

**THE EFFECT OF RECIPROCAL TEACHING MODEL ON
STUDENTS' READING COMPREHENSION OF
DISCUSSION TEXT (A STUDY AT THE XII GRADE SMA
NEGERI 1 PINANGSORI IN 2016/2017 ACADEMIC YEAR)**

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Abstract: *This research aims to find out whether there is any significant effect of reciprocal teaching model on students' reading comprehension of discussion text a study at the twelfth grade students of SMA Negeri 1 Pinangsori. The researcher take one class of population with cluster sampling, they are XII-IPA 1 there are 36 students. The researcher used experimental method in this research. To get an accurate data, researcher collects data by doing observation and test. After calculating the data, It is found that 1) the result using reciprocal teaching model get the mean score 85,71 it is categorized "very good", 2) The score of the students' reading comprehension discussion text before given reciprocal teaching model get the mean score is 62.75 it is categorized "enough". 3) The score of the students' reading comprehension discussion text after given reciprocal teaching model get the mean score is 74.19 it is categorized "good". As a result, the researcher found that value of t_{test} is 11, 18 then the the researcher found the value of t_{table} is 1, 29 at 95% significant level. After comparing t_{test} and t_{table} , it is got that t_{test} is greater than t_{table} ($11,18 > 1,29$). It means that there is significant effect of Reciprocal Teaching Model on Students' Reading Comprehension of Discussion Text at the Twelfth grade of SMA Negeri 1 Pinangsori. The hypothesis is accepted.*

Keyword: *Effect, Reciprocal Teaching Model, Discussion text, Reading Comprehension*

Abstrak: *Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari model pembelajaran timbal balik terhadap pemahaman bacaan siswa terhadap teks diskusi dan pembelajaran pada siswa kelas dua SMA Negeri 1 Pinangsori. Peneliti mengambil satu kelas populasi dengan cluster sampling, yaitu XII-IPA 1 ada 36 siswa. Peneliti menggunakan metode eksperimen dalam penelitian ini. Untuk mendapatkan data yang akurat, peneliti mengumpulkan data dengan melakukan pengamatan dan pengujian. Setelah menghitung waktu Hal ini ditemukan Itu 1) hasil Menggunakan model pengajaran timbal balik mendapatkan skor mean 85,71 dikategorikan itu adalah "sangat baik", 2) The skor diskusi teks pemahaman membaca siswa Sebelum mengajar model yang diberikan timbal balik Skor rata-rata 62,75 itu tergolong "cukup". 3) Skor teks diskusi pemahaman bacaan siswa setelah diberi model pembelajaran timbal balik mendapatkan skor rata-rata adalah 74,19 hal ini dikategorikan "bagus". Akibatnya, peneliti menemukan bahwa nilai t - test adalah 11, 18 maka peneliti menemukan nilai t - tabel adalah 1, 29 pada tingkat signifikan 95%. Setelah membandingkan t - test dan t -tabel, t -test lebih besar dari t -tabel ($11,18 > 1,29$). Artinya ada pengaruh signifikan Model Pengajaran Timbal Balik pada Pemahaman Membaca Siswa terhadap Teks Diskusi di Kelas II SMA Negeri 1 Pinangsori. Hipotesa diterima.*

Kata Kunci : *Pengaruh, Model Mengajar Timbal Balik, Teks Diskusi, Membaca Komprehensi*

INTRODUCTION

Reading is an activity to read and to get information from printed materials. While, comprehension is the higher level of understanding printed materials in which the readers not only try to gain information, but also try to interpret meaning and to construct a deep understanding about what they read. Reading comprehension is also the process of understanding and constructing meaning from a piece of text, relating new information, creating picture images and reducing the information in a text into main idea.

Reading is the language skills beside listening, speaking, and writing. It is one of the complex ways in learning English. It is very basic requirement for learning a language. In reading comprehension, the teacher expects that the students can increase their reading ability in reading any kind of text.

It is very important for students to learn that reading has purpose and relevant to their life. Reading is very important skill that should be mastered by the students. By reading students can understand and relating new information from a piece of text.

