CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an activity when the students read to get more information. It is also a process of combining information to build background knowledge and understand the meaning of the text. It means that reading is activity to get information from the text. Before the readers conclude what they read, they should analyze the meaning by using their background knowledge. So, when students read a text, they must activate their background knowledge in order to understand the text properly and easily.

Furthermore, the students need to understand that comprehension is the goal of reading. They read to get information or for pleasure. As stated by Anderson in Nunan, the goal of reading is comprehension[1]. It means that the ability to comprehend a reading material will help the students develop their understanding. For example, when they will have a test, they must read the lesson. Wainwright also states, ”reading comprehension is complex process which comprises the succesful or unsuccessful use of many abilities’’[2]. It means that comprehension

[1] David Nunand, *Practical English Language Teaching*, (Singapore:Mc. GrawHill,2003), p.68

[2] Gordon R Wainwright, *How to Read Faster and Recall More, Learner the Art of Speed Reading with Maximum Recall*, (United Kingdom: Gardon Wainwright, 2007), p.35

depends on the students' success and unsuccesss in reading the text. Successful and unsuccessful students in reading the text will affect their competence in making sense of the text. These process can be seen from the genres that are learned by the students of Senior High School, for example dscriptive text, report text, narrative text, spoof text, and etc.

Descriptive text is necessary to be learned because it help the students to be able to describe someting. Descriptive text is a text which present about something spesifically . Pradiyono states that descriptive text is a text which has the spesific function to give description about an object (human or non human).[3] In other word descriptive text is the text which explains how a person or a thing look like.

Teaching reading in classroom still faces some problems. Based on the reasearcher preliminary observation at the first grade of students in SMK N 2 Bukittinggi, there were some problems researcher found They are: First, some of the students were difficult to understand the text including the social function, generic structure, and language function. Consequence , some of the students could not answer the questions well. It based on the researcher interview with the teacher, the teacher also said that some of the students did not know how to find the main idea of the text and how to comprehend the organization of the text. Second, some of the students still low in reading comprehension. It proved of students reading test. The third problem was related to the teacher's strategy. Based

[3] Pradiyono *Teaching Genre- Based Writing* (Yokyakarta,2007), p.34

on the observation that the researcher did in the tenth grade class, the researcher found that the teacher still used the conventional strategy in teaching reading text.The teacher asked the students to read the text one by one and to do exercises individually. Then, the teacher explained about the difficult words if there were any students who had no tunderstand yet. She asked the students to answer the questions individually which were related to the reading text, but this teaching way was not interesting for students. It made the students bored and the students were not active in reading text.

However, the teaching strategies is important to carry out the understanding of every lesson. The suitable strategy in teaching reading help the students in acquiring the language more efficiently. It also stimulates the students to learn more enthusiastically. Thus, the suitable strategy enables students to use the language properly. One alternative to solve the problems of students difficulties in reading comprehension is by using several methods in teaching reading. According to Jack J.Richard , ‘’ many opportunities for practice are encouraged in a number of comprehension enhancing approach the best known of which are reciprocal teaching, cooperative learning, and reading recovery.”[4] These strategies will help students to solve their problems in reading comprehension and these strategies guide the students to be active in teaching and learning process. Reciprocal teaching one of the strategy can help students in reading comprehension. According to Brown and

[4] Jack J.Richard and Willy A Renandya, Mhetodology in Language Teaching, Cambridge Universiry Press: USA 2002 p. 277

Palincsar, reciprocal teaching Strategy was originally designed to improve comprehension students who could decode but had difficulty comprehending text[5]. In this strategy, students learn to use the four strategies of predicting, summarization, question generating, and clarifying to apply these while dicussingg text with the teacher and their peers. Thus, reciprocal teaching strategy might lead students to improved reading comprehension.

