IMPROVING THE STUDENTS’ READING COMPREHENSION IN NARRATIVE TEXT BY USING RECIPROCAL TEACHING METHOD AT THE EIGHTH GRADE STUDENTS OF SMPN 1 WONOREJO PASURUAN

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Abstract: Reading is a process very much determined by what the reader’s brain, emotions and beliefs bring to the reading: the knowledge and information, strategies for processing text, moods, fears, and joys all of it. This research was conducted to know whether the reciprocal teaching technique is effective to improve the students’ comprehension in reading of narrative text at the eighth grade students in SMPN 1 Wonorejo Pasuruan. The subject of the study were the students of class VIII D at the second semester in 2014/2015 academic year. The writer used classroom action research design where the research conducted collaboratively. The writer conducted the research in two cycles. The first cycle was on the 29th of April 2015 and 9th of May 2015. Meanwhile, the second cycle was on the 27th and 28th of May 2015. Every cycle consisted of two meetings. There were four steps in each cycle i.e. planning, implementing, observing, and reflecting. Based on the result of post test in the first cycle, there was 78% (25 out of 32) of the students got score ≥75. Whereas in second cycle, the result of post test was 84% (27 out of 32) of the student got score ≥75. The result showed that reciprocal teaching method was appropriate for the students to improve their reading comprehension of narrative text.

Key words: Reading, and Reciprocal Teaching Method

INTRODUCTION

Reading, one of the four major skills, is a process very much determined by what the reader’s brain, emotions and beliefs bring to the reading: the knowledge and information (or misinformation, absence of information), strategies for processing text, moods, fears, and joys all of it (Weaver, 2009: 13). It can enlarge the students knowledge, because almost the information in written form. Moreover, reading can introduced the students’ new vocabularies and grammar which is necessary to develop other skill such as listening, speaking and writing.

Based on the preliminary study that the writer conducted in SMPN 1 Wonorejo the students have problem in reading comprehension. It can be seen from the score data where the average student’s score in reading comprehension under KKM. Based on curriculum SMPN 1 Wonorejo the minimum score criteria or KKM for english subject is 75. There were 25 out of 32 students who still got a score of 20 to 65, that is why the students' skills in reading comprehension needs to be improved.

Many problems have happened when the writer did the preliminary study in SMPN 1 Wonorejo. The writer analysed the result of score reading of the eight grade students of SMPN 1 Wonorejo, especially class D were uninterested in reading lesson and they got low motivation in learning English especially in reading class. Consequently, the students got difficulty to understand the grammatical construction in the text they read, they did not know the meaning of unfamiliar vocabulary. Besides, the method that the teacher used in teaching reading often tedious so that students were not interested to learn. It is proved by the result of students’ reading score, it shows that only 22% (7 out of 32) of the students get score over the KKM. Hence, it makes the students difficult to comprehend the text.

According to curriculum 2006 for the english lesson, the eight grade students have to learn kinds of text such as descriptive, recount and narrative. Here the writer chooses narrative text as the object
of the research in reading comprehension. Narrative text is one of the genres of text which taught for the eighth and ninth grade students at Junior High School. According to Wardiman, et al (2008: 98), a narrative is to amuse, entertain and to deal with an actual or various experience in different ways, it deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The eight grade students of SMPN 1 Wonorejo, especially class VIII D, they have problem in comprehension reading narrative text. The students are difficult to convey the main ideas with their own language. It is caused by several factors such as, the students only read the text without understanding, they had limited vocabulary, and the students have low motivations. Therefore, the writer tries to find the most appropriate method to solve this problem, in order the students can comprehend reading narrative text.

