CHAPTER I

INTRODUCTION

A. Background

It is widely that language is an essential part of human life. Communication among people relies heavily on language, which allows them to share their thoughts and emotions. Consequently, language plays a crucial role in the social and emotional growth of students. From elementary school to university, English is taught as a foreign language in educational institutions. In Indonesia, English is typically regard as a foreign language, it means that English is not commonly used or spoken in everyday life by the local population.

In studying English, students need to dominate four essential skills: reading, writing, listening, and speaking. Among these, reading is particularly important for acquiring knowledge and information, especially for learning English. In educational, reading is a fundamental component of the English that should be studied for students.

According to Palani as cited in Masita (2020), reading involves several cognitive activities such as thinking, evaluating, judging, imagining, reasoning, and solving problems. Essentially, reading is an active process where individuals interpret and understand written or printed words to grasp their meaning. Additionally, Danny, as mentioned by Rangkuti (2018), describes reading as the ability to understand and derive meaning from written texts.

Harmer identifies several reasons for reading. First, reading is beneficial for learning; the more students read, the more knowledge they gain. Second, reading positively impacts students' vocabulary, spelling, and writing skills. Thus, in reading activities help students acquire global knowledge and broaden their perspectives. To effectively improve their reading skills, students need to practice regularly and put in effort

Reading skills are crucial in both the target language and the native language. Reading comprehension, a part aspect of reading, focuses on understanding the content of the text. In other words, reading comprehension involves grasping the main ideas and details of what is read. It is important because it allows readers to understand the material through a cognitive process influenced by various thinking and speaking abilities.   Enhancing reading comprehension is crucial for students learning a foreign language. Students often encounter issues such as difficulties with recognizing letters and words, understanding meanings, and grasping concepts. Additionally, problems like slow reading speed, lack of fluency, limited vocabulary, and underdeveloped oral language skills are common. In the other case, the students have difficulty answering questions about or discussion a text, Victoria (2022).

However, the challenges students face can vary between schools. Tesilia (2019) found that students in her study had trouble understanding word meanings and became bored with lengthy texts. Similarly, Mulyani (2023) identified issues at another school, where students found English

difficult to learn and lacked motivation. As a result, students tended to read texts without truly comprehending them, which led to difficulties in answering questions about the material provided by their teachers.

For this study, the researcher focused on the challenges faced by eighth-grade students at SMP Negeri 6 Parepare in understanding reading texts. The decision to choose this grade level was due to it being the first research conducted on reading comprehension at this school. Besides that, from early observations and interviews with an English teacher revealed that eighth-grade students at SMP Negeri 6 Parepare experienced significant difficulties with reading comprehension, particularly in understanding, responding and answring the questions in reading text.

The situation observed in the eighth grade at SMP Negeri 6 Parepare is that students have low reading comprehension. This is evident in the learning process, where only a few students are able to understand what they read. Additionally, students struggle with answering related questions. Several factors contribute to this issue, including the perception that English is a challenging subject due to differences in meaning and letters. As a result, students are not very interested in reading texts.

Students often wait for the teacher to translate texts or explain difficult words instead of trying to understand them on their own. Sometimes, the students just followed along with the teacher without actively engaging with the text. This lack of motivation to read reduces their reading abilities. Besides that, the contextual learning model used at

SMP Negeri 6 Parepare makes to student bored and fell monotonous. As a result, students quickly lose interest and pay less attention to the material, leading to decreased motivation for practicing reading comprehension.

Various methods are employed to enhance reading comprehension and engage students. One effective approach is reciprocal teaching. The researcher chose reciprocal teaching because according to Palinscar and Brown (1984), this method has proven to be a successful strategy for improving reading comprehension, not only for English as a first language but also for other languages.

Reciprocal teaching involves a strategy where students engage in a dialogue with each other about the content and meaning of the texts they have read. This approach helps students improve their reading comprehension, understand the texts better, and become more motivated to enjoy reading activities. Reciprocal teaching includes four key strategies: predicting, clarifying, questioning, and summarizing.

According to Puspitasari (2018), reciprocal teaching is an instructional technique that helps both students and teachers understand text meanings through four key methods: predicting, clarifying, questioning, and summarizing. The researcher employed narrative texts as learning materials and used a quantitative research method in senior high schools. Based on this approach, the researcher believes that reciprocal teaching was an effective solution to solved students' reading comprehension issues.

From the previous discussion, the researcher was motivated to explore ways to develop students' reading comprehension through reciprocal teaching. This study was concentrated on descriptive texts, which are designed to highlight the characteristics of people, animals, places, or specific objects.

B. Problem Statement

From the background provided, the problem statement: was the application of reciprocal teaching able to improve the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare

C. Objective of the Research

The objective of the research was to find out whether through the implementation of reciprocal teaching able to improve the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare

D. Significance of the Research

1. For teachers, the research can be useful as information for English teacher to improve the teaching and guiding the students in reading class

2. For students, this research can be used to motivate the students in developing and increasing their interest in reading subject. It will help students to improve their reading comprehension

3. For next researchers, it can be good information to make a good research than before so that the next researcher has not to work hard for finding new strategy in teaching English, especially in reading skill

E. Scope of the Research

This research was restricted to reading text. In other the researcher focused in descriptive text in teaching process using reciprocal teaching. Descriptive text are designed to highlight the characteristics of people, animals, places or specific objects.

