USING RECIPROCAL TECHNIQUE IN TEACHING READING COMPREHENSION
(A Case Study at MTsN Tungkop Aceh Besar)

THESIS

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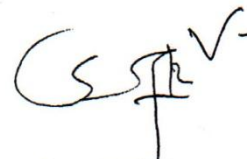Department of English Language Education
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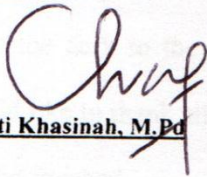
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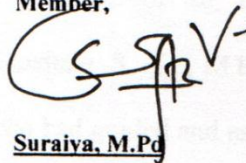
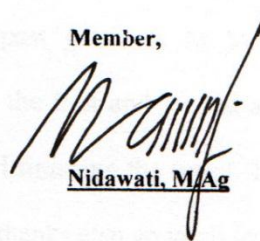Darussalam - Banda Aceh

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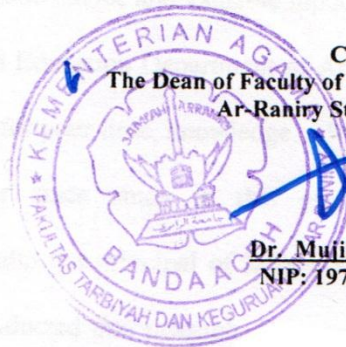Siti Khasinah, M.Pd

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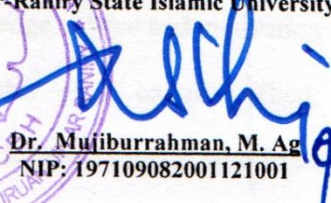
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Finally, the writer believes that this thesis has many mistakes and need to be criticized in order to be useful especially for English Department of UIN Ar-Raniry.

Banda Aceh, 30th January 2017

The writer

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **"Using Reciprocal Technique in Teaching Reading Comprehension (A Case Study at MTsN Tungkop Aceh Besar)".**adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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This research studied the implementation of Reciprocal Teaching in improving students' reading comprehension. Therefore, this thesis entitled **"Using Reciprocal Technique in Teaching Reading Comprehension (A Case Study at MTsN Tungkop Aceh Besar)".** The aim of this research is to find out why does the use of reciprocal teaching technique improve students' reading skill of the first year students of MTs Negeri Tungkob Aceh Besar.. The subject of this research is the English teacher of MTs Negeri Tungkop Aceh Besar. To obtain the data, there are two techniques used during doing research; observation and interview. It was found in this study that Reciprocal Teaching could raise readers' awareness in the use of reading strategies for solving reading comprehension problems. However, the process of improvement is slow. The successful development of a proficient and independent reader through the Reciprocal Teaching Approach may require the professionalism of the instructors in providing good modeling and appropriate feedback to guide and encourage learners, the readiness of learners in receiving Reciprocal Teaching training, the teaching environment, and the flexibility of using Reciprocal Teaching.

CHAPTER 1

INTRODUCTION

A. Background of Study

Reading as one of four skills in English is the most important key of all sources of knowledge. Brown (2004) mentions that reading is a process undertaken to reduce uncertainty about meanings a text conveys, the process results from a negotiation of meaning between the text and its reader, the knowledge, expectations, and strategies a reader uses to uncover textual meaning, all roles as the way of the reader negotiates with the text's meaning. Swihart (2002) states that reading is a very pivotal skill in our life and it is important for the mind the success of students' academic career as people who cannot read well, do not do well in school and lose a lot of important things in life. Beside, many sources of knowledge are served in English. Therefore, students must be able to read that sources simultaneously to comprehend the contain they read. In fact, many students can easily read some writing text, but, most of the students cannot comprehend the contain they read.

Moreover, Nunan (2001) confesses that students are getting difficulty to understand the main idea from writing text. They read the whole paragraph in a text, but they cannot reveal what is the contain of the text. Thus, they always fail in their examination, because they do not understand what they have read from the text which they often find during

the examination time. Keith (2001) explains that reading comprehension is the ability to read text, process it, and understand its meaning. In addition, a good reading comprehension will be accomplished if learners have four reading abilities: determining the main idea, guessing word meanings, finding detailed information, and making inferences (Mikulecky & Jeffries, 1996). In conclusion, comprehension is the goal of reading, because students need to understand the text they read.

Moreover, this study investigates the reciprocal teaching as the one of strategy in learning reading comprehension. Kate, Peter, and Jane (2004) say that the technique consists of four strategies is series such as, prediction, questioning, seeking clarification, and summarization cooperatively. In this technique, the sequence of the reciprocal teaching is implemented through cooperative learning. Furthermore, the advantages of this technique in facilitating comprehension are enduring and well worth the effort between teacher and students. In this sense, all the parts in the classroom understand about the text are going to discuss. Here, the writers' basic interpretation is students' need to learn how to build their prior knowledge in the reading text and to keep their attention on what they are reading.

The writer found some previous studies that had been conducted using reciprocal teaching to improve students' skills. A writer named Ahmad Fayez Mutlaq Al-Zu'be in his research entitled *"Using Reciprocal Teaching in Writing"* discussed about how to improve writing by using reciprocal teaching and also to investigate the effect of the reciprocal

teaching. He stated that teaching English writing through reciprocal teaching could improve the students' motivation in learning English. Results revealed that the writing achievement of the students of the experimental groups were *significantly* improved. So, it can be concluded that the reciprocal teaching could be used in teaching EFL writing. Then, Saleh Freihat and Khalaf Al-Makhzoomi in their journal under the title *"The Effect of the Reciprocal Teaching Procedure (RTP) on Enhancing EFL Students' Reading Comprehension Behaviour in a University Setting"* discussed about investigating the effectiveness of the Reciprocal Teaching Procedure (RTP), a reading comprehension instructional technique, on enhancing 50 students' reading comprehension behavior in a university setting. The results is the students believed the (RTP) was beneficial to their reading comprehension in an EFL university setting throughout the study.