Through reciprocal teaching method, the writer tries to solve the problem. It is an instrucational activity that utilize comprehension strategies (predicting, questioning, summarizing, and clarifying) in the form of dialogue between teachers and students regarding segments of a text (Choo et al., 2011: 141). According to Oczkus (2013: 34) reciprocal teaching is a collaborative hands-on strategy that works well in any grade level and in a wide variety of settings including whole class, guided reading, and literature. It is effective for the students in reading comprehension. Because, by using four activity, they are summarizing, questioning, clarifying and predicting the students get self learning.

In summarizing activity the students get self review, they write in summary what the gist in the text. Here the students are trained to understand the text what they read. The second is questioning, this activity able to enhance the students think critically. They are trained to ask the things they do not understand which relate to the text, such as the main idea, the ambiguous sentences, and also implied text. The third is clarifying, clarifying occurred when there is a confusions in the text so that it gives rise the different interpretation of the text among the students. In this stage, the students are trained to communicate and share their opinion. The last is predicting, it is attempted if the students recognize any cues that serve to herald forthcoming material. In short, all of the activities in reciprocal teaching method is undertaken in the context of actually reading with the goal of understanding and remembering the text content.

The effectiveness of reciprocal teaching method has been proven by Mariya Ulfa (2014) who has conducted her research at MTs. Sunan Ampel Pasuruan. She implemented reciprocal teaching method to solve the problem in reading comprehension. It can be seen by the result, 80 % students’ score increased. Moreover, Tann Ooi Leng Choo and his friends from University Sains Malasyia who conducted their research in 2011 explored the reading skills of sixth-form students in Malasyia. There were 34 low-proficiency level students selected as a sample to represent the population to be studied. The result showed that 29 out of 34 students responded positively toward the strategy. The facts above proved that the reciprocal teaching method is the appropriate method for teaching English reading comprehension.

Based on the description above, the writer is interested to know whether the reciprocal teaching technique is effective to improve the students’ comprehension in reading of narrative text at the eighth grade students in SMPN 1 Wonorejo Pasuruan

METHOD

In this research, the writer uses classroom action research design where the researcher intends to use reciprocal teaching to improve the student’s reading
comprehension in narrative text. This classroom research is conducted collaboratively. It means that in carrying out this research, the researcher works with an English teacher.

This research was conducted at SMPN 1 Wonorejo Pasuruan, which is located at Jl. Raya Sambisirah No. 12 Wonorejo - Pasuruan. The subject of the study took the eighth grade students, class D at the second semester in 2014/2015 academic year. The number of students in class VIII D was 32 students which consisted of 20 males and 12 females. There were two cycles in this research, each cycle consisted of two meetings. The first cycle was conducted on the 29th of April and 9th of May 2015. Meanwhile, the second cycle was conducted on the 27th and 28th of May 2015.

The researcher used some instruments to get the data. The research instrument that were used by researcher were interview form, observation form, questionnaire, documentation, and test. The first instrument was observation form. It was used to observe the activity of the teacher model and students during the teaching and learning process. It was held on the 29th of April 2015 and 27th of May 2015. The second is interview form. The researcher used guide interview form for interviewing the English teacher of eighth grade students. The aim of interview is to get the information about the condition of the students and the teacher in teaching and learning process. It was done on the 24th of February 2015. The third is questionnaire. It was done at the end of each cycle in this research, it was on the 9th and 28th of May 2015. This questionnaire form addressed to the students. The fourth is documentation. The documentation were students’ attendance list, the students’ reading score obtained by the researcher when conducting preliminary study, lesson plan, syllabus, and picture of teaching learning activities in the classroom. The last is test. The researcher did the test in meeting two in each cycles. Through reciprocal teaching method, the researcher wanted to know the ability of students’ reading comprehension in narrative text.

In conducting the research, the researcher did the following procedures. The first was conducting the preliminary study to analyze and identify the problem of the teacher and students. The second was preparing a plan to solve the problem of students’ reading comprehension. In this stage, the researcher prepared the material, instructional media, lesson plan, test, criteria of success. The third was implementing the plan, it related with the plan which has been prepared by the researcher. The fourth was observing the result of implementing the plan. The last was reflecting, whether the strategy is successful or not, and finally the researcher took action to follow up the result. If, the planning is not success, the researcher has to revise the plan and go to the second cycle.