CHAPTER II

RIVIEW OF RELATED RESEARCH

A. Some Related Research Finding

There were some researches who has conducted research about reciprocal teaching, they were such as follow:

Wahyuningsih (2023) in her research about increasing reading comprehension ability by using reciprocal teaching strategy at the eighth grader of MTs N 3 Mataram. The study aimed to determine how this strategy could improve students' reading skills. Wahyuningsih employed a Classroom Action Research method by two cycles, using reading texts to gather data from a sample of 40 students. The findings indicated that students not only improved their reading comprehension but also developed other skills, such as questioning and explaining. This research demonstrated that reciprocal teaching could effectively enhance reading comprehension for eighth graders at MTs N 3 Mataram. While Wahyuningsih used Classroom Action Research with 40 students, the present study utilized a pre-experimental design with a sample of 21 students.

Abrori et al. (2023) conducted a study on the effectiveness of the reciprocal teaching method for improving students' reading comprehension of descriptive texts. The research aimed to determine whether students taught using reciprocal teaching performed better in reading compared to those taught with conventional methods, and to highlight the benefits of

reciprocal teaching in enhancing reading comprehension. The study employed a quasi-experimental design with both a control group and an experimental group. The control group received conventional instruction, while the experimental group was taught using reciprocal teaching. The sample consisted of 24 students, with 12 in each group. The results indicated that reciprocal teaching significantly improved students' reading abilities compare to conventional methods. Unlike this study, which used a quasi-experimental design with two groups, the present research utilized a pre-experimental design with a single group.

Devi (2021) in her research about the effect of reciprocal teaching technique toward students' reading comprehension in narrative text of the first grade students of SMA Negeri 3 Tapung Hulu. The research aimed to determine the significant effect of reciprocal teaching on improving reading comprehension in narrative texts for students. Devi used a quasi-experimental design, with a sample of 40 students divided equally into a control group and an experimental group. The results showed that the reciprocal teaching technique had a significant positive effect on the students' reading comprehension at SMA Negeri 3 Tapung Hulu. Unlike Devi's study, which focused on senior high school students, the present research targets eighth-grade students in junior high school.

Rojabi (2021) explored the use of the reciprocal teaching method to enhance reading comprehension among EFL (English as a Foreign Language) learners. The study aimed to assess how reciprocal teaching

could improve the reading comprehension of EFL students. The research sample consisted of 28 students from the English department who were enrolled in a reading class. Rojabi employed a Classroom Action Research design, which included stages of planning, implementation, observation, and reflection. The results from the first cycle revealed that some students still struggled and faced challenges working collaboratively in their groups. However, after applying the reciprocal teaching method in the second cycle, students showed increased creativity and improved reading comprehension. Unlike Rojabi's study, which focused on EFL students in a reading class, the current research is conducted with eighth-grade junior high school students.

Maryana (2020) investigated how the reciprocal teaching strategy could enhance reading comprehension among eleventh grade students at SMA Negeri I Batanghari. The study aimed to assess students' reading comprehension abilities and evaluate the effectiveness of reciprocal teaching in improving these abilities. The research was conducted using a Classroom Action Research method, which involved two cycles. The sample consisted of 35 students. The results indicated that applying the reciprocal teaching strategy significantly improved the reading comprehension of eleventh graders at SMA Negeri I Batanghari.

Based on the findings from various studies, the researcher concluded that reciprocal teaching was effective in enhancing students' reading comprehension. Reciprocal teaching involves four strategies:

predicting, questioning, clarifying, and summarizing. These strategies help engage students actively in the learning process. This research will focus specifically on descriptive texts

B. **Some Pertinent Ideas**

1. Reading comprehension

Abdana (2023) explains that reading comprehension involves the process of understanding text by absorbing and interpreting ideas or information. It is a crucial skill in the teaching and learning process, enabling learners to correctly extract information from English texts. This skill relies on the reader's existing ability to grasp and interpret meaning. To understand information effectively, readers can identify text patterns and structures.

Riska (2022) states that reading comprehension is a crucial skill for grasping the content of a text. It helps students better understand the meaning behind the text and allows them to restate the content based on their comprehension. Understanding is essential because without it, students may read the text without extracting the explicit or implicit information provided by the author, which is necessary for deeper comprehension.

Rofiqi (2022) describes reading comprehension as a cognitive activity that help students in understanding and enhancing their reading abilities. It is a complex process that involves several steps, including recognizing letters and words, associating them with their

sounds and meanings, and drawing conclusions to grasp the message the author intends to convey.

Maryana (2020) explains that reading comprehension involves understanding the information presented in a text and interpreting its main ideas. For effective comprehension, there must be a connection between the reader's existing knowledge and the text, enabling the reader to discern the purpose of the reading. Understanding is crucial for drawing conclusions, as readers engage in a thought process that links the text with their own cognitive framework.