But unfortunately, not all of students are successful in reading discussion text mastery. The specific problem of the students often face in reading the text which is difficult to recognize the main idea, to clarify words and to glean meanings or to comprehend the text fully. The students just read the text without giving much thought to get the information from the text so that their reading comprehension will poor. In other word, many students are failing to comprehend a good discussion text. They find many difficulties such as enthusiasm, intelligent, a bad reading habit and less of motivation. It can be proved by looking the mark of report and pre test the students in SMA Negeri 1 Pinangsoni in English, it gets the average of 65. Meanwhile, it is hope that they get the average of 75. It is happened because of their reading comprehension is still low.

Actually, teachers can increase the interesting of students in English especially in reading. It can be done by giving some various and new model in teaching. Most of teachers are using lecture models in teaching. Sometimes it can make students feel bored to study and of course it will give negative effect to the result of their learning.

There are many models that can be used in teaching reading, such as: Reciprocal Teaching Model, STAD, Think Pair Share, Jigsaw, Discussion Model, Demonstration, etc. In this case the writer interested to use Reciprocal Teaching Model whether this method can influence and increase students' reading comprehension of discussion text.

Reciprocal Teaching Model refers to an instructional that takes place in the form of a dialogue between teacher and students regarding segment of text. The dialogue is structured by using four strategies: predicting, clarifying, questioning, and summarizing.

This method appropriates the problem above because sometime when the teacher asks the students to predict or to clarify the text, not all the students can answer the teachers' question. So if the students can predict and clarify the difficult word from the text, the students can answers the teachers' question based on the levels reading comprehension automatically. Then the students can summarize the text with their own words. This dialogue is described as reciprocal because each learner acts in response to another.

Further, Reciprocal Teaching Model is a teaching strategy which helps the students to improve their comprehension in reading a text. So that this model is appropriate for students who has problem in comprehending a text generally and comprehending discussion text especially.

LITERATURE REVIEW

1. Reading Comprehension

Reading is one of the skills that the students learn in studying English. "According to Patel and Praveen (2008: 113), "Reading is an active process which consists of recognition and comprehensions skill. Reading is important activity in life with which one can update his/her knowledge. "According to Kobak (2011: 7), "Reading is a complex activity that involves both perceptions and thought. Reading consists of two related processes: Word recognition and comprehension. It means that reading is much more than read the printed words, but it is the process to understand and getting information from the text intertwined with knowledge of the world. Furthermore, Woolley (2011: 15) says, "Reading is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is describe in the text rather than to obtain meaning from isolated words or sentences. "According to Mckee (2007: 99), "Reading comprehension occurs in the process of identifying form, pronunciation and meaning of word in the text. Written words and understand it. Interpreting the written text and understanding the meaning is defined as the meaning of reading comprehension.

It means that reading is not just how to read written symbols. But it is also how to comprehend the written symbols. Reading is process used by a reader to comprehend the writer's ideas and the way to communicate by the writer through the written or printed words. It is also the process of understanding and constructing meaning from a piece of text. It means that reading is an activity to constructing meaning continuously from a written text and seeing new words in light of what we already have read.

Furthermore, Patel and Jain (2008: 20) Says "Reading is complex skill involving a number simultaneous operation. "It means that reading not only seeing the words than sounds it, but reading means complex. It is an activity to carry out the meaning from written text. Comprehension is goal of reading. According to Solihien (2013: 192), "Comprehension is a complex process that requires students to use multiple cognitive skills, such as auditory processing. Meanwhile according to Salehi (2013: 148), "Comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page.

a. Main idea

The main idea is important information that tells more about the overall idea of a paragraph or section of a text. Based on Landmark Education (2016) says, "While the main idea is usually in the first sentence, the next most common placement is in the last sentence of a paragraph. The author gives supporting information first and then makes the point in the last sentence."