This presented study considers that it is important to describe how reciprocal teaching approach is conducted to students of MTs Negeri Tungkob as the target of the research. It focuses on describing the teaching instruments used by the teacher, the implementation of reciprocal teaching component for the English teaching, the problem which might arise, and the effect of using reciprocal teaching for the students. MTs Negeri Tungkob is a model of reciprocal teaching implementation from Junior High Schools in Aceh Besar. The technique has been conducted for twelve months in the school. How reciprocal teaching approach can be applied in the classroom and appropriates for the students, it can be seen from the activities. It is the

interesting thing from the school.

The students are taught eight periods of English per week in order to equip them with enough proficiency in English to perform effectively in their academic pursuits. Reading comprehension is one of the four language skills addressed based on the English curriculum with the objective that students not only read a variety of texts independently, but also to read with understanding in order to extract and process the information efficiently. Most of text in the reading comprehension portion in the text book is linear expository texts that have been written to inform, describe, explain, or persuade. Based on the situation, the teacher has applied the reciprocal teaching in the last two semesters as the strategy in learning reading. From the explanation above, it gives an inspiration to the writer to conduct a research entitled **"Using Reciprocal Technique in Teaching Reading Comprehension (A Case Study at MTsN Tungkop Aceh Besar)".**

B. Research Question

Based on the above consideration, there are some problems that are:

Why does the implementation of reciprocal teaching in reading comprehension improve student's reading skill of the first year students of MTs Negeri Tungkop Aceh Besar?

C. Research Aims

The aims of this study are:

To find out why does the use of reciprocal teaching improve students' reading skill of the first year students of MTs Negeri Tungkop Aceh Besar.

D. Significance of Study

This study will contribute positively for students, and English teachers. For the teachers are expected that the result of the study could be useful by the teachers to develop suitable technique in teaching reading based on the objective that has already determined. For the students, it is useful to help them to improve their learning performance by using the technique to assist the students in understanding the reading materials and developing their reading skill.

E. Research Terminology

To avoid misinterpretation and to ease understand the terms study title, the writer clarifies and explains as follow:

1. **Reciprocal Teaching**

Reciprocal Teaching (Palincar & Brown, 1984) is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarize, question, clarify, predict and respond to what they are reading).

In this research, the reciprocal teaching is the technique that applied by the English teacher of MTs Negeri Tungkob in improving the student's ability

in reading comprehension. Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction and non-fiction text.

2. **Reading Comprehension**

Reading comprehension is a learning process in which the skills of word recognition and comprehension are mutually supportive. In reading activity, students are expected to recognize and understand about what they read especially in a text. Without understanding the text students can't grasp the implied message in a text. (Duffy, 1977)

At MTs Negeri Tungkob, reading comprehension is one of skill that have to be mastered like other schools in Indonesia based on English curriculum.

CHAPTER II

THEORETICAL REVIEW

In this chapter the researcher discusses some related theories on reading comprehension and reciprocal teaching (RT) that will support this study.

A. Theories of Reading Comprehension

There are some relevant theories that are presented related to the reading comprehension that are described in this sub-chapter. They are definition of reading comprehension, the process of reading comprehension, types of reading comprehension, strategies in reading comprehension, teaching reading comprehension, principles in teaching reading comprehension, the teaching of reading at junior high school, assessing reading comprehension, and the problems of reading comprehension. The discussion of them is presented below.

1. Definition of Reading Comprehension

Reading is an activity that is done by written text or print text as a medium. In this activity readers decode and interpret the language to get the meaning. Urquhart and Weir in Grabe (2009: 14) define reading as the process of receiving and interpreting information encoded in language via the medium of print. Meanwhile, Berardo (2006:60) says that reading has different meaning, for some people reading is recognizing written words,

while for others it is an opportunity to teach their pronunciation and to practice speaking. Based on those definitions, it can be concluded that reading definition is become different for each reader. It depends on the reader's aim in reading.

Comprehension is the main aim of reading activity (Bos and Vaugh, 2009: 312). By reading comprehension, people can get information of the written text that they have read. Koda in Grabe (2009:14) states that comprehension is the process when readers dig and relate information of the text with what they already have known. In addition, Mikulecky and Jeffries (2007:74) define comprehension is not only interpreting and understanding words but also relate the idea of the text with readers' knowledge.

Based on those definitions, it can be concluded that reading comprehension is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the knowledge that readers have known.

2. **The Process of Reading Comprehension**

As stated previously reading is process of decoding text, and then receiving information. It seems that reading activity involves in more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson, 2008:7). Those

processes are the main process that is happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text. According to Grabe (2009:14), process of reading includes of a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity.

The process of reading comprehension which is based on the order how the readers decode the language is divided into three kinds of reading comprehension process. Processes of reading comprehension which are practiced by readers are bottom-up, top-down and interactive reading (Goodman in Brown, 2001:298). In the bottom-up process readers have to identify and decode the language feature of the text. Using this process readers have to know the letter, the form of the words, and the discourse of the words. Readers have to able to decode the text first to comprehend the text. In top-down process, readers must use their background knowledge to understand about the text, for example readers look at the title of the text then, they relate it to their knowledge or intelligent to guess what the text is about. Meanwhile, in interactive reading readers combine the bottom-up processing and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

Those processes of reading occur while readers are reading a text.

Some readers do not notice that those processes happen while they are reading, but some of them do. Readers who know the theory of this reading process will realise that there are some process that happen while they are reading.

3. **Types of Reading Comprehension**

Activating background knowledge is important to do when readers want to comprehend a text. As stated in the previous that reading comprehension involves the process of integrating and relating the information of the text to readers' background knowledge. Bos and Vaugh (2009:314) list three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. First is textually explicit. When readers read using this type, they are facilitated by some information that is clearly asserted in the text.

Therefore, readers do not need to break their background knowledge deeply. Second is textual implicit. In this reading type, readers need to use their background knowledge to find out the information of the text, because information that is obtained in the text is not enough to help them in comprehending the text. The last is scripturally implicit. When readers read using this reading type, they must open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this situation readers should have a large knowledge that can help them to comprehend the text.

