THE INFLUENCE OF RECIPROCAL TEACHING STRATEGY ON STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT

(Quasy Experimental Research at Eleventh Grade Students of SMAN 9 Bengkulu Selatan in Academic Year 2018/2019)

THESIS

Submitted as A Partial Requirements for the Degree of S.Pd (*Sarjana Pendidikan*) In English Language Education

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Assalamu'alaikum Wr. Wb

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Wassalmu'alaikum Wr.Wb

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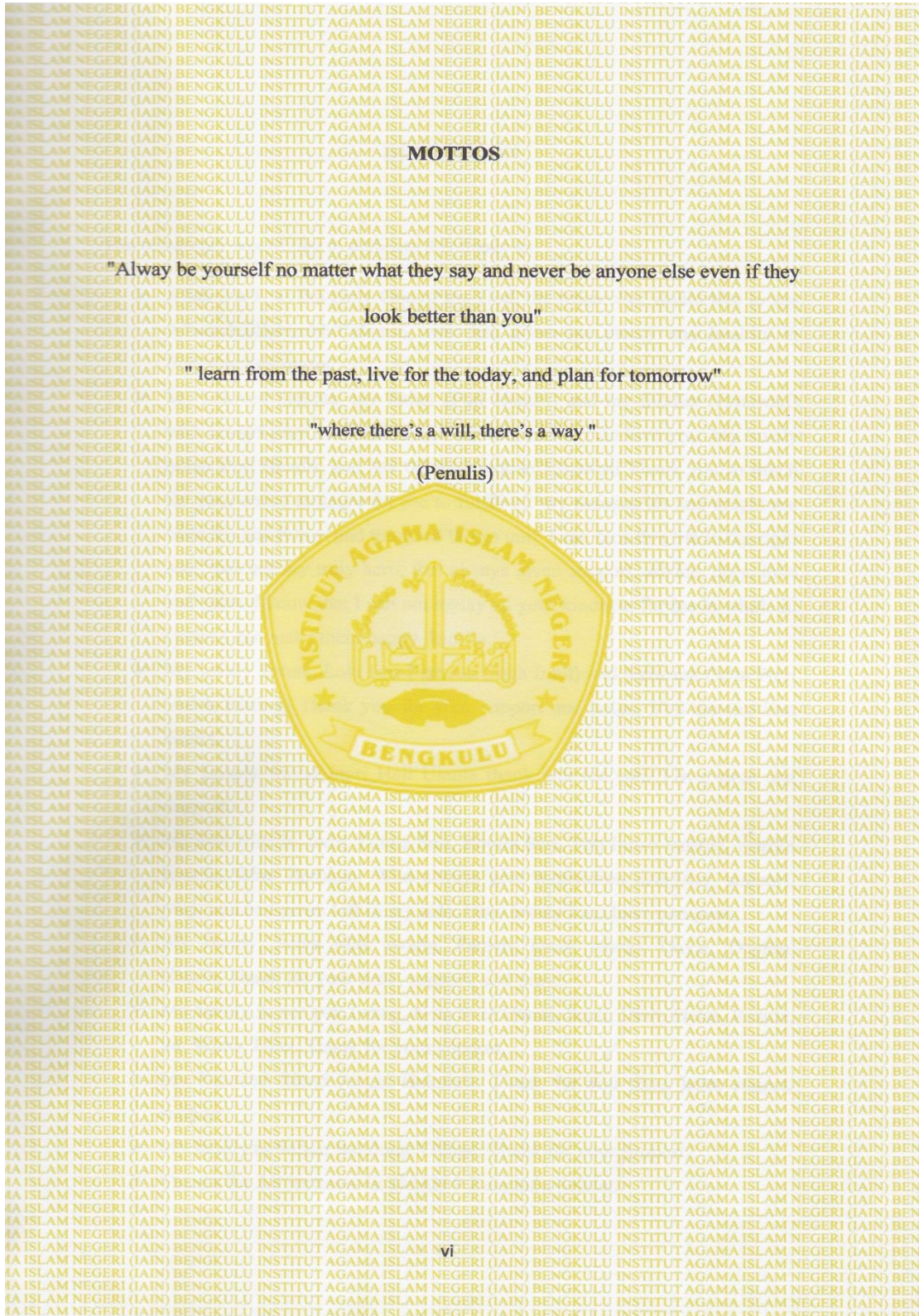
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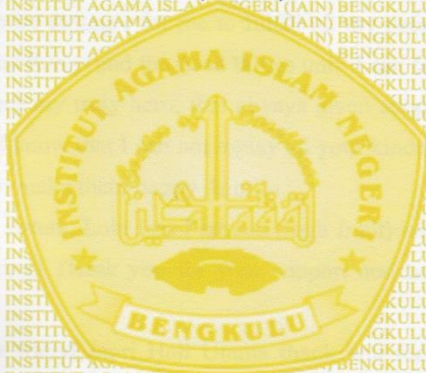197505231999032002   197712222009012006

MOTTOS

"Alway be yourself no matter what they say and never be anyone else even if they

look better than you"

" learn from the past, live for the today, and plan for tomorrow"

"where there's a will, there's a way "

(Penulis)

DEDICATION

The researcher would like to dedicate this thesis to:

➤ Allah SWT, as the Only One of my God, the researcher would like to say Alhamdulillahirobbil'alamin, who has given me mercy and healthy in finishing this thesis.

➤ My beloved parents, my father (Puji Hendri) and my mother (Ernawati) who always pray and could reach the successful, I do love you. My lovely father Puji Hendri, and My beloved mother Ernawati Thank you so much for your entire struggle for me to fulfill all my necessaries and taught me what the bad things and the good things until I can face this life in the right way, you are my truly hero, that always given support, advice, pray, love and spirit. I know that I can not replay all your kindness for me in whole it. I hope I can make them happy Aamiin.

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- ➢ My Region and Almamater.
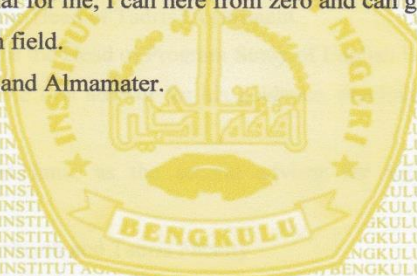
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Finally, the researcher realized that this thesis report was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, 4 Juli 2019
The Researcher

EEM MERANI DESTIANA

ABSTRACT

Eem Merani Destiana. 2019. The Influence of Reciprocal Teaching Strategy on Students' Ability in Comprehending Narrative Text. (Quasy Experimental Research at Elevent Grade Students of Sman 9 Bengkulu Selatan in Academic Year 2018/2019).

Advisors : 1. Risnawati, M.Pd

          2. Detti Lismayanti, M.Hum

Keywords : *Reciprocal Teaching Strategy, Reading Comprehension, Narrative Text*

The problem faced by the second grade students in SMA Negeri 9 Bengkulu Selatan is the ability to read the text of the narrative where their mastery in reading is still low due to the limitation vocabulary mastery. In the same ocation, the teacher does not applay and use the right strategy yet so that the learning objectives are not achieved yet. The main objective of this study is to determine whether the use of Reciprocal Teaching Strategy was effective in improving the students' ability comprehending narrative text and solving their problems. This research was quasy experimental research design, non-equivalent groups which pre-test and post-test design was used in this study. The population was the eleventh grade students of SMA Negeri 9 Bengkulu Selatan in academic year of 20018/2019 with 187 students. In this study, 46 students were taken as sample. There were two groups: XI IPS 1 (Experiment class) and XI IPS 2 (control class), each of which consisted of 23 students. The data were collected by using multiple choice reading comprehension test. The data collected were analyzed by using T-test formula. The finding of this study showed that Reciprocal Teaching Strategy was efective in improving the students' ability comprehending narrative text and solving their problems. The effectiveness was indicated by the result of the Stepwise Regression formula that the contribution of Reciprocal Teaching Strategy on students' ability comprehending narrative text was 72,9%. In conclussion Reciprocal Teaching Strategy was efective in improving the students' ability comprehending narrative text and solving their problems in SMAN 9 Bengkulu Selatan.

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ABSTRACT

Eem Merani Destiana. 2019. The Influence of Reciprocal Teaching Strategy on Students' Ability in Comprehending Narrative Text. (Quasy Experimental Research at Elevent Grade Students of Sman 9 Bengkulu Selatan in Academic Year 2018/2019).