Suhartini (2019) defines reading comprehension as the process of deriving and creating meaning through the interaction between the reader and the text. It is achieved when a reader successfully extracts valuable information from a text and synthesizes it into a new understanding. Reading comprehension is an interactive process where meaning is derived from the text, requiring readers to employ various strategies and integrate their existing knowledge to fully grasp what they read. The effectiveness of reading skills relies on the successful interaction between the text and the reader to obtain the intended meaning.

Based on the definitions provided, the researcher concluded that reading comprehension is a crucial skill in language learning, as reading serves as a means to acquire new knowledge and gather information through a thinking process. Essentially, reading

comprehension involves the reader's ability to understand what has been read. In other words, it is a skill that enables readers to extract meaning from written texts, allowing them to grasp and interpret the information and knowledge contained within.

2. Levels of reading comprehension

According to Harmer as cited in Rofiqi (2022), there are several concepts that teachers need to examine, which included the following principles:

a. Literal reading comprehension

Literal comprehension is the lowest possible degree of knowledge in the content of reading comprehension. At this level, the reader grasps the content of the text at a surface level without needing deep knowledge to understand the conveyed message. The readers can grasp reading with replied that are essentially written in reading if they understand the literal. A reader's comprehension is based on what is expressed explicitly in the written work.

b. Interpreted reading comprehension

Inferential understanding is when you read a word and phrase they determine what the author meant. They comprehend winning concepts that are delivery indirectly. Interpreting metaphorical language, forming inferences and determining themes are all examples of inferential comprehension. To be

understood inferentially, readers need to be able to figure out what the author means and what the author wants to say.

c. Critical reading comprehension

Criticism, personal assessment, and the truthfulness of what is read are all aspects of critical comprehension. Evaluating reading requires a crucial grasp or words and phrases, which can only be achieved through analyzing reading. Assessment of a paragraph's coolness and usage of words and phrases that are not exact are two examples of critical comprehension. Creative reading comprehension

To achieve "creative comprehension," readers must not only understand the text logically but also generate insights or ideas based on it. This level of comprehension involves the ability to think creatively and interpret the text in novel ways. Aesthetic and artistic elements also contribute to forming new ideas from the reading. This is the highest level of reading comprehension, typically mastered by those who are skilled in both writing and reading.

From the explanation above, the researcher determined that there were four levels of reading comprehension: literal comprehension was the basic reading comprehension, inferential comprehension was the interpreted what the writer means, critical comprehension was the evaluating of the text, and

creative comprehension means to understand and think creative to interpreted the text

3. Components of reading comprehension

Reading comprehension consists of various components, each with its own characteristics. According to Nuttall as cited in Asrita (2023), there were five components that can assist students in reading more effectively. These components were:

a. Main idea

Determining the main idea involves identifying and understanding the core point of a passage. This can be achieved by summarizing the content and noting repeated ideas or words throughout the text.

b. Specific information

Finding specific information involves searching for details that are relevant to the target topic while disregarding any unrelated information.

c. Reference

References involve intentionally using one element to point to or provide information about another. Finding a reference means interpreting one part of the text to understand or clarify another part.

d. Inference

Inference involves making a logical guess or conclusion based on the passage. It means that the reader interprets and understands the content of a sentence or passage in a coherent and logical manner.

e. Understanding vocabulary

Understanding vocabulary involves grasping the meaning of words. As your vocabulary expands, your comprehension will improve. Mastering vocabulary is crucial for reading, as it is fundamental to achieving deeper understanding.

4. Assessment of reading comprehension

Reading assessments was crucial for evaluating students' overall reading skills. Teachers can use various types of reading assessment tasks to gauge students' reading abilities. Sally and Katie, as cited in Safitri (2023) states that there were some assessment of reading comprehension :

a. Gap filling

The type of this reading test, a single word, phrase, sentence, or paragraph is deleted from the text or diagrams. Gap-filling or fill-in-the-blank tasks are used to analysis grammar and vocabulary as well. Students are required to read part of a sentence and then complete it by adding a missing phrase.

b. WH question

This assesment that begin with the letter WH, like as "where", "why", "who" "when", "how". These question able to help students get a literal understanding of the text as well as help them recognition information in the text.

c. Multiple choice question

This is prevalent assessment for students in reading. It consists of a text paired with one or more multiple-choice questions. These questions may include statements, questions with answers, or incomplete statements with a set of choices or phrases. Typically, there are three or four options provided, with only one being correct.

d. True or false

This assesment in reading test that form of text is accompanied by a series of statements. Students must to determine and state true or false if that statement is in accordance with the reading text.

e. Yes-no question

There are questions that require a simple "yes" or "no" answer. Teachers are advised to follow up these questions with additional types of questions to ensure that students have truly understood the material. This is because "yes" or "no" questions

can sometimes be answered correctly by chance, without demonstrating a full comprehension of the content.

f. Open-ended question

These types of questions are commonly applied in standardized tests. They are effective in evaluating comprehension skills, such as the learner's skill to draw inferences from the text. By analyzing how well students interpret and understand underlying meanings, these questions help assess deeper levels of reading comprehension beyond surface-level recognition.

g. Matching

A matching task involves students choosing from a list of prompts, which could include statements, headings, or question completions. In such tasks, learners might be required to match a description to the appropriate paragraph or connect phrases and words with their meanings. This type of task helps assess the ability to make connections and understand relationships within the text.