In addition, Brown (2001: 312) writes two types of reading

comprehension which is based on the reading performance. First is silent and oral reading. Readers read aloud when they are oral reading, whereas they silent reading when they read in their heart. Second is intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read use extensive reading when they are reading for pleasure. Those types of reading comprehension above are often practiced by students unconsciously. The teacher should prompt and guide students to practice the reading types. Therefore students have various ways of reading. In this case, the teacher should not teach students the theories of reading type. The teacher should guide the reading activity using the reading type only.

4. **Strategies in Reading Comprehension**

Students read a text to comprehend it. Students not need to know the meaning of each vocabulary which they found in the text. It also wastes students' time, when they have to find the meaning of each word. Students need reading strategies in reading the text. In reading readers must know and master the strategies to read comprehensibly. Janzen in Richards and Renandya (2002: 287) defines reading strategy as plans for solving problems encountered in constructing meaning. It means that reading strategy is a device which can help readers in catching the meaning of the text. Here are some reading strategies which are asserted by Brown (2001:306).

a. Identifying the purpose of reading.

b. Using graphemic rules and pattern to aid in bottom-up decoding

c. (especially for beginning level learners).

d. Skimming the text for main ideas.

e. Scanning the text for specific information.

f. Guessing when you are not certain.

g. Analysing vocabulary.

h. Distinguishing between literal and implied meanings.

i. Capitalizing on discourse makers to process relationships.

Some reading strategies above can help students to read comprehensibly. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the technique will suitable for all students' ability. However, students can master all of those strategies if they often practise them.

5. Teaching Reading Comprehension

Brown (2000:7) says that teaching is an activity to explain, demonstrate, and illustrate something to someone to make them understand. In teaching reading comprehension, the teacher should help students to read the text comprehensibly by showing and modeling how to read comprehensibly to them. The teacher should know the activity that will help students in learning reading comprehension. Graves, Calfee, and Juel in Klinger, Vaughn and Alison (2007: 104) suggest the following activities

prior to reading:

(1) set a purpose for reading, (2) motivate students to read, (3) pre-teach key vocabulary and concept, (4) link students' background knowledge and experiences with the reading,(5) relate the reading to students' lives (making connections), (6) build students' knowledge of the text features.

Those activities above are some activities which can be done before reading activity. The teacher should guide students to do those activities. Beside that, the teacher also needs some guidelines to teach and improve reading comprehension. The teacher needs to make a plan and a preparation before teaching reading. The teacher should know what he wants to do in the class and what he wants to teach to the students. Mastropieri and Scruggs in Klinger, Vaughn and Alison (2007: 124) say the teacher who wants to improve his students' reading comprehension should do the following activities.

a. Teach strategies that have been documented as effective in promoting reading comprehension.

b. Design instruction based on effective principles of direct instruction and strategy instruction.

c. Provide modeling, support, guided instruction, practice, attribution feedback, and opportunities to practice across text types.

d. Monitor students' progress and make adjustments accordingly.

Those are what the teacher should do when he wants to teach reading comprehension. It will help both the students and the teacher in improving students' reading comprehension. In conclusion, it is important for the teacher to prepare both himself and students before learning. The teacher prepares himself for teaching. He also has to prepare the students to study. Those activities above can help the teacher to prepare and run the lesson. It is important for the teacher to apply them.

6. Principles in Teaching Reading Comprehension

In teaching reading comprehension there are some principles that must be considered by the teacher. The principles will become a guide for the teacher in teaching reading. There are some principles of teaching reading that is asserted by some experts. According to Harmer (2001:70) there are six principles of teaching reading. They are as follows.

(1) reading is not a passive skill, (2) students need to be engaged with what they are reading, (3) students should be encouraged to respond to the content of a reading text, not just to the language (4) prediction is a major factor in reading, (5) match the task to the topic, (6) good teachers exploit reading texts to the full.

Those are principles of teaching reading comprehension which must be regarded as the teacher's principle in teaching reading. In addition, Williams in Nation (2009:6) also declares some principle of teaching reading, they are meaning-focused input, meaning-focused output,

language-focused learning, and fluency development. Those principles are used as the direction for the teacher. The teacher should know what the students need to learn and not. The teacher must know the core of teaching reading and what the teaching reading should be.

In conclusion, the teacher should understand what is reading itself and should be careful in deciding the teaching method, the text, the material, and the activity when he designs the lesson. Therefore, the purpose of improving students' reading comprehension can be achieved.

B. Theories of Reciprocal Teaching

1. Definition of Reciprocal Teaching

Reciprocal teaching is an instruction model which is first developed by Palincsar and Brown in 1984. As stated by Klinger, Vaughn, and Boardman (2001: 131), the reciprocal teaching is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. Foster and Rotoloni (2008: 2) also define reciprocal teaching as a teaching method that gives students model and prompts students thinking process on how to share their learning experience. In addition, Brown in Klinger, Vaughn, and Boardman (2001: 131) says that reciprocal teaching is based on the Vygotsky's theory of ZPD (Zone of Proximal Development) which focuses on improving students' skills and knowledge with guidance which is provided through interactions in the class.

Based on those definitions, reciprocal teaching is a model or technique in teaching reading comprehension which allows students to share their experience and idea relate to their thinking about the text they had read. Relating to the reciprocal teaching, in this sub-chapter it will be discussed the reasons of using reciprocal teaching, reading strategies of reciprocal teaching, foundations of reciprocal teaching, and the implementation of reciprocal teaching.

2. **Using Reciprocal Teaching in Reading Comprehension**

There are some reasons of using reciprocal teaching in improving reading. As stated before the reciprocal teaching will help students to read comprehensibly. According to Palincsar and Brown (1984: 168-169) the reciprocal teaching method itself could be the prime reason for success. Those two experts said that the reciprocal teaching involves extensive modeling of the type of comprehension fostering and comprehension-monitoring activities and forces students to respond the text. Each stage of the reciprocal teaching will lead students to read comprehensibly.