Pembimbing : 1. Risnawati, M.Pd

2. Detti Lismayanti, M.Hum

Kata kunci : *Strategi pengajaran timbal balik, pemahaman membaca, teks naratif*

Masalah yang dihadapi oleh siswa kelas dua di SMA Negeri 9 Bengkulu Selatan adalah kemampuan membaca teks naratif di mana penguasaan mereka dalam membaca masih rendah karena keterbatasan penguasaan kosakata. Di tempat yang sama, guru belum menerapkan dan menggunakan strategi yang tepat sehingga tujuan pembelajaran belum tercapai. Tujuan utama dari penelitian ini adalah untuk menentukan apakah penggunaan Strategi Pengajaran Reciprocal efektif dalam meningkatkan kemampuan siswa dalam memahami teks naratif dan memecahkan masalah mereka. Penelitian ini adalah desain penelitian quasy eksperimental, kelompok non-equivalent yang digunakan pre-test dan post-test dalam penelitian ini. Populasi adalah siswa kelas XI SMA Negeri 9 Bengkulu Selatan pada tahun akademik 20018/2019 dengan 187 siswa. Dalam penelitian ini, 46 siswa diambil sebagai sampel. Ada dua kelompok: XI IPS 1 (kelas Eksperimen) dan XI IPS 2 (kelas kontrol), yang masing-masing terdiri dari 23 siswa. Data dikumpulkan dengan menggunakan tes pemahaman membaca bentuk pilihan ganda. Data yang dikumpulkan dianalisis dengan menggunakan rumus T-test. Temuan penelitian ini menunjukkan bahwa Strategi Pengajaran Timbal balik efektif dalam meningkatkan kemampuan siswa dalam memahami teks naratif dan memecahkan masalah mereka. Efektivitas ditunjukkan oleh hasil dari rumus Regresi bahwa kontribusi Strategi Pengajaran Timbal Balik pada kemampuan siswa memahami teks naratif adalah 72,9%. Kesimpulannya Strategi Mengajar Timbal Balik efektif dalam meningkatkan kemampuan siswa dalam memahami teks naratif dan memecahkan masalah mereka di SMAN 9 Bengkulu Selatan.

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CHAPTER I

INTRODUCTION

A. Background of study

Reading is one of the most important language skills, students need to be exercised and trained to have a good reading skill. The importance of reading is the comprehension of the text beside the knowledge of letters and punctuation and the reader needs the skill to comprehend reading. Reading is one of the basic English skills. according to Byrnes (2004) states that reading is a process of two-way interaction between the reader and the reading text, resulting in knowledge. With other meanings, reading requires that actions and interactions that are acceptable according to the reading skill.[1]

Based on the K13 curriculum, the Indonesian government has set graduation standards for high school students, where students are used to passing the National Examination (UN) and reading is included in one of the languages to be tested. Standard Committee of National Education (BadanStandarNasionalPendidikan: BSNP) divides the types of questions by genre to test students' reading comprehension in the National Examination(UjianNasional: UN), only 15 questions. of the 40 test questions

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[1]Robertus et al., "The Use Of Reciprocal Teaching Procedure In Teaching NarrativeTexts To Improve Students' Reading Comprehension,"English Language Education Study Program of FKIP UNTAN Pontianak, (2014): 2.

intended to test Listening skills, 25 questions are intended to test comprehension reading skills. This is because, in the school level curriculum or K13, reading is one of the standard competencies carried out for students. One of the reading competencies that students must learn is several texts including descriptive, procedure, and narrative. Among the texts above moreover, narrative texts must be mastered by high school class XI students.

Eventhough the above are important skills in language learning, several revealing research findings in teaching reading comprehension teacher in classes have several problems such as the difficulty of choosing the right learning strategy, the teacher does not choose the material that is relevant to the students' goals. And the result is that classroom learning is monotonous. While students have learned to read from an early age, they still find obstacles in the reading process. Reading skills, both first and foreign languages. Students may not find it difficult when reading texts in the first language, but not for students who read texts in foreign languages.

Hence, if teachers use teaching strategies that are not appropriate, so the learning material is not conveyed well to students. If the teacher does not choose the material that is relevant to students' goals, students will become bored and lazy to learn. while students are expected to become active readers with students to enjoy learning texts in foreign languages.

To find out the problems that occur in SMAN 9 Bengkulu Selatan, the researcher conducted initial research by interviewing English teachers and

second-grade students on Monday, 29th October 2018. Based on interviews, the English teacher SMAN 9 Bengkulu Selatan has difficulty in learning English, especially in reading skills. Students have diffuculty to understanding the reading texts that related to the topic because their vocabulary mastery is still low, so they are lazy to active to read narrative text. They have does not need for getting information from text reading while they learn about reading comprehension.

Moreover, based on the results of interviews with second-grade students of SMAN 9 Bengkulu Selatan on Monday, 29th October 2018, they said that the teacher only asked them to do assignments on English textbooks, so they did not have enough experience in reading comprehension. It also makes students bored and not interested in learning English which makes them less attentive to the teacher's explanation. The strategies used in teaching English also tend to be monotonous and make them not enjoy the learning process.

In addition, based on the observed of the researcher in the classroom on Monday, 29th October 2018, the teacher only taught used less effective strategies such as teaching focusing on English textbooks and providing explanations so students only sit and hear the teacher's explanation of students not actively involved in the classroom. teachers must use reciprocal teaching strategies with four strategies to predict, clarify, question, and summarize to improve students' reading comprehension. Students discuss the four strategies

with certain parts of the text, and the teacher expands and deepens understanding by using four strategies.[2]

In order to improve and strengthen the students' reading ability, one strategy that is considered effective in improving students' reading skills is the Reciprocal Teaching strategy made by (Palincsar & Brown in 1984 in Lori D. Oczkus) in order to help students develop reading skills, such as understanding texts in small groups discussion. The reciprocal teaching strategy is described as the nature of interaction because one person acts in response to another. There are four strategies emphasized in teaching procedures Reciprocal summarise, question, clarify, predict.[3] Another expect, Panmanee in Rizki Maulana Sahab, the reciprocal teaching strategy focusing on the background of reading skills, reading styles and small group discussion. There are four strategies emphasized in Reciprocal teaching procedures such as predicting, clarifying, questioning and summarizing.   is applied in the form of dialogue.[4]

Based on the problems and explanation above, the researcher is interested to investigate "The influence of Reciprocal teaching strategy on

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[2]Lori D. Oczkus, Reciprocal Teaching At Work: powerful strategies and lesson for improving reading comprehension, (Alexandria,United States, 2018), 2.

[3]Frichardson, "Reciprocal Teaching Reading and Learning Strategy," National Behaviour Support Service (NBSS), (2018): 1.

[4]Rizki Maulana Sahab, "The Use Of Reciprocal Teaching Procedure In Teaching NarrativeTexts To Improve Students' Reading Comprehension," Journal of English Education 2, no.2 (2014): 83.

students' ability in comprehending narrative text at eleventh grade students of SMAN 9 Bengkulu Selatan in the academic year 2018/2019".

B. Identification of Problems

Based on the background of the research, there are some problems appearing to be discussed. The problems are:

1. Students have difficulty to understanding the reading texts that related to the topic because their vocabulary mastery is still low and they are lazy to active to read narrative texts.

2. The teacher has difficulty to choose the right learning strategy because the teacher does not choose materials that are relevant to the student's goals.

3. The teacher used the strategies in teaching English tend to be monotonous and make students will not enjoy the learning process.

4. The students did not have enought experience in reading comprehension It also makes students bored and not interested in learning English because the teacher's teaching strategy was monotonous and teacher only asked students to do assigments on english textbooks.

5. Students were are not involved actively in class because of the teacher focus on English textbooks and fully explained so students only sit and hear the teacher explanation.

C. Limitation of the Problem

The scope of this research is limited to subject at second grade students of SMAN 9 Bengkulu Selatan in Academic Year 2018/2019 and object investigated (The influence of Reciprocal teaching strategy on students' ability in comprehending narrative text).

D. Research Question

The problem of this research is formulated in the question below: "Is there a significant effect of students' ability in comprehending narrative text between those who are taught using the Reciprocal teaching strategy in comprehending narrative text and those who are not taught using the Reciprocal teaching strategy in comprehending narrative text?"

E. Objective of the Research

The research is aimed to find out whether there is any significant effect of the student's ability in comprehending narrative textbetween those who are taught by Reciprocal teaching strategy in comprehending narrative textand those who are not taught by using Reciprocal teaching strategy incomprehending narrative text.

F. Significant of the Research

The result of this research was expected for:

1. English teachers

   The result of this research will be expected to be able to enrich teacher's reference of how to teach reading comprehension for the students which Reciprocal teaching strategy can be one of the interesting ways in teaching and learning process especially in improving the students' reading skills.

2. The researcher

   As a candidate of English teacher, I hope this research will be useful for the next researcher as a reference in conducting their research related to the Reciprocal teaching strategy that will be expected to add more knowledge about this Reciprocal teaching strategy.

3. The Students

   The researcher will be expected to be able to solving-problems of students' difficulties ability in comprehending especially in narrative text.

G. Definition of Key Terms.

1. Reciprocal teaching strategy is a process to comprehend a text which uses the four strategies of prediction, question, clarifying information, and making summarizing about the text that students' reading which is done by the students with or without the teacher.

2. Comprehending is the ability to process text, understand the intent of the text and integrate it with what the reader knows. Understanding is as a level of understanding of a text/message. This understanding comes from the interaction between the words written, and how they trigger knowledge outside the text/message. Understanding is "a creative, multifaceted process" that depends on four language skills: phonology, syntax, semantics, and pragmatics.

3. Narrative text is a kind of story that gives information to the reader whether to get information or to get enjoyment from the story. The narrative text has structure orientation, evaluation, complication, resolution. Re-orientation (optional).

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading Comprehension

1. The Understanding of Reading Comprehension

Reading comprehension is the process of the reader by creating text objectives. with the results of getting the meaning, knowledge, and understanding contained in the reading text but not to get the meaning of a foreign word or sentence.[5] By readings, learners could take the ideas, and also get the information from the text. There are some additions of the definition concerning reading according to some language expert.