**FINDING**

The researcher conducted the research in improving the students’ reading comprehension in two cycles. Before doing the research the researcher did the preliminary study. After that, the researcher did the research in two cycles. Every cycle consisted of two meetings and each of them took 80 minutes. So, this research was done in four meeting. There were four steps in each cycle i.e. planning, implementing, observing, and reflecting.

Firstly, the researcher did the preliminary study. Before doing the cycle one, the researcher did the preliminary study. It was conducted on the 25th and 28th of April 2015. In the first meeting the researcher gave the students material about narrative text entitled *The Legend of Pari Temple*. She taught by GTM method as the English teacher of VIII D did. The students were passive. They waited the teacher gave them information about the text. The situation in the class was boring. The students did not have motivation to learn,
they lazy to open dictionary and did not give more attention to the teacher explanation. In the second meeting, that was on the 28th of April 2015. The researcher gave the students test. It was done by the researcher in order to know the ability of the students in reading comprehension of narrative text at class VIII D. The researcher used text narrative entitled *The Legend of Pari Temple*. There were 20 questions. The test specification of number one used “True or False” question. The test specification of number two was “Matching”. The students had to match the vocabulary in the text with its meaning. The third question model was “WH Question”. The students answered the question which related with the story. The last specification of question was rearranging the sentence into good order based on the story. From the test, it was obtained that 15 out of 32 of the students succeed in doing the test. It meant that only 47% students got score ≥75. Meanwhile, the criteria of success that was made by the researcher was, if there were 80% students got score ≥75. So that, the researcher decided to do the cycle one by using reciprocal teaching method in improving the students reading narrative text.

**Cycle One**

The cycle one consisted of two meetings. The first meeting was conducted on the 29th of April 2015. Meanwhile, the second meeting was done on the 9th of Mei 2015. Cycle one covered with four stages. They are planning, acting, observing, and reflecting. Before implementing the action, the researcher prepared the tools of teaching and learning process. Such as the lesson plan, the material, the instructional media, the students’ worksheet and the observation check list form and anything related to the action. After that, the teacher did the action in the classroom. It consisted of three activity. They are pre activity, whilst activity, and post activity. The material that was used by the teacher was the text of *The Legend of Sendang Sani*. In the first meeting the teacher gave the students material by using reciprocal teaching method. There were four stages in this activity, predicting, clarifying, questioning, and summarizing. The students did the four stages in a group where each group consisted of four students. The students in each group had role as predictor, clarifier, questioner, and summarizer. They discussed the text and wrote the result of discussion in colourful papers. They were yellow papers which were used for predictor, green papers were used for clarifier, pink papers were used for questioner and the last blue papers were used for summariser. Besides that, the teacher provided the colourful boards also. They were a purple board for predicting column, a yellow board for clarifying column, a blue board for questioning column, and a red board for summarizing column. The boards were used to attach the results of the analysis students’ of narrative text by using reciprocal method. After discussing the text by using reciprocal teaching method, the students in each group had to present their result of discussion in front of the class. The second meeting was the activity of the students to do the test related to the text of *The Legend of Sendang Sani*. In the first cycle there were 20 questions. The test specification of number one used “True or False” question. The students predicted the sentence whether it matched with the text or not. The test specification of number two was “Matching”. The students had to match the vocabulary in the text with its meaning. The third test specification was “WH Question”. The students answered the question which related with the story. The last specification of question was rearranging the sentence into good order based on the story. During the process in cycle one, the observer observed the students and the teacher in teaching and learning process by using observation checklist. After that, the researcher reflected the result of
observation and the result of reading test for the students.