Biggs in Cooper and Greive (2009: 47) also assert some reasons of using reciprocal teaching. It is said that reciprocal teaching makes the basic of effective reading comprehension visible to all students. Therefore, all students can practise and able to use the basic of effective reading comprehension (predicting, clarifying, questioning, and summarizing). Reciprocal teaching also can be adapted. It can be used in many situations and purposes of reading. The reading strategies and the activity of reciprocal

teaching also can be practised by young and adult learners. Furthermore, the social nature of reciprocal teaching process makes reciprocal teaching enjoyable and age-appropriate. As stated before that reciprocal teaching provides group discussion which will make students enjoy in learning because they feel free and safe in learning.

In addition, Marzano in Omari and Weshah (2010:30) declares other reasons of using reciprocal teaching. They are as follows.

(1) reciprocal teaching encourages cooperation, responsibility and leadership, (2) reciprocal teaching raises students' motivation for learning, (3) reciprocal teaching develops their social relations, (4)reciprocal teaching decreases undesirable behaviours in the classroom.

Those reasons above are the advantages of using reciprocal teaching for students and the teacher. Reciprocal teaching helps students in thinking and getting the meaning of the text. Students have a change to share their idea with their friends and the teacher. Students will learn how to work in team and how to appreciate others thinking. In addition, reciprocal teaching can help the teacher to manage students' misbehaviour.

3. **Reading Strategies of Reciprocal Teaching**

Klinger, Vaughn, and Boardman (2001: 131) claim that in reciprocal teaching students will learn to use the four reading strategies. They are prediction, summarization, question generation, and clarification. Students apply these strategies while they are discussing text with the teacher and

their peers. Here is the explanation of those four strategies.

a. Predicting

   Predicting is a strategy that involves finding clues in the structure and content of passage about what will happen next in the text. Students must active their background knowledge that relates to the topic in the text. For example, students can use the title and some clues in the text to guess what the text about is and what the next in the text. Students will share and discuss their predictions with their group.

b. Clarifying

   Clarifying involves understanding something that is not clear when there is failure in comprehension and taking steps to restore meaning. In this step, students learn how to be prepared in reading text that they do not understand. If students find a word which they do not know its meaning, they will define the word by reading the sentence or relate it to the topic. Students also learn defining words of reference like it, them, they, which, that, them, etc which may signal the meaning of unfamiliar word.

c. Question Generating

   Question generating is erecting important information, rather than unimportant details. Students learn how to find important information by using questioning words like who, what, when, where, how and why. Students try to comprehend a text by asking questions about the main idea from the passage, and questions about important details.

d. Summarizing

Summarizing is identifying and integrating the most important information in the text. Students are taught to make one or two sentence which tells the most important ideas contained in a paragraph or a text. Students are instructed to put the topic sentence of the paragraph. If there is no topic, students are taught summarizing by combining the sentence that they have underlined which containing the most relevant ideas. Then students are asked to place the most important details to support the topic sentence and delete unimportant information. Finally, students are instructed to make the main idea and supporting details in their own words.

Oczkus in Omari and Weshah (2010: 28) said," reciprocal teaching strategies are not essential to follow in order, it depends on the complexity of the text and the characteristic of the learners." Those strategies above can be adapted to the situations and kinds of texts that will be read. They must not apply in order. Therefore, it is flexible to use.

As the conclusion, reciprocal teaching strategies can be designed by the teacher. The strategies can be applied based on the characteristic of the text, the characteristic of the students, and the class situation. Moreover, the teacher can vary the order of the strategies to avoid monotonous.

4. **The Implementation of Reciprocal Teaching**

According to Klinger, Vaughn, and Boardman (2001: 135) the description of the implementation of reciprocal teaching (RT) consists of five phase. They are the teacher demonstration, the direct instruction and guided practice, the teacher students groups, the students-led groups, and

students' independent use of the strategies. The descriptions of them are as follows.

a. Phase 1: Teacher Demonstration

The teacher models how to use the strategies (predicting, clarifying, questioning, and summarizing). Students see all four strategies on the first day, so they can get the portrait of it. Therefore, they will not get difficulties in applying those strategies in the next step.

b. Phase 2: Direct Instruction and Guided Practice

The teacher teaches each of the strategies in more depth one per lesson. The teacher explains how to implement the strategy while students are reading. The teacher also supports the students with prompts and reminders as they try out the strategy. Then the teacher provides feedback.

c. Phase 3: Teacher-Student Groups

The teacher leads discussion about the text in small groups, prompts students to use the strategies and provides support and feedback as needed. The teacher gradually let students work by themselves as students become more proficient.

d. Phase 4: Student-led Groups

Students lead the discussion about the text and prompt their friends in group to use the four strategies. Students give feedback to their friend on strategy implementation. Meanwhile, the teacher provides assistance as needed.

e. Phase 5: Students' Independent Use of the Strategies

Students use the four strategies while they are reading the text and self regulate their implementation strategies. They monitor their own comprehension. They also monitor and give feedback on their friends' comprehension through the discussion.

Based on those phases, the teacher will guide the students from guided, semi-guided and then independent in applying reciprocal teaching' strategies. Those phases should be followed by the teacher. Therefore, the implementation of reciprocal teaching can be run well, and the goal of improving students' reading comprehension can be achieved.

5. Relevant Studies

There are some studies that also use reciprocal teaching (RT) in improving students' reading comprehension. The first, Marston et al. (1995) in Klinger, Vaughn, and Boardman (2001: 132) did research by comparing six research-based including reciprocal teaching.

The result finding showed that students' achievement was the highest, when they were taught using the three approaches, they are computer-assisted instruction, reciprocal teaching, and one of two direct instruction conditions. It shows that the reciprocal teaching succeeded in improving students' achievement.

Second, in 1996 Klingner and Vaughn in Klingner, Vaughn, and Boardman (2001: 133) conducted a study using a modified version of reciprocal teaching that included an emphasis on accessing background knowledge. The participants were 26 seventh- and eighth-grade English

language students with learning disability (LD). The result was that students who were adequate decoders but poor comprehension, benefited from reciprocal teaching.