According to Johnson (1983, p.17) states that Reading comprehension is all behavior by using many strategies intentionally or unintentionally, such as strategies for guessing words, to create appropriate forms of meaning related to the process of reading comprehension, Pardo (2004) suggests four elements of reading comprehension: reader, text, context, transaction. a person's ability to interpret the contents of a reading is very important to make it easier for the reader to know the author's message and conclude the reading, the clarity of structure in the text can help the reader to communicate with text, the context provides a way to deduce the meaning of foreign vocabulary

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[5] G. Woolley, "Reading Comprehension: Assisting Children with Learning Difficulties, DOI 10.1007/978-94-007-1174-7_2, © Springer Science+Business Media B.V," (2011): 15.

in the text. and want to build a mental image.[6] Rubin (1993, p. 193) explains the meaning of reading comprehension ability to define or conclude something because one's understanding cannot be observed instantly or directly measured.[7]

Reading is an active skill. It constantly involves predicting, guessing, checking, and asking oneself questions. This should be taken into consideration when devising reading comprehension exercise.I t is possible, such as, introduce questions which encourage students to anticipate the content of a text from" constitute develop the students' powers of inference through systematic practice,or encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs used to introduce questions. There are two conflicting views about the reading process, it's between top-down and bottom-up processing.

In metaphorical terms, this can be linked to the difference between looking down something from above-getting an overview-and on the contrary being in the middle of something and understanding where we are concentrating on all the individual features. It is the difference between looking at a forest and studying the individual trees within it. Learning in

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[6]Khaefiatunnisa, "The effectiveness of contextual teaching and learning in improving students' reading skill in procedural text: quasy experimental study of second grade students at one vocational in Bandung," Journal of English and Education 3, no. 1 (2015): 82.

[7]Arief Pamuji, "The correlation among attitude, reading comprehension,And writing achievement of english education study," Jurnal Adminika 1, no.1 (2015): 19.

schools today is not as expected when associated with students' understanding of course material.

2. The Kinds of Reading Activity

To help students develop communicative efficiency in reading, there are some activities are used in the classroom to promote the development of reading skills in our learners. The discussions below centers on the major types of reading activities that can be implemented as follows:

a. Discussion

Teaching Works's (2016b) and Shaughnessy & Forzani's (2012) A classroom discussion is the exchange of opinions between teachers and students to broaden horizons and develop the abilities and skills of students individually and in groups from a branch of science. SuccessClass discussion can be measured by the quality of student opinions and the number of students who speak express opinions. in-class discussions, the teacher must ensure that the discussion activities do not deviate from the topic of discussion. In discussion the teacher plays a role in giving questions to students, suppressing students' ideas, arranging discussions towards learning objectives, and students play an active role in responding to each other's ideas, listening, correcting and responding to student interactions, ensuring that the topics

discussed are conveyed as a whole, and discussion ends with accurate conclusions.[8]

Finally, In order to manage a good discussion activity, the writer concludes that the teacher plays a very important role in organizing discussion sessions in their classroom, particularly if the opinions of provoking spontaneous fluent language use. Here, in reciprocal teaching procedures, the researcher will make a discussion of groups to interact with others by giving their ideas about the text that has given.

b. Scanning

Scanning is a reading activity to get information accurately. The reader does not have to read the entire text to get accurate information that you want to know such as place, character time, or event. for example, if someone wants to looking for material in the book so that you can read the contents only, you don't have to read the entire material in the book. this activity is called Scanning.[9]

In most cases, we know what we are looking for, so we are concentrating on finding a particular answer. Scanning uses moving our eyes quickly down the page looking for certain words and phrases. Scanning is determined whether it will answer our questions when we first

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[8]Margaret Witherspoon., et al, Leading a Classroom Discussion: Definition, Supporting Evidence, and Measurement of the ETSNational Observational Teaching Examination (NOTE) Assessment Series (Princeton NJ: Educational Testing Service, 2016), 6.

[9]Cucu Sutarsyah, Understanding English Text: Some Strategies For Effective Reading For Non- English Students (PT Rajagrafindo Persada, 2014), 59.

find a resource. We might go back and skim it, once we have scanned the document.

c. Skimming

Skimming is an activity carried out after scanning with activities at a glance to get the essence of the reading, to get an idea about the author's intent. skimming to find paragraph main ideas. Therefore, skimming and reading through the entire look of the entire text and obtaining information that is definitely called skimming activity.[10]

Skimming for content is a useful skill that can help us read and comprehend faster. We can get a good idea of the content of a passage without reading every word or sentence. By skimming over the text we can pick up on the main points of the passage as well as the main idea of what the reading is about. Skimming is a speed reading process for meaning instructions, which visually searches for page sentences.

d. Reading Aloud

It is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. Fostering critical thinking, increasing comprehension skills, and developing background knowledge with engaging the student listener is a benefit Reading aloud. Model the use of reading strategies that aid in comprehension is reading aloud.

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[10] Ibid., 59

3. Types of Reading

According Brown there are types of reading. There are:[11]

a. Perceptive

Perceptive reading includes paying attention to element elements from all discourses such as letters, words, punctuation, and or the graphemic symbol. Bottom-up processing is implied.

b. Selective

This category is part of the assessment format. To see one's reading ability from lexical, grammatical, or discourse features of language in a very short range of languages, using image-cue assignments, matching, true/false, multiple-choice, etc.stimulation in the form of sentences, short paragraphs, and simple graphs and graphs. This combination involves bottom-up and top-down processing can be used.

c. Interactive

Reading is the process of offering to mean, the reader produces a set of text structures to understand it, The focus of the interactive task is to identify elements such as lexical, symbolic, grammatical, and discourse) in the text to maintain the information being processed.

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[11] H. Douglas Brown, Language Assessment: Principles and Classroom Practice (The United States of America: Longman 2004), 189.

Processing is top-down although some examples of bottom-up performance may be needed.

d. Extensive

Extensive reading applies to texts that have several pages such as professional articles, essays, technical reports, short stories, and books. The purpose of the assessment is to make use of all learners' understanding of a text. Top-down processing is assumed for most broad tasks.

4. Skills of Reading

"According Brown there macro and micro skills of reading":[12]

a. Micro skills

1) discriminate among the distinctive graphemes and orthographic patterns of English

2) retain chunks of language of different lengths in short-term memory

3) process writing at an efficient rate of speed to suit the purpose

4) recognize a core of words, and interpret word order patterns and their significance.

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[12]H. Douglas Brown, Language Assessment: Principles and Classroom Practice (The United States of America: Longman 2004), 187.

5) recognize grammatical word classes (nouns, verbs, etc), system (e.g., tense agrrement, pluralization), patterns, rules, and elliptical forms.

6) recognize that a particular meaning may be expressed in different grammatical forms.

7) recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro skills

1) recognize the rhetorical forms of written discourse and their significance for interpretation

2) recognize the communicative functions of written texts, according to form and purpose

3) infer context that is not explicit by using background knowledge

4) from describe events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, ne information, given information, generalization, and exemplification

5) distinguish between literal and implied meanings

6) detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7) Develop and use a baterry of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning

of words from context, and activating schemata for the interpretation of text.

B. English for SMA Students

K13 is the curriculum set by the Indonesian government at this time. The main purpose of this curriculum is to shape individuals who are good in character, confident, successful in learning, responsible citizens and positive participate in civilization (Ministry of Education and Culture, 2012). This framework has been supported based on Government Regulation Number 32 of 2013 (Revised Government Regulation Number 19 of 2005)about National Education Standards). This regulation was explained by the Minister of Education and CultureRegulations Number 67, 68, 69, and 70 concerning the Basic Framework and Curriculum Structure from SD to high School and Vocational High School.[13]

In English subjects, there are different opinions for teachers to assess psychomotor competencies (sociolinguistic competencies, linguistic competencies, strategic competencies, and competencies). discourse, macro skills (productive, speaking and writing, and the skills of receiving, listening and reading) and micro-skills or elements of language (grammar, vocabulary,

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[13]Djuwairiah Ahmad, "Understanding the 2013 Curriculum of English Teaching through the Teachers' and Policymakers' Perspectives," International Journal of Enhanced Research in Educational Development 2, no. 4 (2014): 7.

pronunciation, and spelling). This should not be included in integrative behavior in all KI and KD.[14]

In curriculum K13, reading is the standard of competencies carried out for students. One of the best ways to learn about it is that students must have texts including descriptive, procedure, and narrative. Among the texts above, moreover, narrative texts must be mastered by high school class XI students. Based on the K13 syllabus for SMA, reading is taught in English, about reading there are several materials, namely: understanding of texts such us descriptive, procedures, and narratives text. and telling about daily activities, Gue's handling, expressing dealing with a telephone conversation, telling about people's educational background, Sample of curriculum vitae, Expressing facts and figures, etc.

C. The Concept of NarrativeText

1. Defenition of Narrative Text

Narrative text is one of gendre that must be studied by high school students. Gerot and Wignell (1994: 204) suggest the purpose of this text is "to entertain, entertain actually or explicitly in different ways and also state the generic structure and significant lexicogrammatical features of

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[14] Ibid., 8

the text, orientation, evaluation, complications, resolution. Reorientation (optional).[15]

Of the text that high school students must learn. According to (Joyce & Feez in Dini Utami Mulyaningsih). explain that narrative is a reaction to the experience, preserving social and cultural values and entertaining the audience. They want to entertain, to get the attention of readers or listeners of stories.[16] It means that narrative text is a kind of story that gives information to the reader whether to get information or to get enjoyment from the story.