**Cycle Two**

The cycle two was conducted on the 27\textsuperscript{th} and 28\textsuperscript{th} of May 2015. There were some stages which was done in cycle two. As the first cycle, there were four stages in cycle two. They were revising the plan, implementing the plan, observing, and reflecting. The first meeting, the teacher used the material of *The Legend of Tangkuban Perahu*. She used reciprocal teaching stages, they are predicting, clarifying, questioning, and summarizing in teaching and learning process. The teacher divided the students into 8 groups where each group consisted of 4 students. As the first cycle, the teacher provided the colourful boards and papers. The papers were used for writing the result of discussion, meanwhile the boards were used to attach the result of discussion in colourful papers. In the first stage, the teacher asked the students to predict what the story about by looking at the picture and skimming reading. The students had to write the supporting sentence also. The second stage, the students clarified the difficult words or sentences. And then go to the third stage, that was making a question from the text. In this stage, the students wrote the main idea in each paragraph also. The last stages was summarizing the text. After all the activity have done, the teacher asked each group to present their result of discussion in front of the class. The second meeting of this cycle, the researcher did the test for the students. There were four questions related to the text of *The Legend of Lau Kawar*. It was used four stages in reciprocal teaching method, they are making a prediction, clarifying the text, making a question, and making a summary. However in this activity, the students had to do the test individually.

**DISCUSSION**

This part covers the discussion of the findings which related to the activities in teaching narrative text by using reciprocal teaching method. The discussion is based on how the reciprocal teaching method improve the students’ reading comprehension.

In the first cycle, the result of implementing the reciprocal teaching method in improving the students reading comprehension of narrative text has some problem. It was conducted on the 29\textsuperscript{th} of April and 9\textsuperscript{th} of May 2015. The problem appeared because the students ashamed to get involved in activity of teaching and learning process. It caused the teaching and learning process was not active. It appropriate with the statement from Fahrurrazi (2012: 83) explained that reading is passive or receptive skill. Because of that, the researcher got problem in implementing the method for the students. In the first meeting of this cycle, the researcher as the teacher did three activity during the teaching and learning process, they are pre activity, whilst activity and post activity.

Before implementing the reciprocal teaching method, the teacher explained the procedure of this method to the students. According to Seymour and Osana (2002: 327) explained that reciprocal teaching is carried out with a small group of children (four to six children is typical, but using larger group has been successful) and a teacher, all of whom work together to read a passage. So that, the teacher divided the students into eight groups where each group consisted of four students. Four students in each group have role as predictor, clarifier, questioner, and summarizer, because in this activity the students had to predict, clarify, make a question, and summary the text entitled *The Legend of Sendang Sani*. It was appropriate with the statement of Oczkus (2010: 34) in reciprocal method there isa term that called “Fab Four” strategies which help the students in...
reading comprehension, they are summarizing, questioning, clarifying, and predicting. The students discussed the text with their group and wrote the result of discussion on the colourful papers. After that, they reported the result of discussion in front of the class.

From the result of observation for the students and the teacher in cycle one. There were some problems appeared. Firstly, although the teaching and learning process ran well, but it was still dominated by some students. Not all of them had been active learners yet. They looked ashamed to get involved in the activities actively. In fact, some students were not able to comprehend the text. Secondly, some of the students did not have motivation in reading class. It was shown when the teacher gave a question to the students, they were ashamed. They preferred to joke with their friends, so that it made the classroom was noisy. Thirdly, the students’ knowledge of vocabulary were less, because they were lazy to open dictionary. From some of the problems mentioned above, the researcher should do the following action in avoiding the same problem to occurs again:

- The teacher should give more attention to the students because they were still afraid and ashamed when they were asked the questions.
- The teacher should guide each group to implement the reciprocal teaching method, so that they are motivated in teaching and learning process by using reciprocal teaching method.
- The teacher should train the students to open dictionary by asked them to find the meaning of difficult vocabulary in the text.