The third, Cooper and Greive (2009) carried out a study using reciprocal teaching with a regular year four class within the subject of Human Society and its Environment (HSIE). RT strategies were compared with an effective approach but more traditional approach to reading text appropriate to the subject. This study indicated that the experimental group benefited from the use of RT strategies.

The fourth, Choo, Eng, and Ahmad (2011) had a study by teaching sixth form students by reciprocal teaching and traditional teaching. Experimental group taught using reciprocal teaching, and control group taught without treatment. The students were taught eight periods of English per week. The finding showed that a significant impact on the reading comprehension of the students after teaching used reciprocal teaching.

The last, Freihat and Al-Makhzoomi (2011) did a study on 50 students of university in Jordan. They taught students by reciprocal teaching procedure (RTP)to investigate the effectiveness of reciprocal teaching procedure in improving students' reading comprehension behaviour in a university setting. They compared the students' score of pre-test and post-test. The result showed that there was improvement on students' reading comprehension behaviour. Students also were convinced that reciprocal teaching procedure gave them some advantages.

CHAPTER III

RESEARCH METHODS

This chapter focused on the methods used in the research. They are research design, subject of the research, techniques of data collection, data analysis and brief description of research place.

A. Research Design

This research used case study as the approach of the research. Robert (1984) states that case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Considering this, the following explanation starts from presenting definition of case study and then goes to the detailed explanation about the case study as it is implied in this research.

In addition, Helen (1989) concludes that case studies are complex because they generally involve multiple sources of data, may include multiple cases within a study, and produce large amounts of data for analysis. Researchers from many disciplines use the case study method to build upon theory, to produce new theory, to dispute or challenge theory, to explain a situation, to provide a basis to apply solutions to situations, to explore, or to describe an object or phenomenon.

Based on those objectives, this case study was conducted qualitatively, it can be stated that a qualitative a the natural setting. The research data is collected naturally by observing a phenomenon while it is happening and by conducting a verbal communication with the respondents. A qualitative research also promotes human (researcher) as the research instrument. A qualitative research also takes into account the process rather than the outcomes or the product.

After deciding the approach of this research, the data is collected naturally by observing the implementation of reciprocal teaching in reading comprehension to students of MTs Negeri Tungkop Aceh Besar. The researcher plays a role as an observer and an interviewer. Then, the data is analyzed and presented in a form of description.

B. Place and Time of The Research

1. Place of The Research

This research takes place at MTs Negeri Tungkop Aceh Besar. The reasons for selecting the school are:

a. The school is reachable. It enables the researcher to conduct the research more effectively.

b. Reciprocal teaching has been applied in the school, for particularly in teaching reading comprehension.

2. Time of the research

This research is conducted for 2 weeks. The research presented of preparation, application, and reporting.

C. Source of Data

1. Subject of the Research

Hayton (1991) defines subject of the research is an individual who participates in research, either as a recipient of the test or as a control. In addition, Nana Sudjana (1989)states that subject is a part of study reach that has the same character with population. The target subject of this study is English teacher of MTs Negeri Tungkop Aceh Besar.

D. Data Collection

This research applies a qualitative approach which applies interview and observation as the techniques for collecting data.

1. Observation

Observation is a kind of instrument that is almost all researchers have taken (Keith 2004). In further explanation, observation is done directly toward the objects of the study. The researcher participates in finding the data. As the result, the researcher can understand the condition and believes in the accuracy of the data. Moreover, Bogdan (1972) states that observation is the interactions between researcher and subject. It needs long time to analyze observation. In this research, the data is collected by observed the reciprocal teaching steps in teaching reading comprehension. The one who observed is English teacher of MTs Negeri Tungkob.

2. **Interview**

Lincoln & Guba, (1985) states that interview is a conversation with a purpose. The main purpose is to get information of people, events, activities, feelings, motivation etc. interview can also defined as an activity of gathering information that is conducted through conversation. In this research, interview is conducted to acquire information about the implementation of reciprocal teaching from the English teacher of MTs Negeri Tungkop Aceh Besar.

E. Data Analysis

The stages of interactive analysis applied in this research are data reduction, data display, and conclusion. Each of the stages is presented as follow.

1. Data reduction

Data reduction is a stage of summarizing, classifying, and focusing on essential things. In this stage, the researcher needs to separate the accurate data from the in accurate ones. Through the data reduction, the research may focus on the data that will be analyzed.

2. Data display

Data display is a stage of organizing the data into patterns of relationship. The data display can make the collected data easier to be understood. In this stage, the researcher presents the narrative text.

3. Conclusion

   In this stage, the researcher makes a conclusion. The conclusion can be in a form of thick description. The conclusion is the answer of the research problems that have been formulated.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers the research findings and discussion. The explanation is elaborated in descriptive analysis supported by detailed discussions with regard to the use of Reciprocal Teaching (RT) to improve students' reading comprehension. The results of observation and interview are explained descriptively and the related theories are provided coherently.

A. The Analysis of Observation

The researcher used observation technique in order to observe the English teacher in applying Reciprocal Teaching (RT) in the classroom activities. The observation was conducted on 16th December 2016, 19th December 2016, and 23rd December 2016. The observation was done in three meetings. It means the researcher only observed the performance of the teacher in three meetings. In every meeting, the teacher taught the class by applying Reciprocal Teaching (RT).

During the observation, the researcher took the crucial part in the teaching learning process. Since the aim of this study is to know how the use of Reciprocal Teaching (RT) improves students' reading comprehension, the researcher merely observed some aspects related to the strategy in English reading class. Observation checklist was grouped into four categories as it is the main steps of Reciprocal Teaching (RT): predicting, questioning, clarifying, and summarizing. The researcher

observed those steps using the scale 1 – 5.