2. **The Generic structure of Narrativetext**

   a. Orientation

   the opening paragraph which contains about the character to be told, which includes who, about what, where and when.

   b. Complication

   Complicationthat is the part of the text that tells the story of the problem (problem) in sequence, which starts from the pre-conflict

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[15]Sri Indah Pertiwi et al., "The effect of using cooverative integrated reading composition (CIRC) teaching model in teaching reading narrative and hartatory exposition text at grade XI senior hight school 1 Akabiluru," Journal Of English Language Teaching 1, no. 3 (2013): 43.

[16] Dini Utami Mulyaningsih., "*An Analysis of Students' Ability in Writing Narrative Texts*," English Education Study Program of Indonesia Universityof Education (2013): 17, accessed December 20,2018, https://media.neliti.com/media/publications/192451-EN-an-analysis-of-students-ability-in-writi.pdf

storytelling, then the occurrence of conflict and exposure to the peak of the problem.

c. Resolution

the resolution which is a paragraph that tells about problem-solving.

d. coda

coda or cooling down which is a flashback of what moral lessons can be learned from the story. Coda is optional, not mandatory or must exist in every narrative text.[17]

D. Teaching Strategy for Reading Comprehension

Teachers must have a pleasant learning experience According to Brown (2001, p. 313-316), many principles must be considered in teaching reading skills. First, the teacher must choose learning material that is relevant to the student's goals. Brown (2001) offers two types of text to choose from simple text and simplified text.[18]

In order to improve students 'reading skills, one strategy that is considered effective in improving students' reading skills is the Reciprocal Teaching strategy made by Palincsar and Brown in 1984 in order to help students understand the text, and improve reading comprehension. The term

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[17]Pardiyono, Mastering english through context untuk pelajar SMP,SMA Dan Mahasiswa FKIP bahasa inggris (Yogyakarta: C.V Andi offset 2016), 10.

[18]Rizki Maulana Sahab, "The Use Of Reciprocal Teaching Procedure In Teaching NarrativeTexts To Improve Students' Reading Comprehension," Journal of English Education 2, no.2 (2014): 82.

reciprocity is described as the nature of the interaction because one person acts in response to someone else's. According to Panmanee (2009), Reciprocal teaching procedures are fixated on student knowledge, in reading and discussion in groups. There are four strategies emphasized in Reciprocal teaching procedures such as predicting, clarifying, questioning and summarizing what is packaged in the form of dialogue. [19]

Base on the research "RisaTofantisari" by the title: *the influence of reciprocal teaching strategy and bookmark toward the students' reading comprehension on explanation text,* the research conducted by an experimental research of the eleventh grade students of SMK negeri 2 salatiga in the academic year of 2016/2017. From the result of the research, the reciprocal teaching strategy and bookmark is succeeded improve the students' reading comprehensionon explanation text.[20]

E. **The Concept of Reciprocal TeachingStrategy**

1. **The Defenition of Reciprocal Strategy**

One strategy that has proven effective in this effort is reciprocal teaching. (Palinscar& Brown 1984) states that Reciprocal Teaching is a reading comprehension strategy that aims to provide stimuli to students to develop skills effectively that students do automatically (summarizing,

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[19] Ibid., 83

[20]Risa Tofantisari, "The Influence Of Reciprocal Teaching Strategy And Bookmark Toward The Students' Reading Comprehension On Explanation Text" (IAIN Salatiga, 2017), 77.

questioning, clarifying, predicting, and responding to what they read).[21]
The strategy of remembering reciprocity reverses the discussion used to improve students' comprehension/abilities of academic texts, provides a variety of material choices and reinforces strategies, so that they are easily understood and mastered by teachers and students, and discuss the reading process as interactive for students (Carter, 1997 in Brooke Bess).[22]

Reciprocal teaching strategy was developed by Palincsar 1998 in Melani defines reciprocal teaching strategies as dialogues between teachers and students. the dialogue structure is guided by four strategies (predicting, questioning, clarifying, summarizing). these four strategies are played by the teacher in teaching, and students practice comprehension strategies in cooperative groups. According to Klenk 2001 in Melani, reciprocal teaching is a strategy in learning where teachers and students work together to understand the text in group discussions with four strategies of understanding, predicting, clarifying, summarizing, and generating questions.[23] Another expert stated that Reciprocal Teaching is the most effective strategy because this strategy

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[21]Frichardson, "Reciprocal Teaching Reading and Learning Strategy," National Behaviour Support Service (NBSS), (2018): 1.

[22]Brooke Bess, "*The effects of reciprocal teaching strategies on students'comprehension of a seventh grade life science text.Electronic Theses and Dissertations.*" (University Of Central Florida, 2007), 21.

[23] Melani et al., "The effect of using reciprocal teaching toward studens' reading ability of second grade students of SMAN 4 padang,"Journal of English Language Teaching 2, no. 1 (2013): 198.

combines cognitive and metacognitive teaching with reading strategies through interactive communication (Tartchi & Pinto, 2016 in Oraib Aref Ramadan) The reader group understands the meaning of the text through questions, clarification, summaries, and strategy predictions. the results of collective understanding are carried out through dialogue, initiated by the teacher, whose role is to explain strategy and significance, and students are given the role to practice the process of meaning and monitor understanding through strategy, maintaining the role of the mentor.[24] It means that reciprocal strategy is the way to comprehend a text that uses four strategies and it can be done with the teacher or a learning group to get the understanding a text.

2. **The Characteristics of ReciprocalTeaching Strategy**

Based on theory (Palinscar& Brown 1984) Reciprocal Teaching is a strategy for developing students' skills automatically with four strategies predicting, questioning, clarifying, and summarizing which are packaged in a form of dialogues.[25]

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[24] Oraib Aref Ramadan, "The Impact of Reciprocal Teaching Strategies on the Learners' Reading Comprehension, Strategy Use and Attitudes," (Birzeit University palestine 2017), 9

[25] Frichardson, "Reciprocal Teaching Reading and Learning Strategy," National Behaviour Support Service (NBSS), (2018): 1.

a. Predicting

        Predicting Encourages students to think ahead based on their previous knowledge and experience to the next plot or paragraph (Panmanee, 2009). This strategy provides an opportunity for students to combine the knowledge they have with new knowledge that they will learn from the text. At this stage, they will discuss whether their predictions are acceptable or not.

b. Questioning

        Questioninggive encouragement to students to understand the text more deeply and ensure the meaning of the meaning (Doolittle et al, 2006). This is used to correct students' understanding of the text such as the main ideas of each paragraph and some important information from the text (Panmanee, 2009).

c. Clarifying

        Clarifying helps students did not get confused during reading activities. this happens when students find difficult words, phrases, and structural sentences.

d. Summarizing

        Summarizing is the process of selecting important information and ideas in a text. Summarizing can be done in each paragraph in the

text, or all parts of the text. "Summarizing provides a stimulus to students to understand the text specifically (Doolittle et al, 2006).[26]

3. The Procedure of Reciprocal Teaching Strategy

According to "Frichardson" Explicitly Reciprocal teaching strategy have fifestep: [27]

1. Step 1:

Scaffold student learning by modeling, guiding and applying the strategies while reading. Read a section of the text aloud and model the four steps, predicting, questioning, clarifying, and summarizing.

2. Step 2:

In groups of four allocate a role to each student. Predicting, questioning, clarifying and summarizing.

3. Step 3:

Give instructions to students to read a few paragraphs of a text selection. Suggest to students they use notetaking strategies such as coding and underlining.

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[26]Rizki Maulana Sahab, "The Use Of Reciprocal Teaching Procedure In Teaching NarrativeTexts To Improve Students' Reading Comprehension," Journal of English Education 2, no.2 (2014): 84.

[27]Frichardson, "Reciprocal Teaching Reading and Learning Strategy," National Behaviour Support Service (NBSS), (2018): 1.

4. Step 4:

Predicting helps groups connect parts of the text by reviewing predictions from the previous section and helping the group predict what they will read next by using instructions and conclusions in the text. Questioning and answers help groups to ask and answer questions about the text and remind the group to use all types of questions (higher and lower order). Clarifying helps groups find parts of the reading that are not clear and find ways to clarify these difficulties and Summarizing restates the main ideas in the text and helps the group express their main ideas or ideas in their own words. Clarifier helps groups find obscure passages and find ways to resolve these difficulties.

5. Step 5:

The student's roles in the group switch and the next selection of text are read. Students repeat the process in their new role. Repeat this process until the topic selection is finished.

Table 2.1
Procedure of Reciprocal Teaching Strategy

NO	STRATEGY	ACTIVITY
1	**Predict**	**Predictor:** predicts with evidence *- My prediction is…* *- My evidence is…* Other students agree or disagree and give evidence.
2	**Read**	Students read the section silently or in unison.
3	**Question**	**Questioner:** poses questions for the group to discuss *- My on-the-surface question is…* *- My under-the-surface question is…* Other students answer the questions.
4	**Clarify**	**Clarifier:** asks for or gives clarification *- I need to have _____ clarified.* *- Do you need anything clarified?* Talks about parts that were confusing and discusses unknownwords.
5	**Summarise**	**Summariser:** summarises *- I think the most important idea/s are…* *- My summary is…* Other students add to the summary.