Based on Solihien (2013) says that the main idea can usually be located if you can determine what the topic is. Based on Ismail (2014) opinion, "The main idea is the central, or most important, idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage." And the writer concludes main idea is an idea/notion that the subject of the paragraph development or the main idea is contained in the main sentence.

b. Reference

Reference is the words or phrases that is used either before after the reference in the reading material. Based on Education Space (2016) says, "Allows the reader to establish relationships which exist between two linguistic expressions in a sentence or text. Certain expressions do not have meaning out of the immediate context, they refer to some other words or phrases in the text. Writers use reference to avoid repetition." Based on Lattulipe (2009) opinion, "Reference is the words or phrases that are used either before after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases."

Furthermore based on Solihien (2013) opinion, "Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. The first object in this relation is said to refer to the second object. The second object, the one to which the first object refers, is called the referent of the first object." So based on explanation above, the writer concludes that reference is word or phrases as designates of the text. They are used to avoid unnecessary repetition of words or phrases.

c. Vocabulary

Vocabulary is essential components of reading. It can be learned incidentally through story book reading or listening to other. Based on Bintz (2011) said that vocabulary is the ability a person to know a word in takes the same meaning of the word. Based on Solihien (2013) says, "Vocabulary is a major concern for learners who have special purposes in language learning."

Based on Read Naturally, Inc (2015) opinion, "Vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading." Based on explanation above, the writer concludes that vocabulary is essential components where the students must have stock of word in identifying the text.

Besides the indicators of reading comprehension who has explained, in reading comprehension activity also many factors who has influenced on students' reading comprehension. There are several factors who can improve students' reading comprehension, such as teaching model, teaching method, and teaching strategy and so forth. Furthermore, in this case the writer use teaching model to improve students' reading comprehension.

2. Teaching Model

Teaching model is the way of the teacher to transfer their knowledge to the students with other ways. So, in the teaching process the teacher should have a good skill in teaching by using an interest model especially in teaching reading. Teaching model is the way that must be done to teach the students in order to get the aims of teaching and learning process it means that model or teaching method function as the tool to get the certain aims or goals. The good or bad of the achieving of the goals or aims of teaching learning process depend to the teaching model.

Model is component combined optimally to get a good quality of learning. In addition, Patel and Jain (2008: 71), methodology is systematic and scientific way of teaching any subject. It guide teacher “how to teach” and “How his teaching may be effective”.

In addition, Westwood (2008: 33) also states, “The model is equivalent to, or slightly better than, other model of instruction for producing gains in general academic achievement and for developing lower – order cognitive skills in traditional subject matter areas”.

Furthermore, Westwood (2008: 5) says, “A teaching model is characterized by a set of principles, procedure of strategies to be implemented by teachers to achieve desired learning in students”.

Based on the explanation previously, the writer concludes that teaching model is the way or a tool which is used as medium or to convey the information or knowledge to the students. So, the teachers as educator and facilitator who have the responsibility in succession of the teaching learning process have to select the suitable teaching model based on students’ condition and need at the moment.

The writer concludes that teacher must be able to choose the suitable teaching model. The choice is not only in procedure but also by considering the purpose, time allocation, situation and the existence of facilities to support the process of model.

There are many kinds of teaching models which can be used such as Reciprocal Teaching model, Mind map, STAD, Quantum Model, Simulation Model etc. Writer will concern to treat reciprocal teaching model as the teaching model”.

3. Reciprocal Teaching Model

According to Mitchell (2008: 147), “Reciprocal teaching involves teaching learners, by means of guided practice, how to improve their reading comprehension, in all subject areas, by questioning, clarifying, predicting, and summarizing what is in a text”. Huda (2014: 216) Says that Reciprocal Model merupakan strategi pembelajaran untuk meningkatkan pemahaman membaca (Reading Comprehension)”.

According to Palinscar in Hudas’ book (2014: 216), “Reciprocal model ditunjukkan untuk mendorong siswa mengembangkan skill-skill yang dimiliki oleh pembaca dan pembelajar efektif, seperti merangkum, bertanya, mengklarifikasi, memprediksi, dan merespon apa yang di baca”. Meanwhile, according to Young (2006: 106), “Reciprocal teaching was an instructional method based on modeling and guided practice, in which the

instructor first models a set of reading comprehension strategies and gradually cedes responsibility for these strategies and then gradually cedes responsibility for these strategies to the students". And then according to Oczkus (2013: 35), "Reciprocal teaching model helped teachers to teach the type of close reading and this model might be applied to all texts especially informational text".