We can concluded that, in reading comprehension there were several task can be applied in teaching, gap-filling, WH-Question, multiple choice, true/false, yes-no question, open-ended question and matching statement. These task was quite

easy to be conducted because that was easy and understandable enough.

5. Reciprocal teaching

Palincsar and Brown (as cited in Akmal, 2019) describe reciprocal teaching as an interactive reading strategy aimed at improving students' comprehension of expository texts. It incorporates four key processes: predicting, questioning, clarifying, and summarizing. These strategies can be applied in any sequence. Reciprocal teaching not only helps in enhancing reading comprehension but also allows students to monitor their understanding. By engaging with the text and discussing it with peers, students can better grasp and explain the material.

Abdana (2023) explains that reciprocal teaching is a strategy designed to enhance students' reading comprehension through four key techniques: predicting, questioning, clarifying, and summarizing. This method fosters dialogue among students, enabling them to discuss and apply these strategies collaboratively. Each strategy plays a crucial role in the reading comprehension process, contributing to a deeper understanding of the text.

Mulyani (2023) states that reciprocal teaching is a method of teaching reading comprehension that allow the students to share their experience and ideas that are relevant to their taught on the text they are read. Reciprocal teaching is an activity that consist of some

students in the group that are trained by the teacher to reach the purpose of learning or get some advantages. Based on explanation, by using reciprocal teaching the students can share their experiences and their ideas based on the text they read. Besides that, reciprocal teaching is known as an activity that consist some student in group that are trained by teacher to reach the purpose of learning or get some advantages and the teacher assumes primary responsibility for modelling how to use these strategies.

Maryana (2022) states that reciprocal teaching is an instructions strategy aims to improving reading comprehension by gradually empowering the students to take on the role of the teacher. This approach actively engages students in the learning process. By applying reciprocal teaching, the students can share each other about the difficulties in understanding reading text.

Putra (2021) states that reciprocal teaching is a strategy which enables the students to improve their reading ability by having a structure dialogue between the students and the teacher using the four strategies: summarizing, questioning, clarifying and predicting. This approach encourages student interaction and discussion about the text, allowing them to receive feedback and improve their comprehension skills.Ramadani (2019) explains that reciprocal teaching is based on research indicating that effective reading instruction involves explicit teaching of four strategies: predicting,

summarizing, clarifying, and questioning. These strategies promote metacognitive thinking and cooperative learning, helping students better comprehend texts. This method, whether used individually or in groups, supports students in developing their reading abilities by exploring texts through these strategies.

Tesilia (2019) describes reciprocal teaching as a model designed to enhance reading comprehension and help learners develop skills for monitoring their understanding. This model facilitates teaching and learning by allowing students and teachers to exchange roles. In this approach, they collaboratively work with the text to generate questions, clarify information, make predictions, and summarize content.

Maspufah (2019) states that reciprocal teaching is a grounded in the research which suggest that effective reading instruction is explicit, providing students with four strategies for making meaning from text. This method involves a dialogue between the teacher and students, or among students in a group, supporting both individual and cooperative learning. The technique incorporates four activities: summarizing, clarifying, questioning, and predicting.

From the statements above, we can be concluded that the reciprocal teaching method was an interactive and cooperative approach to reading comprehension. It was designed to facilitate group discussions and enhance understanding and retention of text

content. This method employs four strategies: predicting, questioning, clarifying, and summarizing to guide the discussion and comprehension process.

Therefore, the reciprocal teaching method supports students in developing their reading comprehension skills by providing a structured approach to understanding and discussing texts. It helps in expanding students' content knowledge and vocabulary related to the topic. Additionally, reciprocal teaching fosters collaboration, as students work in small groups, sharing their experiences, ideas, and thoughts with one another.

6. Strategies of reciprocal teaching

In applying reciprocal teaching during the learning process, the teacher outlines the learning procedures, explains the objectives and success indicators, and implements the four core activities of reciprocal teaching. According to Palinscar & Brown as cited in Devi (2021), these four strategies are predicting, questioning, clarifying, and summarizing.

a. Predicting

Predicting involves integrating the reader's prior knowledge with new information from the text and the author's intent. This strategy helps readers form hypotheses about the text before and during reading. By making predictions, teachers can give students a clear purpose for reading and guide them in

confirming or adjusting their hypotheses as they engage with the text.

b. Questioning

Questioning involves identifying information, themes, and ideas in the text that are crucial and worthy of further exploration. By generating questions based on this central information, readers can self-test and delve deeper into the text. This strategy provides a context for a more thorough examination and helps ensure that meaning is effectively constructed and understood.

c. Clarifying

Clarifying involves identifying and addressing unclear, difficult, or unfamiliar aspects of a text. This may include confusing sentence structures, unfamiliar vocabulary, ambiguous references, or obscure concepts. The goal is to make these elements more comprehensible to ensure a clearer understanding of the text.

d. Summarizing

Summarizing involves identifying key information, themes, and ideas within a text and synthesizing them into a clear and concise statement that conveys the essential meaning of the text or passage. This process helps consolidate understanding and ensures that the main points are effectively communicated.