Data from Frichardson National Behaviour Support Service (NBSS).[28]

F. Related Previous Studies

The first is from RisaTofantisariby the title: *the influence of reciprocal teaching strategy and bookmark toward the students' reading comprehension on explanation text,* the research conducted by an experimental research of the eleventh grade students of smk Negeri 2 salatiga in the academic year of 2016/2017. From the result of the research, reciprocal teaching strategy and

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[28]Frichardson, "Reciprocal Teaching Reading and Learning Strategy," National Behaviour Support Service (NBSS), (2018): 2.

bookmark is succeeded improve the students' reading comprehension on explanation text.

The Second is from Dian Fitya by the title: *using reciprocal technique in teaching reading comprehension,*the research conducted by a case study at MTSN tungkop aceh besar in 2017 . From the result of the research, reciprocal technique is succeeded improve the students' reading comprehension.

The third is from Maria Jovial Wijna Svetaketu by the title: *student's perceptions on the benefits of reciprocal teaching in developing their reading skills.* Analysis class of the tenth grade students in SMK N 1 Cangkringan in the academic year of 2016/2017. From the result of the research, presentation of student's perception on the benefits of reciprocal teaching in developing their reading skills.

The researcher is interested to conduct a research entitled "The influence of Reciprocal teaching strategy on students' ability in comprehending narrative text at elevent grade students of SMAN 9 Bengkulu Selatan in the academic year 2018/2019".Essentially, this research has no difference with the researches above. The only difference is the subject, application, and the media that used of the research.

G. Hypothesis

Hypothesis is a prediction or temporary theory about what we expect to happen in the research and it could be examined. The hypothesis consists of two types, alternative hypothesis (Ha) and null hypothesis (Ho).

This research is to answer the question about the significance effect between teaching reading using Reciprocal strategy and teaching reading using non Reciprocal teaching strategy. Therefore, writer proposes hypotheses as follows: Alternative Hypothesis

(Ha): There is a significant effect on reading comprehension between students who are taught using Recoplocal teaching strategy that of and those who are not.

(Ho): There is no significant effect on reading comprehension between students who are taught using Reciplocal teaching strategythat of and those who are not.

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting this research, the writer used an experimental research technique there are two groups. According to Ary stated that quasi experimental design is similar to randomized experimental designs in that it involves manipulation of the independent variable in which the samples are not randomly assigned.[29] The experimental group(EG) and control group(CG). Donald A., Lucy J., Chris S., and Asghar R said that Experimental research gave results in the form of one variable (s) on another variable. The manipulated variable is called experimental treatment or independent variable. The observed and measured variables are called dependent variables.[30] The experimental research was chosen to determine influences an outcome or dependent variable, which was the The influence of Reciprocal teaching strategy on students' ability in comprehending narrative text at eleventh grade of SMAN 9 Bengkulu Selatan in the academic year 2018/2019".

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[29] Donald Ary et al., Introduction to Research in Education. 8th edition (USA: Wadsworth Learning., 2010), 316.
[30] Ibid., 26.

The researcher did two observation, before the experiment and after the experiment. The pre-test was given before treatment begins and pos-ttest was given after treatment begins. The research design is called non-equivalent-groups pretest-posttest design because two groups of experimental and control are involved in this study as presented in the following:

Nonequivalent-	Class	Pretest	Treatment	Posttest
Group pretest	A	O_1		O_2
Posttest-design	B	O_3	X	O_4

Where: A   : The control class

B   : The experimental class

O_1 : Pretest for the control class

O_2 : Posttest for the control class

O_3 : Pretest for the experimental class

O_4 : Posttest for the experimental class

X   : The treatment

However, X means the treatment of the reciprocal teaching strategy for the experimental group that was applied to improve the comprehending narrative text. The second grade of SMAN 9 Bengkulu Selatan in the control class only received pre-test and post-test.

B. Population and Sample

1. Population

Population is a complete collection of elements that are similar but can be distinguished because of their characteristics.[31] The population in this research was the second-grade students of SMAN 9 Bengkulu Selatan. The population is an object/subject found in an area that meets specific characteristics related to research problems. This means that the population of this study consisted of 187 second grade students in SMAN 9 South Bengkulu.

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[31]Supranto, Teknik sampling : untuk survey dan experimental (Jakarta: PT Rineka cipta, 2007), 8.

Table 3.1
Distribution of Population

NO	Class	Male	Female	Total
1	XI IPA 1	10	15	25
2	XI IPA 2	9	17	26
3	XI IPA 3	11	20	31
4	XI IPS 1	14	9	23
5	XI IPS 2	14	9	23
6	XI IPS 3	13	17	30
7	XI IPS 4	15	14	29
8	TOTAL	86	101	187

2. **Sample**

Sampling is the way or technique of taking samples out of the population. The researcher used purposive sampling. Purposive sampling is sampling which is only according to the criteria, thoughts or knowledge of the sample taker. The selected sample is automatically influenced by the understanding of sampling to the population.[32]

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[32]Joko Ade Nursiyono, Kompas teknik pengambilan sampel (Bogor: IN MEDIA, 2015), 25.

The samples taken by the researchers from this study were two classes from the second grade at SMAN 9 Bengkulu Selatan. In this study, researchers used purposive sampling. Purposive sampling is a technique for determining samples with special considerations. In purposive sampling, the two classes must have the same or almost the same ability. In other words, purposive sampling not only learns ever available but uses their assessment of a sample of voters they believe, based on prior information, will provide the data they need. Researchers took two classes divided into two groups. The first class is an experimental class (XI IPS 1) consisting of 23 students and the second is control class (XI IPS 2) consisting of 23 students. In choosing a sample the researcher has several criteria: (1) same number of gender, (2) the same competence, (3) taught by the same teacher. The researcher takes the data from their English teacher.

The experimental class will be given the treatment by Reciprocal teaching strategy and the control class will be given the treatment conventionally (Teacher center learning strategy). The same things given to both classes are the same material, the same as time duration, and the same teacher. The researcher chooses both classes, it is because the English teacher said that they were at the same level of English proficiency and taught by the same teacher.

Table 3.2
Sample of the Research

NO	Status	Male	Female	Total
1	Experimental Class	14	9	23
2	Control Class	14	9	23
3	Total	28	18	46

Sources: SMAN9 Bengkulu Selatan, 2018/2019

C. Instrument of Research

In this research, The researcher used the reading test as the instrument of the research. Reading test is used to find out the data about ability comprehending narrative text. This test will apply in the experimental and control class also to find out the score of the students'achievement in comprehending narrative text. It will conduct or no at the end of the meeting, and it will be comparative between experimental and control class.

1. Reading Test

To know the effect of applying reciprocal to improve student's reading comprehension narrative text, the researcher did try out the test. The tryout test was conducted in SMA Negeri 5 Bengkulu Selatan on March 11, 2019. Reading test 50 questions in multiple-choice,

They did try out in 2x45 minutes. The amount of the question is appropriate with the types of reading the narrative text in senior high school. the researcher did try out the test to measure the validity and reliability. Then, the result of validity data, the researcher gives pre-test and post-test related to the topic of natural-phenomena in the narrative text to both of the experimental class and control class to measure student's reading comprehension on the narrative text. Thus, in pre-test and post-test, there was a type of assessment. It was multiple choices which are used to measure whether the students could identify extracting main ideas, understanding text organization, inferring, predicting, dealing with unfamiliar words, reading for specific information, and linking ideas this kind of assessment was expected to be able to measure the ability and understanding the students before and after the test. Thus, that result of pre-test and post-test could be analyzed.

2. **Observation**

Observation includes all the activities toward the object by using all the senses. According to Werner &Schoepfle, 1987: 257,) observation is the process of systematic observation of human activity and physical regulation where the activity takes place continuously

from the activity locus natural to produce facts.[33] It means observation is direct observing that done by the researcher, which was aimed to collect the data.

3. **Documentation**

It is the last instrument that uses by the researcher. The researcher uses the camera to get the picture of students activity while the implementation of multiple intelligence-based techniques in the teaching and learning process to support the researcher.

D. **Research Procedure**

The research procedure meant here is the procedure for teaching and learning in the classroom. Researchers used procedures for care classes that had been conducted during six meetings. In general, the steps in teaching and learning procedures are the same as others. What makes it different is the steps during activity. The procedure applied by the researcher when the activity is based on the activities of Reciprocal teaching procedures.

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[33]Hasyim Hasanah, "Teknik-teknik observasi sebuah alternatif metode pengumpulan data kualitatif ilmu-ilmu social," Journal of At-Taqaddum 8, no. 1 (2016): 26.

1. **Pre-test**

   Before implementing the Reciprocal teaching strategy, researchers gave pre-tests for both the experimental class and the control class. The tests given are used to see students' reading comprehension. This test is a multiple-choice consisting of narrative text and students are asked to find ideas, conclusions, topics, supporting details, conclusions, and vocabulary.Treatment (Experimental Only)

2. **Treatment (Experimental Only)**

   a. **Experimental Class**

      The implementation procedures of teaching and learning activity in the classroom that were carried out by the researcher were as follows:

      1. **Pre-activities (10 Minutes)**

         Teacher greets the students, Teacher checks the student's attendant list, the teacher ask the students some question about the topic being learned at the day, the teacher tells the objective that should be achieved.

