained to the students her lesson, they did not pay attention to it. This might describe their boredom in the learning. Therefore, new things in teaching and learning might help them solve their problems.

To help students improve their reading comprehension ability in such a situation described previously, teachers need to be creative. What more, the reduction of teaching time allotment in high schools requires teachers to execute appropriate learning strategies to make students active in the teaching and learning process. One technique that can be used by teachers to teach reading is called the reciprocal teaching technique. This teaching technique applies the four Fab strategies (predicting, questioning, clarifying, and summarizing) in the teaching learning process. By applying this reciprocal teaching technique, the researcher hopes that this will help students solve their problems in learning English, especially reading comprehension ability.

Based on the background above, the researcher conducted a research on implementing reciprocal teaching technique to teach reading comprehension at the tenth graders of MA Ma'arif NU Sadaang. This was done in collaboration with the English teacher at the school. Hopefully, the result of this research will improve the knowledge of teacher specifically and give benefit to the education world in general.

METHOD

This research was executed at MA Ma'arif NU Sadang Kebumen during Februari 2020. It is located in the northern part of Kebumen regency, where access is somewhat troublesome due to

the natural phenomena. It is mountainous where education world is never to be researched. The researcher conducted the research there to disclose the fact of education in that remote area. Besides, the researcher gained easiness in the access to the school which is not far from the researcher's home.

The research is supposed to adopt purposive samples. Purposive sample is research sample based on personal judgment of the researcher (Fraenkel, Wallen, & Hyun, 2012). Samples in this research were the students of grade X at MA Ma'arif NU Sadang Kebumen in the academic year of 2019/2020. There were 24 students, consisting of 9 males and 15 females. The samples were chosen since they were representative to the research topic under the discussion and there was a content-matched with the curriculum. Data in this research were in the forms students' reading comprehension ability seen from the test results, learning conditions seen from the observation results and other documentation like photos of the learning activities. All of these data were gained from both students and the English teacher.

Data collection is done through observation and test. Observation was done to monitor the activities of the students during the teaching learning process especially to see the quality of the application of the fab four strategies which characterize the reciprocal teaching technique. Other than observation, test is used. Test is a stimulus that is given to someone in order to get answers or scores. The test was used by researcher to collect the research data. The kind of the tests were multiple choice, essay tests, and a summary. Those kind of tests were chosen because they represent reading comprehension ability and the scoring was easy to do and describe. There were 10 numbers of multiple choices, 5 essays and a summary. The results of the students' test scores were to be compared and used to see the improvement of the students reading comprehension ability on descriptive texts before and after being taught by using reciprocal teaching technique.

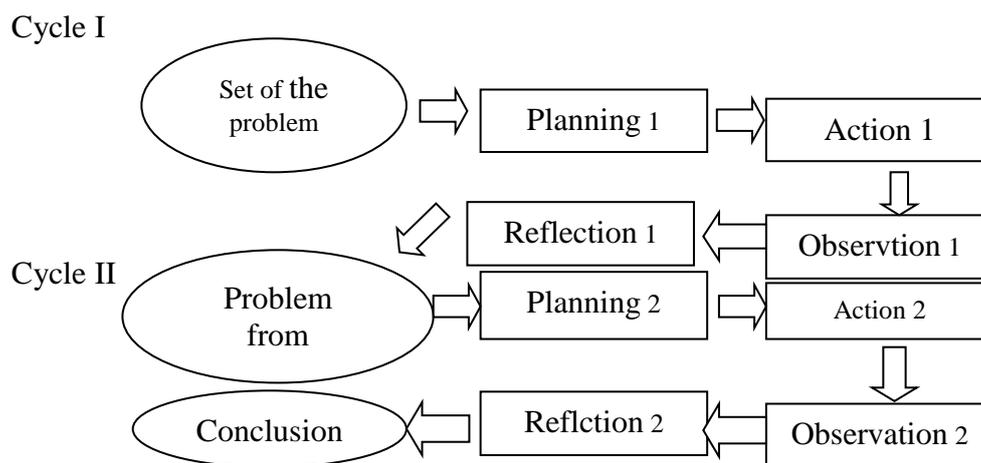
To see the success of the implementation of reciprocal teaching technique, the researcher applied achievement indicators by which the research is supposed to be successful if the achievement indicators are reached. The indicators of the achievement in this research are: first, the average of the students' achievement in the lesson is equal or higher than the minimum score the school requires “73”. Secondly, the number of students who reach the minimum score of 73 are equal or higher than 85 % of total number of the students.