Reciprocal teaching strategy has some benefits. According to Sayyed and Mohammad explain that there are some benefits of using reciprocal teaching startegy[6]. First, teaching students at different levels, and different subjects regardles of students' ability. Second, helping students acquire vocabulary and reading comprehension. Third, improving students' achievement in standardized test. Finally, developing higher order thinking skill. Reciprocal teaching strategy consist of three main components, a) the teaching and learning of spesific reading comprehension strategies, b) the dialogue between instructor and students were the instructor models why, when, and where to use these reading comprehension strategies, c) the appropriating of the role of indicator by the students, that is, students begin to model the reading comprehension strategies for other students. Thus, the goal of reciprocal teaching strategy

[5] Janette K. Klingner, et al, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guilford Press, 2007), p. 131

[6] Sayyed Ali Ostovar-Namaghi and Mohammad-Reza Shahhosseini, *on the effect of Teciprocal Teaching Strategy on EFL Learner Reading Proficiency*, 2011

is for students to learn the reading comprehension, learn how and when to use the strategies, and become self-regulated in the use of these strategies.

Based on the decription above, The researcher interests to conduct the research entitled **"*The Effect of Using Reciprocal Teaching Strategy Toward Student's ReadingComprehension at First Grade of SMKN 2 Bukittinggi"***

B. Identification of the Problem

There were some problems that have relation to the students' reading comprehenhsion. There were :

1. Some of the students were difficult to understand the text including the social function, generic structure, and language function and also they did not know how to find the main idea of the text and how to comprehend the organization of the text well.
2. Some of the students reading test result still low.

C. Limitation of the problem

Based on the limitation of the problem above, the researcher focuses into the effect of reciprocal teaching strategy toward students' reading comprehension at SMKN 2 Bukittinggi.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of this research is formulated as follow:

1. Is there any significant effect of using reciprocal teaching strategy can improve students' reading comprehension?
2. Is there any level of difference of students' reading comprehension who are taught by coventional teacing and students who are taught by reciprocal teaching strategy?
3. Is reciprocal teaching strategy give better result than conventioanl teaching?

E. Purpose of the the Research

The purpose of this research are:

1. To know whether there is any significant effect of using reciprocal teaching strategy can improve students' reading comprehension.
2. To know whether there is any level of difference of students' reading comprehension who are taught by coventional teaching and students whoa are taught by reciprocal teaching strategy.
3. To know whether reciprocal teaching strategy give better result than conventioanl teaching toward students' reading comprehension.

F. Significance of the Research

The result of this research is expected to give constribution to:

1. English teacher who uses reciprocal teaching strategy, it can help students toward their reading comprehension.

2. The reader can enrich their knowledge and can be a source for the next researcher.

G. Key Terms

They key terms used in this research are defined as follow:.

1. Reading comprehension is the ability to understand the text that the students read and what the writers try to convey to them.
2. Reciprocal teaching strategy is a strategy that teachers and students to become responsible an to improve their reading comprhension.
3. Descriptive text is a text which present about something Spesifically.

CHAPTER II

REVIEW OF RELATED LIRETURE

A. Review of the Related Theories

1. Reading Comprehension in Learning English

a. Definition of Reading Comprhension

Reading is one of the English skill which is need to be mastered by language learners in order to have a good proficiency in English. For most of learners, reading is the most important thing to master in order to ensure success not only in learning English, but also in learning in any subject where reading in English in required. The funtion of reading is to take information or knowledge from the text. According to Nunan, reading is a fluent process of readers combining information from a text and their background knowledge to build meaning[7]. Background knowledge includes all of the experiences that the reader brings to the texts and it can be recognized rhetorically.

The goal of reading is comprehension. Cemprehension is the important thing in reading a text. According Elizabet, comprehension is an active process in the contraction meaning[8]. It

[7] David Nunan, *Practice English Language Teaching*, (New York:Megraw Hill Education, 2003) First Edition, p.68

[8] Elizabet, S,Pang, *Angaluki Muaka, Teaching Reading*, (IAE Education Practices Series University of IllinoistChicago), series 12, p.14

involves word knowledge (vacabulary) as well as thinking and reasonging. Therefore, comprehension is not a passive process, but an active one. The reader actively enganges with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and view points. So, reading comprehension is a process uderstanding the written language by combining the information in the text, what the reader want to know and the readers background knowledge.

b. Process of Reading Comprehension

Reading comprehension is the process to get meaning of the text. Based on Nunan, there are three categories of reading process:[9]

1) Buttom-up Models

Buttom-up models typically consist of lower-level reading process. Students strart with the fundamental basics of the letter and sound recognition, which in turn allows for morpheme recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structure, sentences, and longer

[9] David Nunan, *Practice English Language Teaching*, (McGGraw Hill Singapore, 2003), p.70

texts. Letter, letter clusters, words, phrases, sentences, longer text and finally meaning is the order in achieving comprehension.