2. **Whilst-activities (60 Minutes)**

1. The teacher set the class management by making the students into several group discussions.

2. The teacher provides narrative texts that contain material that will be discussed in class.

3. The Students are asked to read the initial paragraph narrative text silently.

4. If the student has completed the first part, then the teacher asks questions about the narrative text.

5. The teacher provides opportunities for other students to answer questions.

6. Students summarize and read conclusions from the first paragraph.

7. The Teacher Provides opportunities for other students to predict things that will be discussed in the next sub-material.

8. Students give a response.

9. Students can express what the teacher has done.

10. Learning such as the first segment is repeated but with the appointment of one student as a teacher.

11. The teacher guides students who are appointed as teachers.

12. The teacher reduces the intensity of guidance to students who act as teachers until these students can be independent and have their initiatives to help other students.

13. The teacher observes the student's discussion about the topic that has been given for them.

3. Post-activities (60 Minutes)

1. Teachers doing reflection or feedbacks in question form answer around the problem or the difficulties encountered students as well and giving the solution (reflection).

2. The teacher will give the students some homework.

3. The teacher closes the meeting.

b. The Class Control

The control class, researchers gave the same topic as the experimental class without applying the Reciprocal teaching

procedure. This study teaches students by using teacher center learning strategies that are usually used by the teacher. The researcher carries out the following steps:

1. The researcher checked the student's attendance list.

2. The researchers gave the material of narrative text to the students.

3. The researcher explained the whole text and asked students to translate all the passage.

4. The researchers ask the students to read the text and answered the questions of the text.

3. **Post-Test**

   After the researcher gave the treatment to the experimental class, the researcher gave a post-test to both the experimental class and control class. The purpose of the post-test was to know the influence of the Reciprocal teaching strategy to improve students in ability comprehending narrative text.

E. **The Technique of DataAnalysis**

   In the process of collecting the data, the researcher compared the post-test score from both the classes to know the average of the gained score. The higher gained score indicated the effect of using the Reciprocal teaching procedure to improve student's reading comprehension on the

narrative text. To know the significant effect between students' reading comprehension score taught by Reciprocal teaching procedure and those who were taught conventionally, the researcher used Statistical Package for the Social Science (SPSS) Students Version 22.0 for the window to analyze the data. So the researcher will use T-test in comparing the means score of the test.

Before carrying out the T-test analysis several requirements must be carried out by the researcher. This is a test of the T-test analysis requirements carried out by researchers

1. **Test of Normality**

   The normality test to determine that the data variable is normal or not the normality of data should be tested first by using statistical Kolmogorov-Smirnov before the researcher analyzing the data by using regression analysis. The result of the test was compared with alpha level 0.05. if the sig. (2 tailed) more than 0.05, it means that the data is normal.

2. **Test of Homogeneity**

   A homogeneity test is applied to find out whether the data is homogeneous or not. If the data from both classes (experimental class and control class) are homogeneous, the researcher might apply the treatment.

CHAPTER IV

# RESULT AND DISCUSSION

A. Result

In this part, the result of the research was presented. The researcher began this research from March 5 until 29 April 2019. The schedule of both the experiment class and control class was on Sunday and Thursday. The researcher conducted one meeting for the pre-test, eight meetings for treatment, and one meeting for the post-test. The result was obtained based on students achievement in English Reading Comprehension at the second-grade students of SMA Negeri 9 Bengkulu Selatan.

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experiment class and control class. The pre-test was given to the students before the treatment was conducted, and the post-test was given at the end of the treatment.

1. The Description of Pre-Test Score and Post Test Score in the Experimental Class

Graphically, the total score of the students' pre-test and post-test in the experimental class can be seen in the figure below.

Figure 4. 1
Students' Pre-Test and Post-Test in Experimental Class
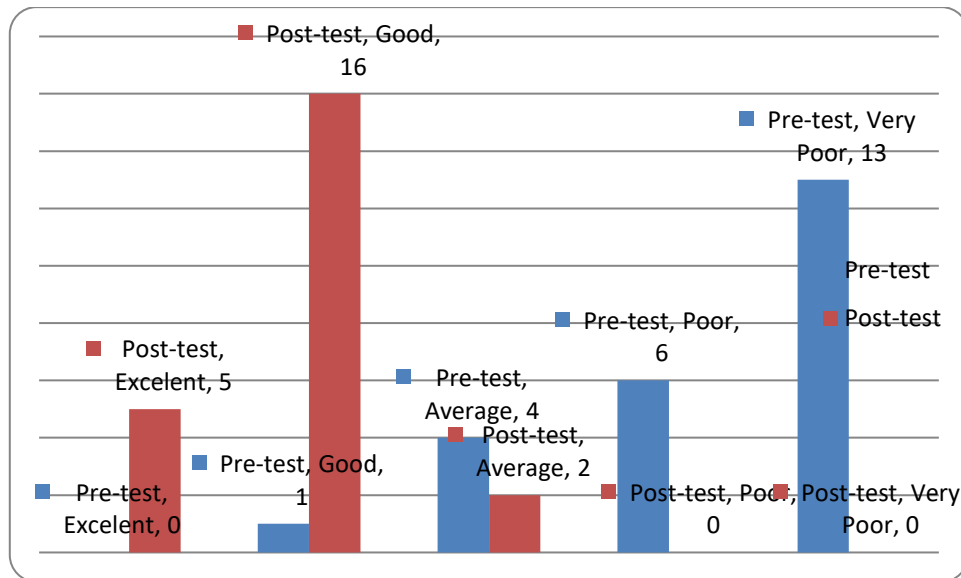
Graph for Pre-Test and Post-Test Scores in Experiment Class

Based on the figure above, the post-test score was higher than the pre-test score. It means teaching reading by using reciprocal teaching strategy not only increase the students' score in reading test, but also could improve students' achievement ability in comprehending narrative text.

The distribution of pre-test and post-test score in experiment class can be seen on the table below.

Table 4.1
Score Distribution in Experiment Class

Score Interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excelent	0	0%	5	21,7%
71-85	Good	1	4,3%	16	69,6%
56-70	Average	3	13,1%	2	8,7%
41-55	Poor	6	26,1%	0	0%
< 40	Very Poor	13	56,5%	0	0%

Based on the tableabove,the result of Pre-Test in Experiment Class was:there was 0 (0%) student in excelent category, 1 (4,3%) student in goodcategory, 3 (13,1%) students were in averagecategory, 6 (26,1%) students were in poor category, and 13 (56,5%) students were in very poor category. Meanwhile, in Post-Test, there were 5 (21,7%) students in excelentcategory, 16 (69,6%) in goodcategory, 2 (8,7%) in averagecategory, 0 (0%) were in poorcategory, and 0 (0%) students' were in very poor category.

2. The Description of Pre-Test Score and Post-Test Score in the Control Class

Graphically, the total score of students' pre-test and post-test in the control group can be seen in figure below.

Figure 4.2
Students' Pre-Test and Post Test in Control Class
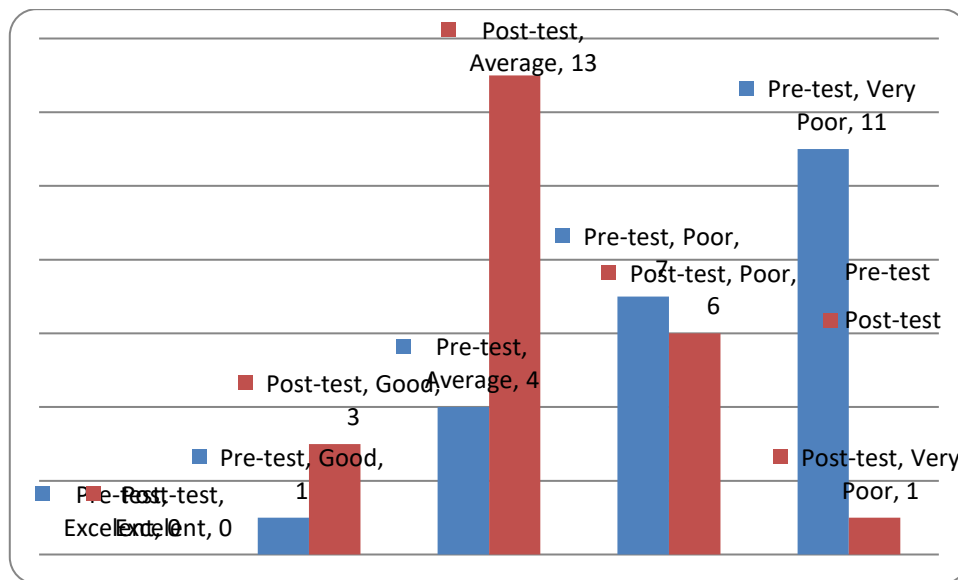
Graph for Pre-Test and Post-Test Scores in Control Class

Based on the figure above, the post-test score in the control class was also higher than the pre-test score. However, the increasing of students score was not very significant. In other words, students taught by using a teacher's center strategy could not achieve reading score better than students taught by using reciprocal teaching strategy.