According to Herrell (2004:144), "Reciprocal Teaching model is recommended for use with English language learners because of the potential for supporting comprehension in small group interactions and the active use learning strategy." Therefore according to Ghorbani (2013: 3), "Reciprocal teaching model is supposed to facilitate group work between teacher and students as well as among students as a means of aiding them to construct meaning from text".

3.1 The Steps of Reciprocal Teaching Model

1. Questioning

Questioning is where the students makes the question about material in the teaching learning process. It can be helped the student describes the material.. According to Oczkus (2013: 107), "In question the students asked and answered questions to understand the text. They draw on multiple courses, including digital items, to answer questions". According to Huda (2014: 217), "Questioning ialah kegiatan yang dimana siswa bertugas membantu kelompok untuk bertanya dan menjawab pertanyaan tentang teks tersebut dan mengingatkan kelompok untuk menggunakan seluruh jenis pertanyaan (level tinggi dan level rendah)"

Furthermore According to Young (2006: 107), "Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration." according to Ghorbani (2013: 3), "Question generating helps the students to comprehend about the unclear part about the material." From explanation above, the writer concludes that questioning is the step where the students are asked to make the questions about material to understand the text.

2. Clarifying

Clarifying is where the students ask the teacher about the unclear part or difficult point in the material. According to Huda (2014: 217), "Clarifying ialah kegiatan yang dimana siswa bertugas membantu kelompok menemukan bagian-bagian teks yang tidak jelas dan menemukan cara-cara untuk memperjelas kesulitan-kesulitan ini". According to Ghorbani (2013: 3), "For clarifying difficult points in the text, the students engage in critical evaluation of the parts that are confusing and unclear".

Meanwhile According to Oczkus (2013: 35), "In clarify, the students reread again what they have studied". according to Young (2006: 107), "Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text". Based on explanation above, the writer concludes that clarifying is where the students can ask the teacher about the unclear a part or difficult point in the material what they have studied.

3. Predicting

In predicting students have to connected part of the text with make predicts from the parts before and then predicts what they want to reads. According to Ghorbani (2013: 3), "Predicting is the strategy where the students do the hypothesis about the concept what the next speakers discuss". According to Oczkus (2013: 35), "In predict the students drew inferences and use evidence from the text throughout the reading process".

Furthermore, According to Young (2006: 107), "Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypothesis related to the direction of the text and author's intent writing". According to Huda (2014: 217), "Predicting ialah kegiatan yang dimana siswa bertugas membantu kelompoknya menghubungkan bagian-bagian teks dengan menyajikan prediksi-prediksi dari bagian sebelumnya dan juga membantu kelompoknya untuk memprediksi apa yang akan mereka baca selanjutnya dengan menggunakan isyarat-isyarat atau kesimpulan-kesimpulan sementara dalam teks."

4. Summarizing

In summarizing, the students make summarize from the material which are point of the part of the text, information of the text, content or ideas from the text. According to Huda (2014: 217), "Summarizing ialah kegiatan yang dimana siswa bertugas menegaskan kembali gagasan utama teks tersebut dengan bahasa mereka sendiri". According to Ghorbani (2013: 3), "Summarizing helps students to identify, paraphrase, integrate, and organize the most important information, themes, and ideas appearing in the text into clear and concise statement".

Therefore according to Young (2006: 107), "Summarizing is the process of identifying the important information, themes, and ideas within integrating these into a clear and concise statement that communicates the essential meaning of the text. according to Oczkus (2013: 35), "In summarize, the students can identify main ideas and details in paragraphs and in multi paragraph texts. They also compare and contrast the overall structure of a text.

3.2 The Advantages and Disadvantages of Reciprocal Teaching Model

There are three Advantages and Disadvantages of Reciprocal Teaching according to Aris (2014: 156).