2) Top-down models

Top-down begin with be idea that comprehension resides in the reader. The reader uses bacground knowledge, make predictions, and searches the text, to confirm or reject the prediction that are made. A passage can thus be understood even. Within a top-down approach to reading the teacher sould focus the meanig generating activities rather than own mastery of word recognition.

3) Interactive models

The models that are accepted as the most comprehensive description of the reading process are interactive models. This third type combines elements of both buttom-up and top-down models assuming "that a pattern is synthesized based on information provided simultaneously from several knowledge sorces".

c. The Purpose of reading Comprehension

A readers read a text to understand the meaning, as well as to put that understanding to use. Based on Elizabet S.Pang, the purposes of the reading are the readers read the text to learn, to find

out information, to be entertained, to reflect or as religious practice[10].

d. The Principle of Reading Comprhension

Reading comprehension is important in comprehend the text. According to Nunan, some principle for teaching are[11]:

1) To exploit the reader's background knowledge

Background knowledge includes all experiences that a readers bring to a text. In comprehension a text the readers try to activate their background knowledge, they can be activated by setting goal, asking question, making prediction, teaching the text structure.

1) To build a strong vocabulary

Recent research emphasized the importance of vocabulary to succesfull reading. The basic vocabulary should be taught explicity and should be taught in the context.

2) To teach comprehension `

Monitoring comprehension is esential to succesful reading. Part of monitoring process includes verfying that the prediction being model are correct and cheking

[10] Elizabet, S,Pang, *Angaluki Muaka, Teaching Reading*, (IAE Education Practices Series University of IllinoistChicago), series 12, p.15

[11] David Nunan, *Practical English Language Teaching Young Learner*,,,,,,,, P.74

that the readers is making the necessary adjusment when meaning is not obtained.

3) To work in creasing reading rate

Many students can read, but their reading is not fluent. So to teaching should not do more efort to assist students in icreasing their reading rate and over emphasize accuracy which impedes fluency.

4) To teach reading strategies

The students need to learn how to use a range of reading strategies that match their purpose for reading.

5) To encourage readers to transform strategies into skills

Strategies can be defined an conscious that learners take to achieve desired goals or objectives, while skill is a strategy that has become aoutomatically.

6) To build assessment and evaluation into your teaching

Assesing growth and development in reading skill from a formal and informal persective requires time and training. Both quantitative and qualitative assessment activities should be includes in teaching reading.

7) To active for continues improvement as a reading teaching need to be possionate about their work. The teacher should view themselves a facilitator, helping the students doscover that work best.

From the principle teaching reading above, it can be concluded that in teaching the reader must know the principle of teaching because it will make the condition of language learning process in the class be good and make the students comprehend what the teacher taugh to them.

e. The Strategies for Reading Comprehension

There are some strategies for reading comprehension. Based Brown, the strategies for reading comprhension are:[12]

1) Identify the purpose in reading

Efficient reading consists or clearly identyfying the purpose in reading something. By doing so, the reader knows what he or she looking for and what weed out potentiol distracting information. Whenever the teacher teaching a reading technique he or she make sure students know the their purpose in reading something.

2) Use graphemic rules and pattern to aid in bottmom-up decoding (for beginning level learners)

At the beginning levels of learning English, one the difficulties students encounter in learning to read is making the correspondences between spoken and writen

[12] H.Douglas Brown, *Teaching by Priciple an interactive Approach to Language Pedagogy*,(America: Prantice Hall Rehents Precentice Hall. Inc 1994), p.306-310

English. In many cases, learners have become acquinted with oral language and have some difficulty learning English speeling conventions. They may need to be given hints and explanation about certain English orthographic rules and peculiarities.

3) Use efficient silent reading techniques for relatively comprehension (for intermedieate to advanced levels)

Teacher's intermediate to advanced levels students need to be speed readers, but the teacher can help them to increase efficientcy by teaching a few silent reading rules.

4) Skimming

Skimming consists of quickly running one's eyes across whole text to get the gist. Skimming give readers the advantage of being able to predict the purpose of the passage, the main topic or massage, and possible some of developing or supporting ideas.

5) Scanning

Scanning exercise may ask students to look for names or dates, to find defenition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract cartain spesific information without reading through the whole text.