To sum up, reciprocal teaching have four strategies. In the first strategy is predicting, the students combine their prior knowledge and new knowledge from the reading text. Second is questioning,

7. Advantage and disadvantage of reciprocal teaching

According to Sahab in Abdana (2023), the advantages of applying reciprocal teaching in classroom reading activities :

a. Enhanced Reading Ability: Reciprocal teaching helps students improve their reading skills and make it easier for them to understand texts.

b. Increased Engagement: This strategy encourages students to actively participate in group discussions about the text.

c. Boosted Motivation: It motivates students to develop a greater interest in reading.

d. Improved English Skills: Reciprocal teaching contributes to enhancing students' overall English proficiency.

Reciprocal teaching also have disadvantages. According to Pangaribuan in Wahyuningsih (2023), there were three disadvantage of reciprocal teaching, such as follow:
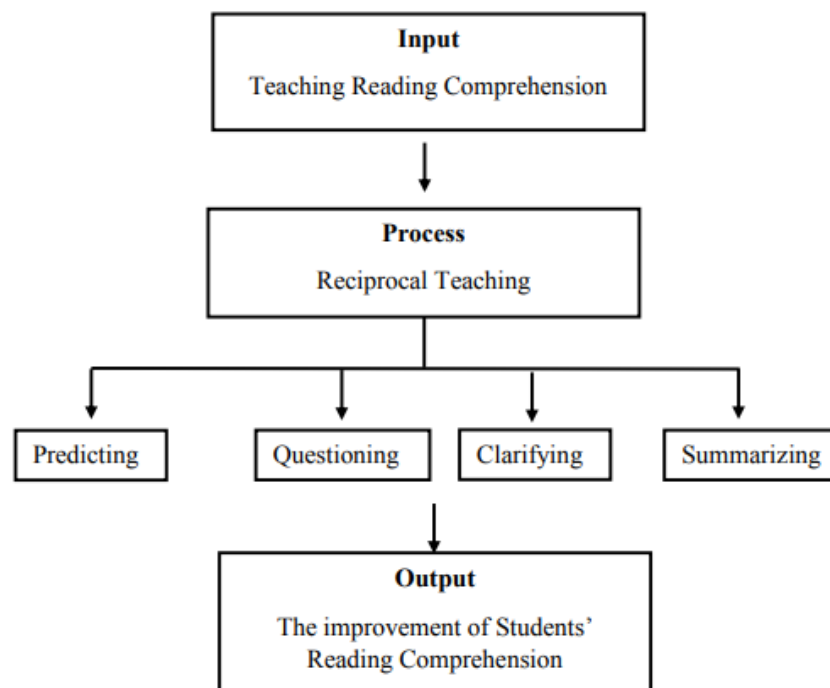
a. Time Consumption: Implementing the full strategy can be time-consuming, so teachers need to manage time effectively.

b. Classroom Noise: The group discussions can create a noisy classroom environment.

c. Increased Need for Teacher Control: Teachers must manage and monitor the process closely since they do not teach directly during the sessions

C. Conceptual Framework

The conceptual framework described what the researcher means to do to conducted this research systematically. This research aims to find out whether through implementation of reciprocal teaching able to improve the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare.

The conceptual framework underline of this research in the following:

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┌─────────────────────────────────┐
│             Input               │
│  Teaching Reading Comprehension │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│            Process              │
│       Reciprocal Teaching       │
└─────────────────────────────────┘
      │        │        │        │
      ▼        ▼        ▼        ▼
 ┌─────────┐ ┌──────────┐ ┌──────────┐ ┌─────────────┐
 │Predicting│ │Questioning│ │Clarifying│ │ Summarizing │
 └─────────┘ └──────────┘ └──────────┘ └─────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│            Output               │
│    The improvement of Students' │
│      Reading Comprehension      │
└─────────────────────────────────┘
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There were there components explain in the following :

a. Input : refers to the teaching reading comprehension that include reading material

b. Process : refers to teaching reading comprehension through reciprocal teaching that consist four strategies, predicting, questioning, clarifying, and summarizing.

c. Output : refers to the improvement of students' reading comprehension after giving treatment through reciprocal teaching

D. Hypothesis

A hypothesis in quantitative research is formulated based on the theory or on knowledge gained while reviewing the related literature (Gay: 2012). Based on the theory and objective of this research, the hypothesis was propose in term, as follow:

1. Null hypothesis (H_0) : the reciprocal teaching cannot improve the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare

2. Alternative hypothesis (H_a) : reciprocal teaching able to improve the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design was pre-experimental design. According to Gay (2012) pre experimental is the one group pretest-posttest design. It is involves a single group that is pretest (O), exposed to a treatment (X) and then tested again (O).

