IMPROVING THE STUDENTS' READING COMPREHENSION OF THE EIGHT YEAR STUDENTS OF SMP NEGERI 6 PAREPARE THROUGH RECIPROCAL TEACHING

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ABSTRACT

This research aims to find out whether through the implementation reciprocal teaching able to improve the students' reading comprehension of the eight year students of SMP Negeri 6 Parepare. The researcher applied pre- experimental class design with one group pre-test and post-test. The instrument to collected data in form essay test, multiple choice and true or false statement. The population of the research was the students of the eight year of SMP Negeri 6 Parepare in academic 2023/2024 that consist two class. There were of 21 students in class VIII.I as sample.

The findings of data analysis showed that reciprocal teaching in learning prosess can be improve the students' reading comprehension. It was proved by the mean score was of pre-test 47.47 % and the mean sore of post-test 77.76 % and the improvement was 63.80 %. Then the score of t-test was 17.26 was greater than t- table was 1.725. it mean that the null hypothesis (H_0) was rejected. The alternative hypothesis (H_a) was accepted. 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.

Keywords: Reading Comprehension, Reciprocal Teaching, Teaching method

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah melalui penerapan reciprocal teaching mampu meningkatkan pemahaman membaca siswa kelas 8 SMP Negeri 6 Parepare. peneliti menerapkan desain kelas pre-eksperimental dengan satu kelompok pre-tes dan post tes. Bentuk instrumen dalam pengumpulan data adalah tes essai, pilihan ganda dan pernyataan benar atau salah. Populasi penelitian ini adalah siswa kelas 8 SMP Negeri 6 Parepare tahun ajaran 2023/2024 yang terdiri dari 21 siswa kelas 8.I sebagai sampel.

Hasil analisis data menunjukkan bahwa pembelajaran timbal balik pada proses pembelajaran dapat meningkatkan pemahaman membaca siswa. Hal ini dibuktikan dengan nilai rata- rata pre-tes 47.47 % dan nilai post-tes 77.76% dan peningkatan 63.80%. Nilai t- tes 17.26 lebih besar dari nilai t-table 1.725. dalam artian hipotesis nol ditolak dan hipotesis alternative diterima. Dapat disimpulkan bahwa terdapat peningkatan pemahaman siswa melalui reciprocal teaching pada siswa kelas 8 SMP Negeri 6 Parepare

Kata kunci : Pemahaman Membaca, Reciprocal Teaching, Metode Mengajar

Introduction

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.

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 and responding to questions in reading text.

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.

 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.

Method

The research design was pre-experimental design. In this research, the population consisted of two classes, but the researcher selected one class as the sample using purposive sampling. Class 8.1 was selected as the sample because the students' English score in that class were relatively low. This class consist 21 students of SMP Negeri 6 Parepare. The instrument used to collect data for this research was a reading test comprising 15 questions. The procedure of collecting data was pre- test and post-test. Technique of analysis data used t-test.

Results and Discussion

A. Result

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 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. The score was classified into five levels below:

Table 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. It mean that there was an improvement of students score after gave treatment through reciprocal teaching.The score was classified into five levels.

Table 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 result of t-test and t-table**

Table 3 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 and the t-table was 1.725. It shows that there was different significantly.

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.

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.

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.

Conclussion

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.

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