6) Semantic mapping or clustering.

The strategy of semantic mapping or grouping ideas in to meaning clusters, help the readers to provide some order to the choas.

7) Guessing

Learners can use guessing to: guess the meaning of a word, guess a grammatical relationship, guess a discourse relationship, infer implied meanig, guess about a cultural reference, and guess content message.

8) Vocabulary analysis

One way for learners to make guessing pay off when they do not immediaty recognize.

f. The Reading Assessment

The assessment of reading is used to measure the students' reading comprehension. When teacher has already helped the students in reading coprehension, theacher need to identyfy the development of students' reading comprehension. Nunan states that there are two types of assessment in measuring reading comprehension; quantitative and qualitative assessment. Quantitative assessment will include information from reading coprehension test as well as reading rate date. Qualitative information can include reading journal responses, reading interest

surveys, and responses to reading strategy checklist.[13] There are several indicators to measure students reading comprehension, as the table below:

Table 2.1 the indicators to measure students' reading comprehension

No	Indicators
1	Students are able to identify the main idea of each paragraph
2	Students are able to identify the detail information in the text
3	Students are able to identify the generic structure of the text
4	Students are able to identify the purpose of the text

Based on the table above there are several indicators to measure students' reading comprehension.

The result of reading comprehension score:

$$\text{Score of reading test} = \frac{Achievement\ scores}{Maximum\ scores} x100\%$$

The achievement scores is devided with maximum score and it is multiplied to 100%. So, each right answer will get score 1.[14] Then, researcher will get the test result of a students. It will figure the students achievement of reading comprehension.

[13] David Nunan, *Practocal English Language Teaching*, (New York: McGraw –Hill, 2003), p. 77

[14] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi aksara, 2007), p.236

2. Reciprocal Teaching in Reading Comprehension

a. Defenition of Reciprocal Teaching

Reciprocal teaching strategy is one of the effective in teaching and learning process which help students to improve their reading comprehension.it is help students to create an interesting group experience which students and teacher work together and create interactive dialog in classroom activities. Brown and Palincsar stated that reciprocal teaching strategy was originally design to improve reading comprehension for students who could decode but had difficulty comprehending text[15]. Thus reciprocal teaching strategy might lead students to improve reading coprehension.

The explanation above can be conluded that the goal of reciprocal teaching can help students to understand the text. Arends stated that the goal of reciprocal teaching method are to help students become better understanding the text, to be more self-regulated learner, to enhance their motivation and to learn on their own abilities[16]. To help students become better uderstanding that can be helped by guiding them to learn how and when to use the four strategies and to become self-regulated in the use strategies

[15] Janette K. Klingner, et al, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guilford Press, 2007), p. 131

[16] Richard I. Arends, *Learning To Teach*, (America:McGRAW-HILL Internation Editions Education Series, [L.th.[]) cet.Ke-4, p.414

and to be responsible for themselve and self regulation. Reciprocal teaching can also enhance students motivation in learning and they can with temselves although without teacher which they learn on their own abilities.

b. The four strategy of Reciprocal Teaching

During the use reciprocal teaching, teacher uses four strategies to help students in understanding the text. Palincar and Brown in Kingler stated that four reading strategies that are used in reciprocal teaching are: predicting, clarifying, summarizing, and question generating[17]. These starategies are follows:

1) Predicting
   1. *Description:* predicting involves finding clues in the structure an content of a passage that might suggest that will happen next.
   2. *Rationale:* predicting activates prior knowledge and motivates and students to continue reading the passage to determine if their predictions were correct.
   3. *Method:* to learn this strategy, students are instructed to use the title to make initial prediction about the story and then to use clues in the story to make additioanl predictions

[17] Janette K. Klingner, et al, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guilford Press, 2007), p. 134

before reading each new paragraph or section of the text. Students share prediction with one other.

2) Clarifying

1. *Description:* clarifying involves descerning when there is a breakdown in comprehension and taking steps to restore meaning.
2. *Rationale:* Clarifying assure that the passage will make sense to the reader.
3. *Methode:* to learn this strategy, students are instructed be alert to occasions when they are not understanding the meaning of text, and when this accours to process the next again. For instance, if a word did not make sense to the students, he or she would be instructed to try to define the word by reading the sentences that precede and follow it. Students are also taught to attend to word, such as or, which may signal the meaning of an unfamiliar word, and to be certainthey know to what referents such as them, it, and they refer (anaphora).After reading the passage , someting is still not clear, students are instructed to request assistanc.