The design of this research as follows:

Pre test	Treatment	Post test
O_1	X	O_2

Where :

O_1 : Pretest, test before treatment

X   : Treatment (using reciprocal teaching)

O_2 : Posttest, test after treatment

Gay, (2012)

B. Research Variables and Their Operational Definition

1. Research variable

There were two variables involved in this research, that was dependent and independent variables

a) Dependent variable was the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare

b) Independent variables was the implementation of using reciprocal teaching. It was applied when the researcher teaching reading material

2. Operational definition

a) Reading comprehension is a skill that enables readers to extract and understand meaning from written text, allowing them to grasp and interpret the information and knowledge presented.

b) Reciprocal teaching is a collaborative activity involving groups of students. It incorporates four strategies predicting, questioning, clarifying, and summarizing where students share their experiences and ideas about the text they have read.

C. Population and Sample

1. Population

The population in this research was the students in eight class of SMP Negeri 6 Parepare. There was two class and the total number of students in the eight class was 41 students (Tata Usaha SMP Negeri 6 Parepare)

2. Sample

In this research, the population consisted of two classes, but the researcher selected one class as the sample using purposive sampling. Purposive sampling involves choosing a sample that is believed to be representative of the population (Harmer, 2012). Class

8.1 was selected as the sample because the students' English score in that class were relatively low. This class consist 21 students

D. Instrument of the Research

The instrument used to collect data for this research was a reading test comprising 15 questions: five essay questions, five multiple-choice questions, and five true/false questions. These tests were administered as a pretest and a post-test. The pretest aimed to assess students' prior knowledge of reading comprehension before the treatment, while the post-test was designed to evaluate their reading comprehension after applying the reciprocal teaching method, which includes the four strategies of predicting, clarifying, questioning, and summarizing

E. Procedure of Collecting Data

The procedure of collecting data was divided into some stage as follow:

1. Pretest

   Before gave the reciprocal teaching treatment, the researcher gave a pretest to assess the students' prior knowledge in reading comprehension. The pretest aimed to establish a baseline of the students' reading abilities before the treatment was applied

2. Post-test

   After administering the reciprocal teaching treatment, the researcher conducted a post-test to evaluate the impact of the treatment on the students' reading comprehension. This post-test was given during the final meeting of the class

F. Treatment

After gave the pre-test, the researcher gave the treatment to improve the students' reading comprehension through reciprocal teaching. Reciprocal teaching included four strategies, predicting, questioning, clarifying and summarizing. The researcher taken four meeting after pretest conducted. The steps of treatment in learning process as follow:

1. The researcher opened the class by getting and pray before study.

2. The researcher checking the students attendance list and asking they condition

3. The researcher gave motivation to the students and conveyed the objective of teaching process before teaching material

4. The researcher divided the students into some group and give a reading text in topic material for four meeting, Lusia, My Family, Disneyland and Singapure.

5. The researcher asked to the students to predicted the material with their prior knowledge or a new knowledge in the text

6. The researcher asked to the students to give question about the material

7. The researcher asked to the students to clarified about a new vocabulary or unfamiliar aspect in the material

8. The students summarizing the material

9. Finally, closed the learning process

G. Technique of Analysis Data

The steps of data collected as follows:

1. Scoring the students answer

$$Score = \frac{students\ correct\ answer}{maximum\ score}\ x\ 100$$

Kemdikbud (2022)

2. Classifying score

No	Score	Classification
1	91-100	Very good
2	76-90	Good
3	61-75	Fair
4	51-60	Poor
5	<50	Very poor

Kemdikbud (2022)

3. Calculating the rate percentage of the students score

$$P = \frac{F}{N} = 100$$

Where :

P : Percentage

F : Frequency

N : Total number of sample

Gay (2012)

4. Identifying the mean score

$$X = \frac{\sum X}{N}$$

Where :

X : Mean score

$\sum$x : Total score

N : Total number of sample

Gay (2012)

5. Identifying the improvement of students score

$$P = \frac{X_2 - X_1}{X_1} \, x \, 100$$

P : Percentage off students

X_1 : The mean score of pre-test

X_2 : The mean score of post-test

Gay (2012)

6. The result of t-test and t-table

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

where :

t : test of significance

D : The mean score of the difference $(X_2 - X_1)$

$\sum D$: The sum of the total score

$\sum D^2$: the square of the sum score of different

N : Total of sample

To find out D

$$D = \frac{\sum D}{N}$$

Gay (2012)

7. Hypothesis testing

Testing	Null Hypothesis	Alternative hypothesis
t-test>t-table	Rejected	Accepted
t-test<t-table	Accepted	Rejected

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The findings of this research was derived from analyzing the students' pre-test and post-test results. To address the research question, the researcher administered two tests: 1) Pre-Test: Given before the treatment to assess the students' initial reading comprehension levels. 2) Post-Test: Administered after the reciprocal teaching treatment to evaluate the improvement in reading comprehension. The results from the post-test was used to determine whether the reciprocal teaching method was effective in enhancing the reading comprehension of eighth-grade students at SMP Negeri 6 Parepare. Then the result of the post test of this research was to answering of the question of this research that aims to find out whether through the implementation of reciprocal teaching able to improve the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare.