This type of research is categorized into a classroom action research. The main objective of the research is to find out solutions to problems and enable teachers to improve aspects of teaching and learning within the classroom contexts. Windawati (2015: 35), said that classroom action research is a research that which is implemented in a class to know the effects related to the strategy used in the research subject. In line with Allwright et.all (1991) who explained that classroom action research is to improve teaching-learning practice in classroom. This makes

practice more perfect. In short, classroom action research is a systematic study by researchers where the implementation of it is in the classroom and it is aimed to improve students’ knowledge. There are three characteristics of classroom action research. They are sustainable where the research should be done continually, self-evaluative where the researcher should review the research, and flexible which means the activity of each cycle of the research is based on the evaluation of the previous cycle.

Based on those characteristics, it can be assumed that a teacher is the person that has close relation with the students in the classroom. So, teacher is the right person to be a research collaborator or researcher based on some reasons. First, she is the person who can observe the students continually. Second, she always has interaction with her students, from which reflection enable to do for better teaching. Third, she always teaches the students about the theory and practice. The last, she has improvement oriented to make the students have good quality.

According to Suhardjono (2010: 74), the classroom action research follows the following procedures as described in the figure 3.1:



Picture 1 Classroom Action Research Procedures

FINDINGS AND DISCUSSION

Based on data analysis that the researcher gained from the observations, test results, and other related documents (photos), the researcher got the research findings to answer the questions proposed in the problem formulation. These findings covered the significant improvement of the students’ reading comprehension ability of descriptive texts and how the improvement happened. The significant improvement of the students’ reading ability can be seen through the mean score gained from the pre-test until post-test which is described in the chart below:

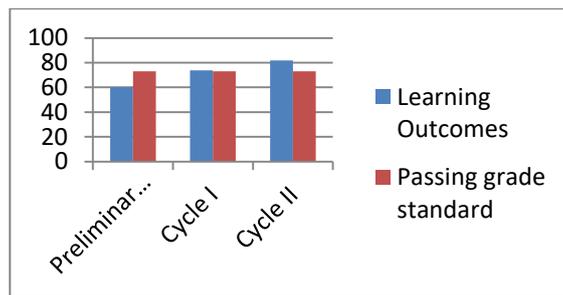


Chart 1 The mean score of the students tests

The chart 1 tells that in the pre-test conducted at the preliminary research, the mean score was “60.2”. It was under the required passing grade standardized within the school. After the implementation of the reciprocal teaching technique, the mean score became “73.9” as seen in the cycle I test result. It means the mean score improved “13.7” point away from the pre-test result. The mean score was also already the same as the required passing grade standard. In the second cycle of the implementation of the reciprocal teaching technique, the mean score gained in the post-test was even much better. It became “81.87” or “7.97” points away from the previous test in the cycle I. This mean score in the post-test was 8.87 points above the passing grade standard required.