4. Summarizing

1) *Description:* a summary is one or two sentence statement that tells tho most impotant ideas contained in a paragraph or section of the text. Summary should contain

only the most important ideas and should not include unimportant details. A summary should be in the student's own words.

2) *Rationale:* summarizing can improve understanding and memory of what is read.

3) Method: students are instructed to located the topic sentence of a paragraph. If there is no topic sentence, they are taught to make up their own topic sentences by comnining the sentences they have underline as containing the most relevant relevant ideas. Students are then instructed to locate the most important details that support the topic sentence and to delete what is unimportnat or redundant. Finally, they are instructed to restate tha main idea and supporting details in their own words.

4. Questionig generating

1) Description: questions are constructed about information, rather than about unimportant datails, in the text.

2) Rationale: question genarating allows readers to self-test their understanding of the text and help them to identify whai is the important in the story.

3) Method: to learn this strategy, are instructed to select important information from the paragraph and use the

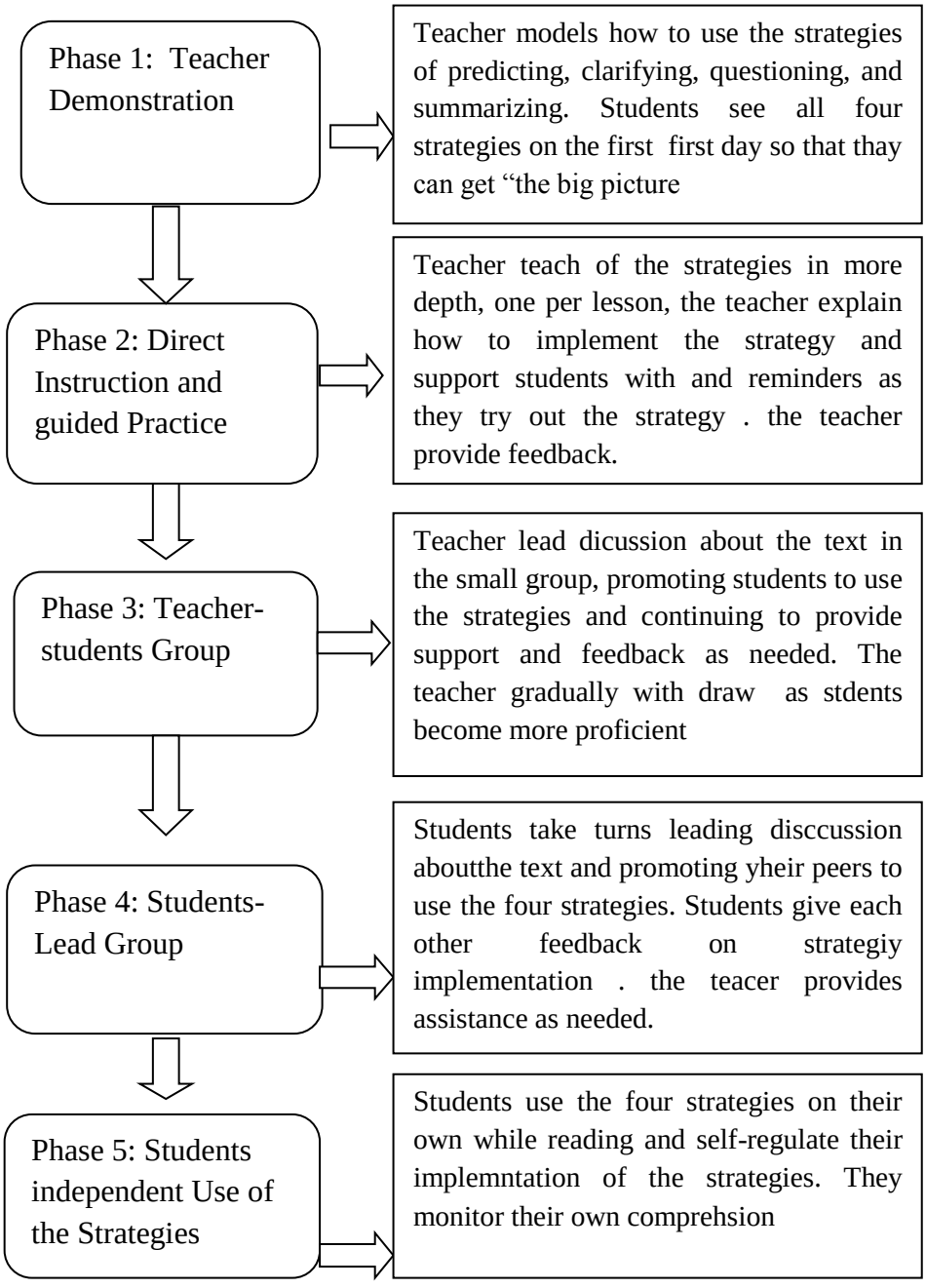
word *who*, *how*, *when*, *where*, and *why* to make up questions. Students are taught to ask question about the main idea of the passage does not provide the answer.