The distribution of pre-test and post-test scores in control class can be seen in table below.

Table 4.2
Score Distribution in Control Class

Score Interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excelent	0	0%	0	0%
71-85	Good	1	4,3%	3	13,1%
56-70	Average	4	17,4%	13	56,5%
41-55	Poor	7	30,5%	6	26.1%
< 40	Very Poor	11	47,8%	1	4,3%

Based on the table above, the result of Pre-Test on Control Class was: there was 0 (0%) student in excelent category 1 (4,3%) student in good category, 4 (17,4%) students were in average category, 7 (30,5%) students were in poor category, and 11 (47,8%) students' were in very poor category. Meanwhile in Post-Test, there was 0 (0%) student in excelent category, 3 (13,1%) student in good category, 13 (56,5%) student swere in average category, 6 (26,1%) students were in failure category,and 1 (4,3%) students' were in very poor category.

3. **The Normality and Homogenity of the Data Score**

> Before analyzing the data, homogeneity and normality of the data should be measured. In determining the homogeneity and normality of the data Kolmogorov-Smirnov test was used.

a. **The Result of Normality Data of Pre-Test Score**

> The result of normality data test for pre-test and post-test score in experiment class is demonstrated in table 4.3

<div align="center">

Tabel 4.3
Test of normality of pre-test score of the experimental class

</div>

One-Sample Kolmogorov-Smirnov Test

		Pretestexperimental
N		23
Normal Parameters[a]	Mean	42.7826
	Std. Deviation	12.44244
Most Extreme Differences	Absolute	.164
	Positive	.164
	Negative	-.091
Kolmogorov-Smirnov Z		.784
Asymp. Sig. (2-tailed)		.570
a. Test distribution is Normal.		
b. calculated from data		

From the table above, it can be seen the significance value of the experiment class pre-test score is 0,570. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of pre-test score in the experiment class can be seen in the figure 4.3

Figure 4.3
The Histogram of the Students' Pre-Test of The Experimental Class

The result of normality data test for pre-test score in control class can be seen in the table below.

Tabel 4.4
Test of normality of pre-test score of the control class

One-Sample Kolmogorov-Smirnov Test

		Pretestcontrol
N		23
Normal Parameters[a]	Mean	44.9565
	Std. Deviation	12.73320
Most Extreme Differences	Absolute	.188
	Positive	.188
	Negative	-.095
Kolmogorov-Smirnov Z		.902
Asymp. Sig. (2-tailed)		.389
a. Test distribution is Normal.		
b. calculated from data		

From the table above, it can be seen the significance value of the experiment class pre-test score is 0,389. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

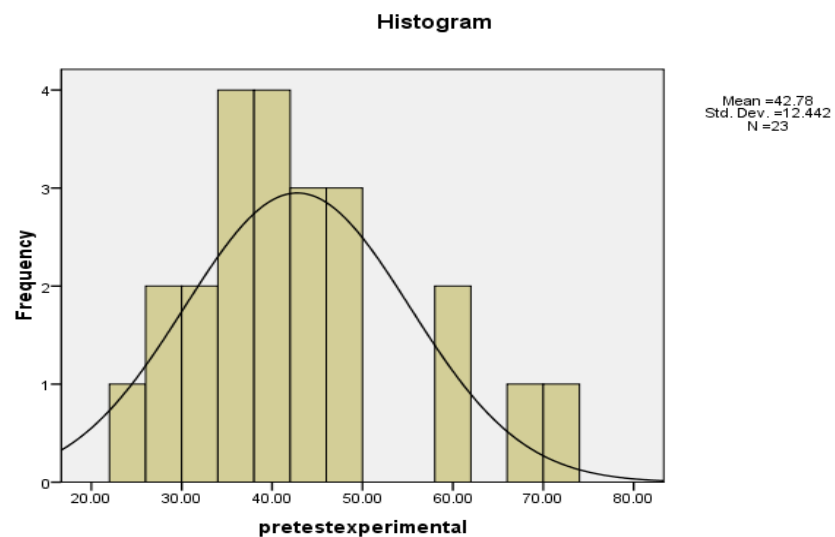The histogram of the normal data of pre-test score in the experiment class can be seen in the figure 4.4

Figure 4.4
The Histogram of Students' Pre-Test Control Class

b. The Result of Normality Data Test of Post-Test Scores

The result of normality data test for post-test score in experiment class can be seen in the table 4.5.

Tabel 4.5
Test of normality of post-test score of the experimental class

One-Sample Kolmogorov-Smirnov Test

		Posttestexperimental
N		23
Normal Parameters[a]	Mean	77.5652
	Std. Deviation	7.21001
Most Extreme Differences	Absolute	.282
	Positive	.282
	Negative	-.143
Kolmogorov-Smirnov Z		1.350
Asymp. Sig. (2-tailed)		.520
a. Test distribution is Normal.		
b. Calculated data		

From the table above, it can be seen the significance value of the experiment class pre-test score is 0,520. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

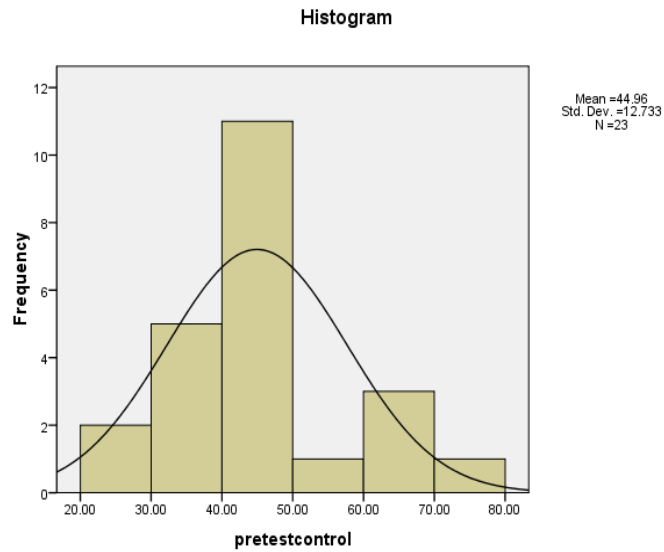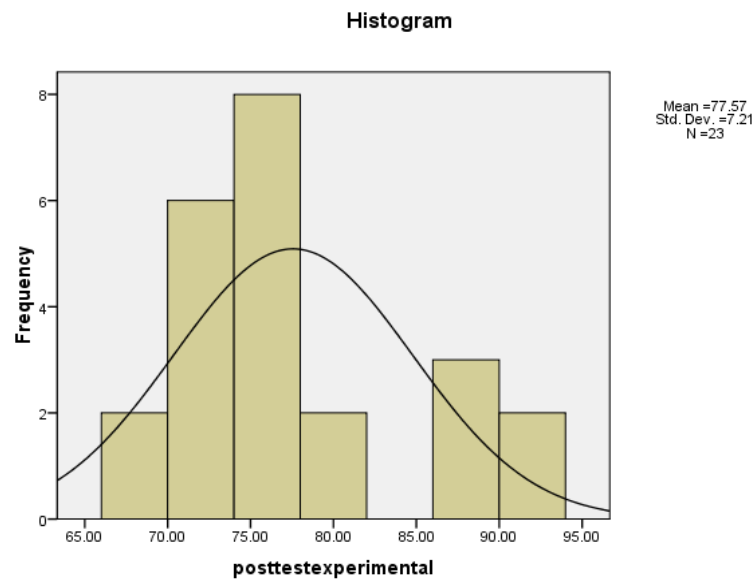The histogram of the normal data of pre-test score in the experiment class can be seen in the figure 4.5

Histogram

Figure 4.5
The Histogram of Students' Post-Test Experimental Class

The result of normality data test for post-test score in control class can be seen in the table 4.6.

Tabel 4. 6
Test of Normality of Post-Test Score of the Control Class

One-Sample Kolmogorov-Smirnov Test

		Posttestcontol
N		23
Normal Parameters[a]	Mean	59.1304
	Std. Deviation	8.35194
Most Extreme Differences	Absolute	.154
	Positive	.154
	Negative	-.153
Kolmogorov-Smirnov Z		.739
Asymp. Sig. (2-tailed)		.645
a. Test distribution is Normal.		
b. Calculated data		

From the table above, it can be seen the significance value of the control class post-test score is 0,645. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of post-test score in the control class can be seen in the figure 4.6

Figure 4.6
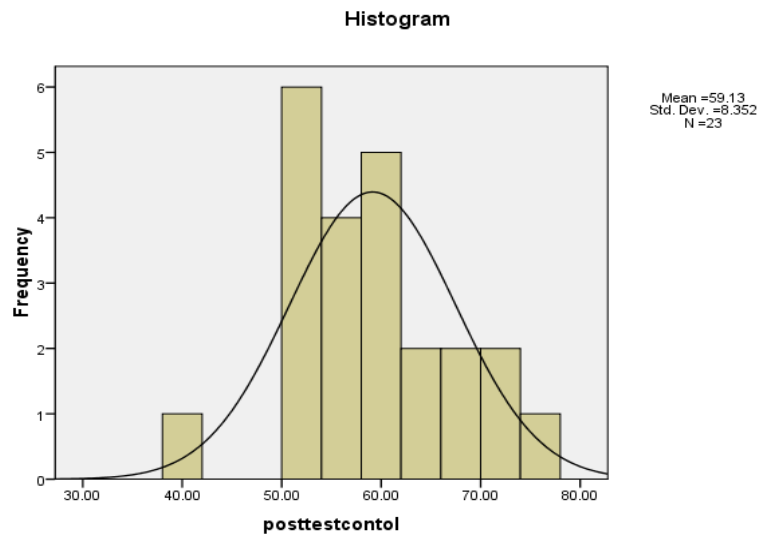**The Histogram of Students' Post-Test Control Class**

c. **The Result of Homogeinity of Variances Test**

The result of Homogeinity of variances test can be seen on table 4.7

Tabel 4.7
Test of homogenity of variances

Test of Homogeneity of Variances

Reciprocal Teaching Strategy

Levene Statistic	df1	df2	Sig.
1.538	5	15	.237

From Table 4.8 above, it can be seen that Levana's test was 0,237, and it was bigger than 0,05 (0,237 > 0,05). So, it could be concluded that the data variances were homogenous or equal.