For the observation checklist, the researcher refers to Klinger, Vaughn, and Boardman (2001: 131) who claim that in reciprocal teaching students learn to use the four reading strategies. They are prediction, summarization, question generation, and clarification. Furthermore, for the implementation of Reciprocal Teaching (RT), the researcher refers to Klinger, Vaughn, and Boardman (2001: 135). They explain the description of the implementation of reciprocal teaching (RT) consists of some phases : they are the teacher demonstration (introducing), the direct instruction and guided practice (previewing), and students practice (applying). The result of the observation toward the strategy that implemented is presented in table of observation below.

Table 4.1. Teaching observation in the first meeting

	Aspects	Scale of Achievement				
	Introducing predicting step					
	Introducing questioning step					
	Introducing clarifying step					
	Introducing summarizing step					

Notes:

Scale 1   : poor

Scale 2   : not good

Scale 3   : good

Scale 4   : very good

Scale 5   : excellent

Observation 1 was conducted on Friday, 16th December 2016. The researcher observes the teaching reading comprehension using Reciprocal Teaching (RT). The researcher observed that all steps were presented by the teacher. The teacher explained the topic in an organized way from general to specific.

In the first meeting the teacher focused on the introducing RT to the students. However, the teacher previewed the recount text first before introducing the RT in learning reading comprehension. She asked students to explain what recount text is. Then, she asked students to mention the feature and generic structure of the recount text. The teacher wrote students answers while students were answering the questions orally.

After that she gave more explanation about the recount text. Seeing the students had understood about the recount text, the teacher explained to the students about reciprocal teaching. The teacher explained each stage of the RT. First, she explained the predicting. The teacher told how to predict a text from the title and the clue words in the text and

modelled how to predict a text. The teacher also wrote a text title "My Bad Holiday" and asked students to predict the content of the text. Students could work with that title, then the teacher gave others title like "My First Experience to Have Takbiran", "My Bad Day", and "Basketball Tournament". Students also could work with those titles. Then the teacher wrote some clue words like, "trip, vacation, unhappy, and tried", and she asked students to draw the topic of the text with that clue words.

After that, the teacher explained about clarification. The teacher explained how to clarify unfamiliar or difficult words and referent. She also modelled how to meaning unfamiliar or difficult words. The teacher gave students some words and signs that may signal the meaning of the unfamiliar or difficult word like "such as, like, or comma between words(..,....), words in brackets, and words in italic or in bold". The teacher used sentence "Football, or soccer as it is sometimes called, is very popular in Indonesia" as the example. The teacher also gave example in meaning referent of the sentence like "Ismail is one of 8B students, he is very clever and handsome". Then teacher gave more explanation and check students understanding.

After that the teacher explained about generating questions. The teacher encouraged students to mention the words to make questions sentence. After that, the teacher continued the explanation to the last stage of reciprocal teaching that is summarizing. The teacher modeled how to make summary with two methods. First, summarizing by finding main idea

of each paragraph, then students make a conclusion of those main idea. Second, summarizing by underlined the most relevant idea to the topic of the text, then students restate the main idea and supported details of the text in their own words. Then, the teacher delivered students a text in title "My First Experience to Ride Motorcycle". The teacher invited students to work with text using reciprocal teaching stages. The activity was done from predicting. The teacher guided students to predict about the text. Then, she continued clarifying stages. When the teacher wanted to continue questioning stages, the bell rang. Therefore, the teaching learning process had to be stopped. The teacher reviewed RT and make evaluation with students. Then she closed the lesson by leading a praying and greeting.

From the observation above, the researcher concludes that the first step was done excellent. The second and fourth steps were done very good while the third step was good. Moreover, the students also kept quite while the other was performing the material in front of the class. They focused on the topic which was presented by the teacher. However, the researcher did not see the existence of confusion and boredom that felt by the students during the teachers' teaching performance.

Table 4.2. Teaching observation in the second meeting

	Aspects	Scale of Achievement				
	Previewing predicting step					
	Previewing questioning step					
	Previewing clarifying step					
	Previewing summarizing step					

Notes :

Scale 1   : poor

Scale 2   : not good

Scale 3   : good

Scale 4   : very good

Scale 5   : excellent

Observation 2 was on Monday, 19th December 2016. In the meeting 2, the teacher focused on previewing and guidance students in applying the RT stages. The teacher opened the class by praying and greeting. Then, she reviewed RT stages by asking some questions about RT to the students. Then, she divided students in groups. After that she delivered a text in title "My Football Experience" for each student and a worksheet for each group. She asked one of students to read the text before students work with the text. Afterward, the teacher explained to the students how

to fill the worksheet. Then, she asked students to work in group to apply the RT stages. She came to each group to assist them in applying the RT stages. She also gave more explanation about the RT in each group. The activity was started from predicting stage, clarifying stage, generating questions stage, then summarizing stage. The teacher guided students to predict the text. She reminded student to pay attention to the title of the text and some vocabulary of the text.

In clarifying stage, there were some students who opened the dictionary. The teacher warned them and asked them to apply the method that she had explained before. Then, the teacher guided them in meaning and translating the words without opening the dictionary. Many of students asked help in clarifying the text. The bell rang, it meant that students had their break time. The teacher asked students to have a break. After the break time over, the discussion was continued. The teacher asked for students to work with the text and continued their discussion. After students finished in clarifying the text, they continued to make questions. Some groups only made the questions. They did not answer the questions that they made. Then the teacher asked students' attention and announced that they had to answer the questions that they had made. Later, the teacher guided students to make summary. She reviewed her explanation of creating summary that she had already given to the students. She also guided students in finding main idea of a paragraph. The time was up. The teacher invited students to evaluate their activity.

Then she reviewed the RT stages by asking students to mention the RT stages and the activity of each stage. Then, she asked students to collect their worksheet. The teacher announced that their result discussion would be discussed in the next meeting. The teacher closed the class by praying and greeting.

From the observation above, the researcher checklists the first and fourth step was done excellent. Moreover, the second and third steps were done very good. In the second meeting, the atmosphere of the classroom was participative. All of the students participated in the classroom.