The use of four strategy above should be guided by teachers as a model for students to practice it. Nicols in Brown and Palincsar stated that reciprocal teaching strategy is an instructional strategy based on modeling and guiding practice, in which the instructor first model are set of reading comprehension strategies to the students[18]. It means that reciprocal teaching strategy can also be defined as a strategy based on modeling and guiding practice. Teacher usually become the first model and practice it in front of the class to guide students in using in this strategy.

[18] William Dee Nichols et al, *Reciprocal Teaching for Reading Comprehension in Higer Education*: A Strategy for fostering the Deeper Undersanding of text.

c. The implementation of Reciprocal Teaching Strategy

There are some implentation in reciprocal teaching startegy. According to Palincsar and Brown Reciprocal Teaching Strategy has five phase[19].



[19] Janette K. Klingner, et al, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guilford Press, 2007), p. 135

These are implementation in using reciprocal teaching strategy.

►Phase 1: Teacher Demonstration

1) The teacher tells to the students that she as a model and how to use the strategy of predicting, clarifying, question generating, and summarizing.

2) The teacher give the text to the students.

3) The teacher teaches the students that at the time or finished reading there are activities that should be done is:

a. Predicting

b. Clarifying

c. Summarizing

d. Questioning Generating

►Phase 2: Direct instructed and guided practice

1. Predicting

1) The teacher teaches strategy of predicting.
2) The teacher give the text to the students.
3) The teacher support the students with prompts and reminders as they try out the strategy.
4) The teacher insructs the students to use the litle to make initial prediction about tha text.

5) The techer instructs the students to use clues in the text to make additional prediction before reading each new paragraph or section of the text.
6) The teacher instructs the students to share their prediction with one other.
7) The techer provides feedback.

2. Clarifying
   1) The teacher teaches strategy of clarifying.
   2) The teacher give the text to the students.
   3) The teacher supports the students with prompts and reminders they try out the strategy.
   4) The teacher instructs the students to be alert to acossions when they are not understanding the meaning of the text, and when this accours to process the text again.
   5) If after reading the text, something is not clear, students are instructed to request assistance.
   6) The teacher provides feedback.
3. Summarizing
   1) The teacher teaches strategy of summarizing
   2) The teacher give the text to the students
   3) The techer support with promopts and reminders as they try out the strategy.

4) The teacher instructs the students to be alert to locate the topic sentence of paragraph. If there is no topic sentences, they are taught to make up their own topic sentence by combining the sentences they have underline has containing the most of relevant ideas.
5) The teacher instructs the students to lacete the most important details that support the topic sentence and to delete what is unimportant or redundent.
6) The teacher instucts the students to restate the main idea and supporting datails in their own words.
7) The teacher provides feedback.

4. Questoning generating
   1) The teacher teachs the strategy of question generating.
   2) The teacher give the text to the students
   3) The teacher supports students with prompts and reminders as they try out the strategy.
   4) The teacher instructs the students to select important information from the paragraph and use the words who, how, when, where, and why to make up question.
   5) The teacher instructs the students taught to ask question about, the main idea, supporting deatil, and

questions for which the passage does not provide the answer

6) The teacher provides the feedback.

► Phase 3: Teacher-Students Group

1) Teacher devides students into small group.
2) Teacher gives the text to students.
3) The teacher leads dicussion about the text.
4) Teacher is promoting students to use the strategies and continuing to provide support and feedback as needed.
5) The teacher gradually with draws assistance as students become more proficient.