4. **The Statistically Analyis Result**

In order to verify the hyphothesis proposal, the statistical analyses were applied. The t-test and independent sample, t-test in which paired t-test was used to find out whether there are significant differences in students' reading comprehension before and after the treatment in the experimental and control class, meanwhile independent sample t-test (SPSS) program for window was applied in order to find out whether or not there was significance in students reading comprehension between the experimental class and control class.

a. **Paired Sample t-test Analysis**

Statistical Analysis on the Result of pre-test and post-test in the experimental class.

Tabel 4.8
Paired sample statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttestexperimental	77.5652	23	7.21001	1.50339
	Posttestcontrol	59.1304	23	8.35194	1.74150

Based on the paired sample statistic (Table 4.9), the mean of comprehending narrative text post-test in the control class was 59,1304

and the standard deviation was 8,35194. The mean of reading comprehension post-test in the experimental class was 77,5652and the standard deviation was 7,21001.

Tabel 4.9
Paired Samples Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	posttestexperimental –posttostcontrol	7.84348	11.55157	2.40867	13.43951	23.43006	7.654	22	.001

The result of the paired sample t-test, paired sample difference in mean between pre-test of reading comprehension achievement in the experimental class was 7,84348 with a standard deviation of 11,55157 and t-obtained was 7,65 at the significant level of 0,05 and the degree of freedom 22 and the critical value of t-table for the tailed test was 1,71.

From table 4.9, it can be seen that the t-obtained 7,65 was higher than the critical value of t-table 1,71, it can be stated that the research

hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was the significant difference in reading comprehension achievement within the students in the experimental class.

The table above showed the variables of this research. There were two variables of the research, which were the dependent and independent variables. From the table above, dependent was Reading Achievement and the independent variable was title Reciprocal Teaching Strategy.

b. Paired Sample t-test Analysis

Tabel 4.10
Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	.345	.560	8.013	44	.001	18.43478	2.30065	13.79812	23.07144
	Equal variances not assumed			8.013	43.082	.001	18.43478	2.30065	13.79533	23.07424

Based on table 4.10, the value t-obtained was 8,013 at the significant level 0,05 in two-tailed testing with df was 44. Where the critical value of t-table was 1,71 since the value t-obtained 8,013 higher than the critical value of t-table (1,71), Ha was accepted and Ho was rejected. It means that there was a significant difference in reading comprehension within the students in experimental class, who were taught by using Reciprocal Teaching Strategy and those who were not.

Tabel 4.11
The Influence of Reciprocal Teacing Strategy on Student's Ability in Comprehending Narrative Text

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.175[a]	.729	-.038	1.85080

a. Predictors: (Constant), Reciprocal Teacing Strategy

Based on the table above shows a symbol 'R' which is the abbreviation of the correlation coefficient. Based on the table above coefficient (R) was 0,175. It means the correlation between Reciprocal Teaching Strategy and Reading Comprehension is enough. While the Coefficient Determination (R square) showed how for the effect both them. It showed that R square was 0,729. It means the Influence of Reciprocal Teaching Strategy on Student's Ability in Comprehending

Narrative Text was 72,9% and 27,1% are influences beyond reciprocal teaching strategy such as students taking tutoring outside of schools.

Based on the explanation above. It can be concluded the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It means that there was any significant effect of the Reciprocal Teaching Strategy on Student's Ability in Comprehending Narrative Text at second-grade students of SMA Negeri 9 Bengkulu Selatan in Academic Year 2018/2019.

B. Discussion

Based on the result of the study, the following interpretations are presented to strength then value of the study. Experimental and control class were the same in their initial level of reading comprehension as indicated by reading pre-test given before the treatment. The result of the study showed a statistically significant difference in reading comprehension achievement between the students who were taught using Reciprocal Teaching Strategy and those who were not. The value of t-obtained was 8,013at the significant level 0,05 in two-tailed testing with df was 44, where the critical value of t-table was I,71. Since the value t-obtained 8,013 was then the critical value of t-table 1,71, he was accepted and Ho was rejected. It means that there was a significant difference in students' reading comprehension achievement who were taught by using the Reciprocal Teaching Strategy.

Thus, the implementation of the Reciprocal Teaching Strategy is crucial as one of the choices to help students understand the meaning text, instructions and recognize the passage in the text. In a classroom not only teaches students how to comprehend text but also encourages students to collaborate as part of a learning community. for this purpose to provide stimuli to students to develop skills effectively that students do automatically. The strategy of remembering reciprocity reverses the discussion used to improve students' comprehension/abilities of academic texts, provides a variety of material choices and reinforces strategies, so that they are easily understood and mastered by students, and discuss the reading process as interactive for students.

Using Reciprocal teaching strategy as dialogues between teachers and students. The dialogue structure is guided by four strategies (predicting, questioning, clarifying, summarizing). these four strategies are played by the teacher in teaching, and students practice comprehension strategies in cooperative groups. In the group, students develop creativity and foster cooperation between other students. Thus students work together to understand the text in group discussions with four strategies (predicting, questioning, clarifying, summarizing) in the group students develop reading skills, such as understanding texts in small group discussions and described as the nature of the interaction because student acts in response to another.

There were some reasons why the Reciprocal teaching strategy gave a significant effect on students' ability to comprehending narrative text. First, the

students were provided the situation where they did so discovery activities which actively involved them analysis and predicting. The students were not only the receiver but also the actors of their own experiences in learning the material, specifically reading achievement. Second, the students were not taught through only receiving information passively from a textbook or teacher. but taught with four strategies (predicting, questioning, clarifying, summarizing) So, they also experienced the material without too much passive information that was given by the teacher. By using the Reciprocal Teaching Strategy, the students found the general structure of reading through analysis.(Palinscar& Brown 1984) states that Reciprocal Teaching is a reading comprehension strategy that aims to provide stimuli to students to develop skills effectively that students do automatically (summarizing, questioning, clarifying, predicting, and responding to what they read).[34]

As conclusion, Reciprocal Teaching Strategy was can to improve students' ability to comprehend narrative text. Most of the second-grade students in the experimental class had better development and improvement in their post-test scores compared to their scores in the pre-test. The result of this research showed that using Reciprocal Teaching Strategy gave a significant difference in improving students' ability of what their readers and give contribution for ' students to extensive knowledge of the picture even before they read of the text.

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[34]Frichardson, "Reciprocal Teaching Reading and Learning Strategy," National Behaviour Support Service (NBSS), (2018): 1.

Therefore, in this research, it means that Reciprocal Teaching Strategy could improve the students' reading achievement in second-grade students of SMA Negeri 9 Bengkulu Selatan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result showed that the students in the experimental class were provided the situation where they did so discovery activities which actively involved them analysis and predicting. The students in the experimental class were not taught through only receiving information passively from a textbook or teacher. While the students in the control class that only get the conventional method which is usually used by the teacher were not significantly improved. The student in the control class to lower post-test scores that post-test scores o experiment class. As the comparison of experimental class, the control class did not show the significant effect of using the conventional method which is usually used by the teacher in teaching reading achievement. Based on the results and discussions stated in the previous chapter, the conclusion drawn that there was a significant difference in students' reading comprehension who were taught by using Reciprocal Teaching Strategy and those who were not. The students in the experimental class could improve reading comprehension significantly. It can be seen room the analysis of the data gathered during the experimental. The main score of the post-test in the experimental class was 77,56 which was higher than the main score of the post-test control class which was 59,13. Thus, the

alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected.

B. Suggestion

Based on the conclusions above, the researcher would like to suggest that the Reciprocal Teaching Strategy can be applied for teaching reading, especially narrative text. This strategy is specifically for intermediate to advanced learners as the experimental and control classes that were the object of this research were the second grade of senior high school.

Moreover, Reciprocal Teaching Strategy provides a great opportunity that can stimulate students to learn more regarding reading comprehension in the narrative text. The English teacher can apply this kind of instructional strategy to create an enjoyable, fun, and interesting learning process in teaching-learning English in class. It is because enjoyment is the basic modal that has to be noticed in order to get a student's attention in the learning process. Then, the researcher realizes that this thesis is still far from being perfect. The researcher hopes any suggestions and advice to make it better in the future. The researcher hopes that it can be useful for the readers.