Table 4.3. Teaching observation in the third meeting

	Aspects	Scale of Achievement				
	Applying predicting step					
	Applying questioning step					
	Applying clarifying step					
	Applying summarizing step					

Notes :

Scale 1   : poor

Scale 2   : not good

Scale 3   : good

Scale 4   : very good

Scale 5   : excellent

The last observation was conducted on Friday, 23rd December 2016. In the meeting 3, the teacher focused on giving students feedback on their result of discussion. She asked students to group in their group. Then she delivered students' worksheets which were students collect yesterday. To discuss students work, she asked students to write down their result on the white board. First, the teacher asked students to write their prediction. Then the teacher invited students to discuss it. Because of the limitation of time, the teacher would not asked students to present their work orally. The teacher asked student to write their work of each RT stage. In this activity the teacher also gave feedback on the students' work.

The discussion was started from the predicting stage, clarification stage, question generating stage, and the summarizing stage. The teacher asked each group to write their prediction and number their answer with their group number. Only some groups which came forward to write their prediction. Then the teacher called the group name and asked them to come forward and write their answer. When all of group had finished writing their prediction, the teacher invited them to discuss it together. Then it was continued to the clarification stage, question generating stage and the last summarization stage with the same activity.

After that the teacher checked students understanding by asking them to ask some questions, almost all students responded to the teachers' questions. Then, she invited students to evaluate their activity by asking them some questions. Then, she gave more explanation about RT by

inviting students to apply RT with the text which they did. She checked students understanding by asking students about their understanding to the teacher demonstration of the each RT stage. After that, she asked students to mention the stage of RT and explain the activity in each RT stage. Then she delivered an exercise in the form of multiple choice and short answer questions. She asked students to work it in their home, because the time is up. After that she closed the class by praying and greeting the students.

From the observation above, it can be seen that the steps in RT are all applied, therefore, the researcher checklists all steps was done excellent. As in the first and second meeting, in the third meeting the class also was very participative. Most of the students know how to apply the strategy in reading comprehension.

B. The Analysis of Interview

The interview was done on Friday, 23rd December 2016. The one who involved in the interview was the English teacher of MTsN Tungkop. The researcher asked the interview to answer the questions in English. There were 7 questions in the interview that would be asked to the respondent of this study. The subject was also given many other questions regarding her experience in teaching reading comprehension in the classroom.

In order to attain a thorough analysis of the interview result, the transcription is provided. In this section, the interview respondent was

coded as 'R'.

Question 1: How long have the Reciprocal Teaching (RT)been applied as the strategy in learning reading comprehension?

The first question aimed to identify about the period of the teacher experience in teaching reading comprehension using Reciprocal Teaching (RT). The responses of the respondent was transcribed as in the following :

R : *I have been teaching reading comprehension using Reciprocal Teaching (RT) for these two years.*

Based on the respondents' responses above, it showed that the strategy is applied in the last four semester in improving students' reading comprehension ability.

Question 2: When did you know the Reciprocal Teaching (RT)as the strategy in learning reading comprehension?

The second question was pointed to know the first time the respondent discovered the strategy.

R: First time I knew the Reciprocal Teaching (RT) two years ago.

The respondents' answers for the second question showed that the strategy is applied since the respondent knew the strategy. It can be seen from respondent response of the first question.

Question 3: Why did you select the Reciprocal Teaching (RT) in improving students' reading comprehension ??

This question was asked to find out the respondents' reason in choosing the strategy. Here is her response toward the question:

R: Because I saw my students have many problems in learning reading comprehension. They are still confused how to find the main idea, mainly if the text is difficult for them to understand. It is caused of the vocabulary of the text are not familiar to them. This problem makes them are not really enthusiastic in reading the text, but usually I asked them to open the dictionary. If students still face difficulties to find the meaning of vocabulary, then I explain it to them. This situations lead to less effective in learning. Then I select the strategy.

In accordance to the answer above, the respondent select the strategy because of the less effective of learning reading comprehension. Then, the respondents' considered that the strategy is appropriate to be applied. The statement is consistent with theory that refers to Cooper (2009) that reciprocal teaching makes the basic of effective reading comprehension visible to all students. Therefore, all students can practise and are able to use the basic of effective reading comprehension (predicting, clarifying, questioning, and summarizing).

Question 4 : Have you applied other methods before this method ?

This question was intended to know is there another strategy was applied before the Reciprocal Teaching (RT).

R : I have applied many strategies before using this one.

The question above, showed that there are several strategies that had been applied by the respondent. Moreover, the question exhibits that the Reciprocal Teaching (RT) is not the first strategy applied by respondent

during teaching reading comprehension.

Question 5 How is students' improvement after using the strategy?

This question was asked to the respondent in order to find out what improvement the students got from learning reading comprehension by using Reciprocal Teaching (RT). Here is the response toward the question:

R: There are a lot of development that the students had from the strategy. The first one is it improved the reading skill because they have to read a lot about the topic. Furthermore, the strategy increased their confidence and motivation.

The respondent stated that the students have two important developments. It improved the reading skill and it increased their confidence and motivation. The statement is consistent with theory that refers to Palincsar and Brown (1984: 168-169) that the reciprocal teaching method itself could be the prime reason for success. Those two experts said that the reciprocal teaching involves extensive modeling of the type of comprehension fostering and comprehension-monitoring activities and forces students to respond the text. Each stage of the reciprocal teaching will lead students to read comprehensibly.

Question 6: How was the students' responses toward the strategy?

Through the question, the researcher intended to know the respondents' opinion toward the strategy. To answer the question, here is the respondents' response:

R: They have positive response. I think almost all of the students can follow

every step in the strategy and they enjoy the learning.

The answer indicate that the strategy get the learner positive response. As stated by Marzano (2010) that reciprocal teaching provides group discussion which will make students enjoy in learning because they feel free and safe in learning.

Question 7: Why does the implementation of Reciprocal Teaching (RT) in teaching reading comprehension improve student's reading skill?

The last question was pointed to know the specific aspect of the successful of reciprocal teaching implementation in learning reading comprehension as the main purpose of the research.

R: There are actually a lot of aspects. Some of the aspects are; the strategy made the students more enthusiastic in learning, another one is the strategy leads the students to know what to do in working with the text in reading. The most important one is the applier of this strategy must apply every step correctly and suitable with the characteristic of the text and the characteristic of the learners.