1) Advantages of Reciprocal Teaching

There are several advantages of using reciprocal teaching model, as follows:

- a) Making the students enjoy learning to read because they can work in group, allows them to help each other fathom the text and reflect directly on their own and other performances.
- b) Helping the students to develop a positive attitude towards reading. It improves the students' motivation to read since it guided them how to achieve the meaning of the text. Furthermore, through this technique the students can learn to concentrate on important ideas rather than translate meaning word, it forces them to be more critical.
- c) Improving students' accurancy and fluency of oral reading and makes gain in word identification and comprehension. Finally, it builds on students' knowledge

and experience, makes students spend the majority of their time in academic discussion and enhance students' inherent ability.

2) Disadvantages of Reciprocal Teaching

There are three disadvantages of reciprocal teaching:

- a) Can be time consuming because it needs longer time to implement the whole strategy instructions included in reciprocal teaching. Hence, teacher should manage time effectively when they apply this technique.
- b) Noisy because dialogue or discussion happens during learning for all students in class.
- c) Needs more control from the teachers because teacher do not teach directly or just monitor.

METHOD

The research will be conducted at SMA N 1 Pinangsori. It is located on Jalan SM.Raja no.29 Pinangsori, kel. alpran kec. Pinangsori. In this research process, the researcher decides time for three months December, January and February 2017.

The research method is experimental method which design is "*one group pretest-posttest design*". This research design where the experiment is done in one group only. For the first researcher give the test (*pre-test*) without explaining the material by using Reciprocal Teaching Model, and then researcher doing the teaching learning process with Reciprocal Teaching Model, Finally, the researcher gives test (*post-test*) to see the effect of reciprocal teaching model toward the material, that is reading comprehension of discussion text.

FINDINGS AND DISCUSSION

Finding

Based on the result of the test given to the participants, there are 36 students in 1 class, they are XII-IPA1. Then the researcher doing the calculation on students' reading comprehension of discussion text before given of reciprocal teaching model is categorized "enough", it is shown through the mean score is 62,75.

Meanwhile, the students' reading comprehension of discussion text after given reciprocal teaching model is categorized "Good", it is 74,19. Based on the calculation in inferential analysis, it is found that value of t_{test} is 11,18 then the the researcher found the value of t_{table} is 1,29 at 95% significant level. After comparing t_{test} and t_{table} , it is got that t_{test} is greater than t_{table} ($11,18 > 1,29$).

It means that there is significant effect of Reciprocal Teaching Model on Students' Reading Comprehension of Discussion Text at the Twelfth grade of SMA Negeri 1 Pinangsori. The hypothesis is accepted.

Discussion

After calculation the data, it can be described that the score of t_{test} is 11,18. It will compared with the score of t_{table} on degree of freedom (df) at 95% significant level that is

1,29 So the hypothesis is accepted. Based on the previous explanation, the writer concluded that there is significant effect of Reciprocal Teaching Model on students' reading comprehension of discussion text at the Twelfth Grade of SMA Negeri 1 Pinangsori.

CONCLUSIONS

Based on the data analysis which have been described in the previously chapter, the writer concludes as follows:

1. The result of the data description shows that the mean scores of students ability in using reciprocal teaching model was 85, 71. It was categorized "very good".
2. The score of the students' reading comprehension discussion text before given reciprocal teaching model to the twelfth grade of SMA Negeri 1 Pinangsori is categorized "enough". It is shown through the mean score of pre-test from the students is 62,75.
3. The score of the students' reading comprehension discussion text after given reciprocal teaching model to the twelfth grade of SMA Negeri 1 Pinangsori is categorized "Good". It is shown through the mean score of post-test from the students is 74, 19.
4. The calculation of t_{test} is greater than the score of t_{table} ($11, 18 > 1, 29$). It can be said that there is significant effect of Reciprocal Teaching Model on students' Reading Comprehension of Discussion Text at the twelfth grade of SMA Negeri 1 Pinangsori. So, the hypothesis in this research is accepted.

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