The finding of this research related with the classification of the students' pre-test and post-test, the frequency and rate percentage of the students' score, the mean score of the pre-test and post-test and hypothesis testing.

1. Pretest

The finding through pre-test in answering the questions of the text of reading comprehension, most of the students in the poor and very

poor score. There was student got 23 score and that was still low. The student minimal score was 23 and the maximal score was 70 (Appendix F). Then, the researcher concluded that the students need more lesson to make them better in reading comprehension.

After scoring the data, the researcher then tabulated and analyzed the score into percentage. The score was classified into five levels below:

Table 4. 1 Percentage of the students' score pre-test

No	Score	Classification	Frequence	Percentage
1	91-100	Very good	0	-
2	76-90	Good	0	-
3	61-75	Fair	9	42.85%
4	51-60	Poor	6	28.57%
5	<50	Very poor	6	28.57%
	Total		**21**	**100%**

The data above showed that classification in pre-test was nine (42.85%) students got fair score, six (28.57%) students got poor score, six (28.57%) students got very poor score, and none student got good and very good score. Based on the data above, it showed that the rate percentage of the score of the students' reading comprehension was still low because there was many students still got poor and very poor score and there was not students got good and very good score.

2. Post test

After gave treatment, the researcher gave again a reading test to know the improvement of the students' score. The student minimal

score was 50 and the student maximal score was 100 (Appendix G). It mean that there was an improvement of students score after gave treatment through reciprocal teaching.

After scoring the data, the researcher then tabulated and analyzing the score into percentage. The score was classified into five levels.

Table 4. 2 Percentage of students score post-test

No	Score	Classification	Frequence	Percentage
1	91-100	Very good	5	23.80%
2	76-90	Good	8	38.09%
3	61-75	Fair	6	28.57%
4	51-60	Poor	2	9.52%
5	<50	Very poor	-	-
	Total		**21**	**100%**

The data on the table above showed that the percentage of students score after giving treatment. All of the students, there were five (23.80%) students got very good score, eight (38.09%) students got good score, six (28.57) students got Fair score only two (9.52%) got poor score and none students got very poor score. So that the researcher conclude that through reciprocal teaching able to improve the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare

3. The mean score and improvement of pre- test and post-test

Table 4. 3 Students' mean score and improvement of pre-test and post-test

No	Test	Mean score	SD
1.	Pre-test	47.47 %	15.4 %
2.	Post-test	77.76 %	14.8 %
3.	Improvement	63.80%	

From the table above, it was indicated that the mean score of pretest was 47.47 %. The mean score of post test was 77.76 %. It means that the mean score of students in post test was higher than the mean score of the students in pre test. Then the improvement of the students' score was 63.80%. It means that there was significant improvement the students' reading comprehension after the students gave treatment by using reciprocal teaching in teaching process. While, standard deviation of pre-test was 15.4 % and standard deviation of post-test was 14.8 %.

4. The result of t-test and t-table

Table 4. 4 The result of t-test, t-table

Test	t-test	t-table
Pre-test and post-test	17.26	1.725

The table above showed that t-test was greater than t-table where the t-test was 17.26 (Appendix J) and the t-table was 1.725. It shows that there was different significantly.

5. Hypothesis testing

Table 4. 5 Hypothesis testing

Hypothesis	Null Hypothesis (H_0)	Alternative hypothesis (Ha)
t-test>t-table	Rejected	Accepted

Based on the table above the hypothesis was purpose as below:

a. Null hypothesis (H_0) : the implementation of reciprocal teaching cannot improve the students' reading comprehension

b. Alternative hypothesis (H_a) : the implementation of reciprocal teaching can improve the students' reading comprehension

After calculating t-test value, then it was became different with the t- table with the level significance = 0.5 with the degree of freedom (df) = 20, where the total number of student was 21 students (N-1) = 20. The t- test test value was greater than the t-table value (17.26>1.725). It means that the null hypothesis (H_0) is reject and the alternative hypothesis (H_a) is accept. It can be concluded that there was an improvement the students' reading comprehension through reciprocal teaching of the eight year students of SMP Negeri 6 Parepare.

B. Discussion

Based on the pre observation, it was found that the students have some difficulties in reading comprehension such as difficulty in understanding the meaning of the text. So that they cannot answer the questions given by the teacher. Besides that, the students were too shy to

ask the teacher about what they did not know. Sometimes, the students just followed by the teacher without seeing the reading text. Consequently, it makes the students fell boring and fell monotonous. The students tend to quickly feel bored and less attention to the material taught by the teacher. So that, they was less motivated to practice reading comprehension and they did not interesting in reading comprehensions.