In the closing statement, the respondent said that the main aspect in implementation of Reciprocal Teaching (RT) to improve students' reading comprehension ability is to apply all steps correctly. In addition, the respondent said that the design model of the strategy must be suitable with the characteristic of the text and learners.

C. Discussion

The aim of this study is to find out why the use of reciprocal teaching technique improves students' reading skill. The researcher came up with one research question. The research question is "Why does the implementation of reciprocal technique in teaching reading comprehension improve student's reading skill?". This question was answered by using observation technique and data from interview.

In analyzing the data through observation list, the researcher focused on several aspects to be observed. They were how the subject demonstrates, guides and applicates the steps strategy in learning. After analyzing the result of observation of the classroom activity in three meetings, the researcher found that the teacher applied the strategy in a very good way. Form all observation, the researcher come to the conclusion that the effectiveness of the teacher in applying and modeling the strategy has brought about the improvement of the students' reading comprehension ability.

To find additional information in order to answer the research question, the researcher also conducted an interview. According to the data from interview analysis, the researcher mainly found the key of students' improving on reading comprehension ability is that the teacher implemented the steps correctly and designed the strategy based on the characteristic of text.

From the study, it appeared that the subject needed reading strategies

to improve the students' reading comprehension. She also needed feedback to learn the effective use of reading strategies. So, if an instructor is concerned about giving effective reading strategy lessons to learners the instructor should remind the learners about the importance of the constructive nature of reading.

As reflected from the data, there is great potential for Reciprocal Teaching to improve students' reading comprehension. The subject in this study developed awareness in the use of reading strategies and showed gradual improvements during the process. However, the effective use of strategies depends on many factors from the instructors, learners, and the learning context.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the overall conclusion of this study along with the practical suggestions to the English language instructors and future researchers who are interested to investigate the same issue in a broader scope.

A. Conclusions

After analyzing the data and discussing the result in the previous chapter, the researcher would like to draw conclusions as follows:

The observation to the teachers' performance shows that the implementation of reciprocal teaching improved the students' reading ability. The improvement is identified based on the teacher maintaining the strategies to create the students changed their perception of reading comprehension. The students became more enthusiastic in joining reading activity. Furthermore, the students became familiar with reading strategies (predicting, clarifying, and questioning).

Moreover, through the data from the interview, the researcher also found that preparation was very important to do. Moreover, it was important to learn how to apply RT first before it is explained and modelled to the students. From the interview, the researcher also understood that adapting to the students character is a must to do. In addition, according to the respondent building students' confident was also very important.

B. Suggestions

The researcher gives some suggestions according to the result of the study as follows:

1. For teachers

It is hoped that English teachers should be more creative in choosing the teaching strategy. They should know what students need to improve students' weakness. If they want to use RT, they should consider on the situation of the class so that they can manage the class well. They also should consider on the topic of the text that will influence students' motivation in reading.

2. For other researchers

The other researchers hopefully can find another case of the study using RT. However, they should understand the RT. They should know how to apply RT stages to the students.

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INSTRUMEN PENELITIAN
WAWANCARA STUDI KASUS
PENGGUNAAN *RECIPROCAL TEACHING* DALAM PENINGKATAN
KEMAMPUAN *READING COMPREHENSION* SISWA

Narasumber Wawancara

Nama/Kode   : _____/_____
Waktu wawancara   : _____

Deskripsi Wawancara

NO	PERTANYAAN	JAWABAN
1	How long have the reciprocal teaching been applied as the strategy in learning reading comprehension ?	
2	When did you know the reciprocal teaching as the strategy in learning reading comprehension ?	

3	Why did you select the reciprocal teaching in improving students' reading comprehension for this recent year ?	
4	Have you applied another methods before this method ?	
5	How is students' development after using the technique ?	

6	How was the students' responses toward the strategy ?	
7	Why does the implementation of reciprocal technique in teaching reading comprehension improve student's reading skill ?	

INSTRUMEN PENELITIAN
LEMBAR OBSERVASI
PENGGUNAAN *RECIPROCAL TEACHING* DALAM PENINGKATAN
KEMAMPUAN *READING COMPREHENSION* SISWA

Nama Guru   : _____
Hari/Tgl   : _____
Siklus ke-   : _____
Pertemuan ke : _____
Kelas   : _____
Materi   : _____

Pengamat memberi tanda cek (v) pada kolom yang sesuai, Dibagian bawah tabel (ceklis).

No	Sintaks	Skala pencapaian				
		1	2	3	4	5
1	Melakukan prediksi pada teks					
2	Membuat pertanyaan terkait dengan teks					
3	Melakukan klarifikasi					
4	Membuat rangkuman					

Deskriptor :

Skala 1   : tidak dilakukan
Skala 2   : dilakukan tetapi masih kurang baik
Skala 3   : dilakukan dengan cukup baik
Skala 4   : dilakukan dengan baik
Skala 5   : dilakukan dengan sangat baik

Hal-hal menarik/penting lain saat guru mengelola langkah-langkah pembelajaran yang mengaplikasikan model *Reciprocal Teaching.*

1. Tahap 1: melakukan prediksi pada teks
Catatan :
....
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....

2. Tahap 2 : membuat pertanyaan terkait dengan teks
Catatan :
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....
3. Tahap 3 : melakukan klarifikasi
Catatan :
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....

4. Tahap 4: membuat rangkuman
Catatan :
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....

Aceh Besar, ...
Observer

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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IPK Terakhir	: 3,23	
Tamatan S1 Tahun	: 2016/2017	
Anak ke	: 1 (satu) dari 3 (tiga) bersaudara.	

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Pengalaman Kerja*	: Mengajar	
Peng. Organisasi	: BEM FTK ,EDSA	

Pendidikan Formal

Tingkat Dasar	: MIN Tungkop	
Tingkat Menengah	: MTSs Oemar Diyan	
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Banda Aceh, 27 Juli 2017

Dian Fitya Z