The improvement of the students’ reading comprehension ability of descriptive texts on the tenth grade of MA Ma’arif NU Sadang, Kebumen was made through the implementation of the fab four strategies which were the characteristics of the reciprocal teaching technique. The strategies encouraged the students to develop their ability to use predicting, questioning, clarifying, and summarizing techniques to increase their reading comprehension ability of descriptive texts. In the first cycle, the researcher became the model to practice the fab four strategies. She guided the students in order to be accustomed to using the strategies. In the second cycle, the researcher let the students learned more independently. She supported the students to actively participated the learning activities by implementing the fab four strategies. The ways the teaching technique used in this research proved improving the learning conditions which later increased the learning outcomes seen in the post-test. The improvement of the learning conditions is observable through the observation results on the general teaching condition gained during the research as seen in chart 2 below:

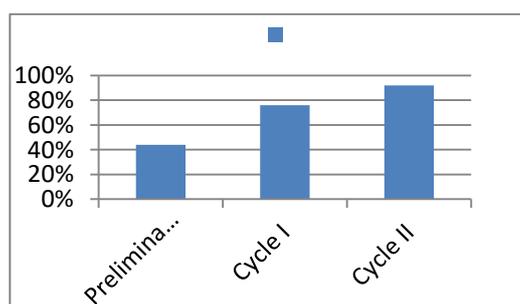


Chart 2 The improvement of the general learning conditions

Based on chart 4.12, it is seen that in the preliminary research the quality of learning conditions gained percentage of 44% which means fair. In the cycle I, the percentage increased to be 76% which means good. Finally, in the cycle II it gained 92% which means excellent.

In the same time, data from the observation on the implementation of the fab four strategies also tells that there was an increase in each strategy as seen in chart 4.13 below:

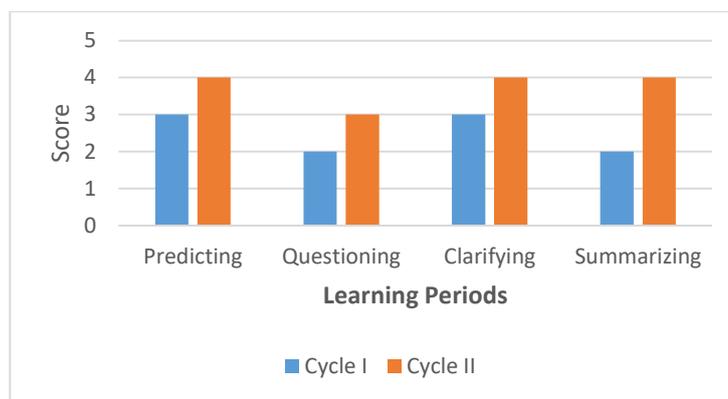


Chart 3 The Improvement the implementation of the fab four strategies

Based on chart 3, it is clearly seen that from cycle I-II there is always improvement for each type of the fab four strategies. The ability of the students in predicting improves from 3 to 4 which means which means good. The ability of the students in questioning improves from 2 to 3 which means fair. The ability of the students in clarifying improves from 3 to 4 which means good. The ability of the students in summarizing improves from 3 to 4 which means good. Therefore, to be summarized that the application of reciprocal teaching technique through classroom action research helps students have better ability. This is in line with Allwright et.all (1991) who explained that classroom action research is to improve teaching-learning practice in classroom. Supportive to this, Quratul (2017) also found that reciprocal teaching technique is worth to use dealing with the efficacy to target of learning.

CONCLUSION

Based on the discussion, the research can be concluded that the implementation of reciprocal teaching technique has improved the students' reading comprehension of the descriptive texts at the tenth grade of MA Ma'arif NU Sadang, Kebumen in the academic year of 2019/2020. The improvement was made by modelling the application of the fab four strategies as characterized in the reciprocal teaching technique through small group discussions. This was applied in the cycle I. And then, the researcher let the students practice the fab four strategies more independently

through smaller group discussions in the cycle II. The extent to which the reciprocal teaching technique has improved the students' reading comprehension of descriptive texts can be described by the mean score in the students' post-test of cycle II which was “81.87” or “21.67” points away from the pre-test mean score which was only “60.2”. The mean score in the post-test of the cycle II also proved that in general the students' reading comprehension ability has been “8.87” points away above the school passing grade.

Finally, I really thank UMNU Kebumen for supporting the execution of this research. I do appreciate the English teacher at the research place who helped me a lot to complete the research timely. I really hope that the cooperation will keep going for the next other agendas.

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