Some previous researcher found similar problem. Tesilia (2019) found that most of the students did not understand the content of the text because the students did not understood the meaning of the word and they bored to read the text was long. Devi (2021) found that the students cannot comprehend the material that teacher teach. It happened because the students difficult of the meaning of the text and do not understanding about the English. The students also get bored to learn English, they cannot go deep in learning process they do not get what they learn. So that a solution was needed to make them not bored to in learning. In the teaching process, reciprocal teaching was implemented to enhance students' reading comprehension. This method aids students in understanding and processing the text more effectively. By utilizing reciprocal teaching, students found it easier to engage with the text. The method involves four strategies, predicting, clarifying, questioning, and summarizing which help students grasp the information from the reading material. According to Palinscar & Brown as cited in Akmal (2019),

reciprocal teaching is an interactive reading strategy aimed at improving comprehension of expository texts through these integrated processes.

Mulyani (2023) explains that reciprocal teaching is a method designed to enhance reading comprehension by allowing students to share their experiences and ideas related to the text. This method has four strategies: predicting, clarifying, questioning, and summarizing. These strategies facilitate discussion and question and answer sessions among students. During these discussions, students work together to identify the main idea of the text and then present their findings to other groups. This collaborative approach helps all students grasp the main idea of the text. Putra (2021) supports this view, noting that reciprocal teaching improves reading ability through structured dialogues between students and other students. The teacher utilizing the same four strategies.

In the first strategy was predicting, the students combine their prior knowledge and new knowledge from the reading text. Second was questioning, the student's identification of important information or ideas of the text. The third was clarifying, the student identification of unclear or difficult words or unfamiliar aspect of the reading text. And the last was summarizing, in this section the student identification and create of important statement of the material.

Based on the results, the total scores showed that applying reciprocal teaching significantly improved the students' reading comprehension. This indicates that reciprocal teaching was effective in

enhancing the reading abilities of eighth-grade students at SMP Negeri 6 Parepare. It was related with Maryana's opinion (2022) that reciprocal teaching is a instruction strategy designed to improve reading comprehension by progressively empowering students to take on the role of the teacher

After administering the post-test, students' results improved compared to their pre-test scores. The analysis revealed that no students fell into the very poor category in the post-test. The mean score of the students significantly increased from the pre-test to the post-test, indicating a notable improvement in reading comprehension following the implementation of reciprocal teaching.

The results demonstrate that reciprocal teaching effectively improves the reading comprehension of eighth-grade students at SMP Negeri 6 Parepare. According to Abdana (2023) reciprocal teaching is a teaching strategy that aims to improve students' reading comprehension in understanding texts with the four strategy. It is also supported by the previous research which was done by Wahyuningsih (2023) increasing reading comprehension ability by using reciprocal teaching strategy at the eighth grader of MTs N 3 Mataram. In general, these findings indicated that reciprocal teaching can significantly benefit and give impact for students' reading comprehension.

Furthermore, the improvement in students' reading comprehension is closely linked to the effective application of reciprocal teaching by the

teacher. Initially, the teacher needs to address class management issues to foster a conducive learning environment. This approach allows students to feel comfortable to asking questions when they encounter difficulties in reading. The primary goal of reciprocal teaching is to boost student engagement, encourage active participation, and maintain attentiveness during reading activities.

It was supported with the research which is done by Rojabi (2021) in his research about exploring reciprocal teaching method on EFL learners' reading comprehension. The result of cycle I showed that some students still confuse and difficulty working together in their group. Then in cycle II after applied reciprocal teaching method, the students more creative and their reading comprehension can improvement. The previous researcher applied in EFL on the reading class, while the researcher apply in junior high school on the eight class

The next previous reseacrh which supported this research is done by Maryana (2020) in her research about improving the students' reading comprehension through reciprocal teaching strategy at eleventh graders of SMA Negeri I Batanghari. The findings revealed that the use of reciprocal teaching significantly enhanced the students' reading comprehension at eleventh graders of SMA Negeri I Batanghari.

Based on the explanation and previous research, the improvement in the mean score from the pre-test to the post-test demonstrated that

reciprocal teaching is an effective method for enhancing students' reading comprehension of the eighth-grade students at SMP Negeri 6 Parepare.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, there was a significant improvement in students' reading comprehension after implementing reciprocal teaching. The mean score in the post-test was higher than in the pre-test, indicating positive progress. Therefore, the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (Ha) was accepted. This suggests that reciprocal teaching was effective in enhancing the reading comprehension of eighth-grade students at SMP Negeri 6 Parepare.

In conclusion, this research proved and answer the formulation of the research that the application of reciprocal teaching able to improve the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare.

B. Suggestion

There are some suggestions that could be suggested related to the result of the result. They are as follow:

1. For the English teacher
   a) The English teacher are suggested to use reciprocal teaching in earning process particularly in teaching reading comprehension.
   b) The English teachers should be creative in teaching using reciprocal teaching method because there are many method that could be creative in designing the lesson material that will be

given to the students, so that the students will be more interested in teaching and learning process.

c) The English teachers should be creative to manage the material presentation in the classroom for teaching reading comprehensions such as using reciprocal teaching.

2. For the students, the students should increase their ability to learn reading by using reciprocal teaching.

3. For the next researcher

a) The next researchers are expected that this finding can be a reference for them to conduct the similar research study about reading ability and its testing.

b) The result of this research can be use as an additional references or further research with different discussion for the next researcher.

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