In the second meeting of cycle one, the researcher gave a test about the narrative text entitled The Legend of Sendang Sani to the students. The test was used to measure the students ability in improving the narrative text by using reciprocal teaching method. From the result of post test which conducted on the 9th of May 2015, there were 25 out of 32 students got score ≥75. It is only 78% students who were successful in the first cycle. It was caused the material of the test was the same as the material in the first meeting and also the technique that was used to test the students was not appropriate with the stages in the reciprocal teaching method. It means that the researcher in the first cycle failed. So that the researcher need to revise the plan and go to the next cycle.

The cycle two was conducted on the 27th and 28th of May 2015. After analysing the problem in cycle one, the researcher revised the lesson plan. So that, when the researcher implemented the lesson plan to the students, they were more active and enjoyable during the teaching and learning process. In the first meeting, the teacher gave more attention to the students during the teaching and learning process. She did not want to make the students afraid when they want to ask a question or answer the question from the teacher. As the first cycle in meeting one, the teacher divided the students into eight group. After that she distributed the text entitled The Legend of Tangkuban Perahu and the students’ worksheet to each group. The teacher asked the students to listened her carefully, and she began to read the story loudly. It had aim, the students understand the content of the text well. It is appropriate with the statement, the purpose of reciprocal teaching method is to improve reading comprehension through the use of student and teacher collaboration (Choo et al., 2011: 141). From the observation which was done by the observer said that the students got better ability in comprehending the narrative text. In discussion section, the students shared and discussed the text together, solved the problems together. So that, their motivation was increase than before and they comprehend the text well. So that, the observation result showed the students got better ability in
comprehending the narrative text. The second meeting, the researcher held the test for the students. It was used text entitled The Legend of Lau Kawar. There were 27 out of 32 students got score ≥75. It meant that 84% students was succes in this cycle. So that, the research in second cycle was succes. Based on the analysis data from the result of the test, the result of observation checklist, and the result of questionnaire to the students, the researcher concluded that using the reciprocal teaching method could improve the students’ reading comprehension in narrative text.

Besides that, the students’ respond to the reciprocal teaching method was good. It was proven by the result of questionnaire in cycle one and two. In the cycle one, there were 64% (21 out of 32) of the student gave positive respond. Whereas in the second cycle there were 81% (26 out of 32) of the students gave positive respond. The result showed that reciprocal teaching method was appropriate for the students to improve their reading comprehension of narrative text. Based on the analysis data from the result of the test, the result of observation checklist, and the result of questionnaire to the students, the researcher concluded that using the reciprocal teaching method could improve the students’ reading comprehension in narrative text.

CONCLUSION
Knowing the result of the students’ evaluation in all cycle, it is important to know the reciprocal teaching method can improve the students’ reading comprehension in narrative text for the eight grade students of SMPN 1 Wonorejo. In the first preliminary study, the researcher interviewed the English teacher about the score of reading comprehension of the students class VIIID. There was 22% (7 out of 32 students) who got score ≥75. Meanwhile, in the second preliminary study the researcher taught the students by using GTM method. From the result of second preliminary study, there were 15 out of 32 of the students got score ≥75. It meant that only 47% of the students were success in comprehending the narrative text.

The result showed that this method was appropriate for the students. Their score of reading comprehension of narrative text was good, since there were an improvement of the students’ reading comprehension in each cycle. In the cycle one, 78% (25 out of 32) of the students got score ≥75. It meant that in the first cycle the implementation of reciprocal teaching method to improve the students’ reading comprehension failed. Because, the result was under the criteria minimum of succes. Whereas, in the second cycle, the reciprocal teaching method were able to improve the students of VIII D SMPN 1 Wonorejo in reading narrative text. It was proven by the result of post test in the cycle two, there were 84% (27 out of 32) of the students got score ≥75. So that the research was succeed. In conclusion, the reciprocal teaching method had been successful to improve the students reading comprehension in narrative text.

REFERENCES


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