►Phase 4: Students-Led Group

1) Teacher devides students into small group.
2) Teacher give the text to the students.
3) Teacher ask students take turns leading discussion about the text and promoting their peers to use strategies.
4) Teacher ask students give each other feedback.
5) Teacher provides assistance as needed

►Phase 5: Students' independent use of the strategies

1) Students use the four reading strategies on their own while reading and self-regulate their implementation.
2) Students monitor their own comprehension.

d. The Advantages of Reciprocal Teaching

Based on the explanation of Reciprocal teaching strategy, there are some reasons why some reciprocal teaching is good to apply[20]:

1. Focuses on reading for meaning, supporting students to develop comprehension stratgies in supportive context.
2. Engages students in meaningful dialogue about text.
3. Supports students to develop a language for talking about text.
4. Makes explicit what readers do- question, clrify, predict, and summarise.
5. Extends students' ability to talk about their interpretation of a text.
6. Supports students in understanding complex texts.
7. Develops students' content knowledge and topic vocabulary.
8. Helps students to develop skills in locating, organising and recording information about a topic for writing

[20] Bambang Irfani, *Increasing Student- Talking Time in Speaking Subject iii Through Reciprocal Teaching Technique*(online)

3. The Nature of Descriptive Text

a. Defenition of Descriptive Text

Descriptive text is one of the text tauhgt in senior high school.there are some defenition for thid text. Based on Cambridge Advance Dictionary, descriptive text is describing something especially in detai, interesting way[21]. It may be used also describes more than the outward apperance of people. It may tell about the traits character of personality. In addition, descriptive text is part of the factual genres is social funtion is to describe particular person, place, and thing.

Besides, description gives sense impression. The feel, sound, taste, smell, and look of thing. Emotion also describefeeling such as;happines, fear, lonliness, gloom, and joy. Description helps the readers through their imagination to visualize a scene or person, or to understand a sensation. Donal states that descriptive text created a clear and vivid impression of person, place, or thing[22]. In order to know and understand what the writer telling about. A descriptive should be concreted and detailed.

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[21] Cambridge, *Advance Leaner's Dictionary* (Cambridge University, 2003), p.330

[22] Donald A Daiker and Andrew Kerek, *The Writer's Option Combining to Comppasing*, (New York: Miami Univeristy, 1994), p.273

e. The Purpose of Descriptive text

The purpose of descriptive text is to tell what something is. According to Mukarto, the purpose of descriptive text[23];

1. To decribe current activities of event (running comentaries)
2. To describe activities in the picture

Based on the explanation above, it can be conclude that the descriptive text have two purposes. Then, the students need to understand these purposeS in order to make them are able to master descriptive text.

f. The Generic Structure od Descriptive Text

To understand the descriptive text the students have to know the generic structure of descriptive text. According Jenny Hammond in M.Mursyid PW, the generic structure of descriptive text is consist of identification and description.

The generic structure of descriptive text[24] :

1. Identification

   Identification phenomenon to be description

2. Description

   Decribed part, qualities, characteristic, etc.

[23] Mukarto *English on Sky*,(Jakarta: Erlangga, 2007), p.19
[24] M.Mursyid PW, *Learning Descriptive Text* (Jakarta: Erlannga 2007), p.4

So, in descriptive text students have to know the structure contained in the text and also knowing the difference with the other text.

g. Grammatical Features of Descriptive text

According to peter an Megan there are several grammatical features of descriptive text[25].

1. Using simple present tense

   When describing things from a technical or factual point of view.

2. Using reasional verb

   Reational verb are used when clarifiting and describing apparance/ qualities and part/ funtion of phenomena.

3. Using action verb

   Action verb are used when describing behaviour uses.

4. Using mental verb

   Mental verb are used when describing feeling in literacy describing

5. Using adjective

[25] Peter Knapp and Megan Wartkins , *Genres text , Grammar* (Sedney: University of New South Wales Press, 2005) p. 99

Adjective are used to add extra information to nouns and may be technical , literacy depending on the text

6. Using adverb

Adverb are used to extra information to verb to provide more detail description

7. Using adverbial phrses

Adverbial phrases are use in description to add more information about the maner, place, or time.

B. Review Related Studies

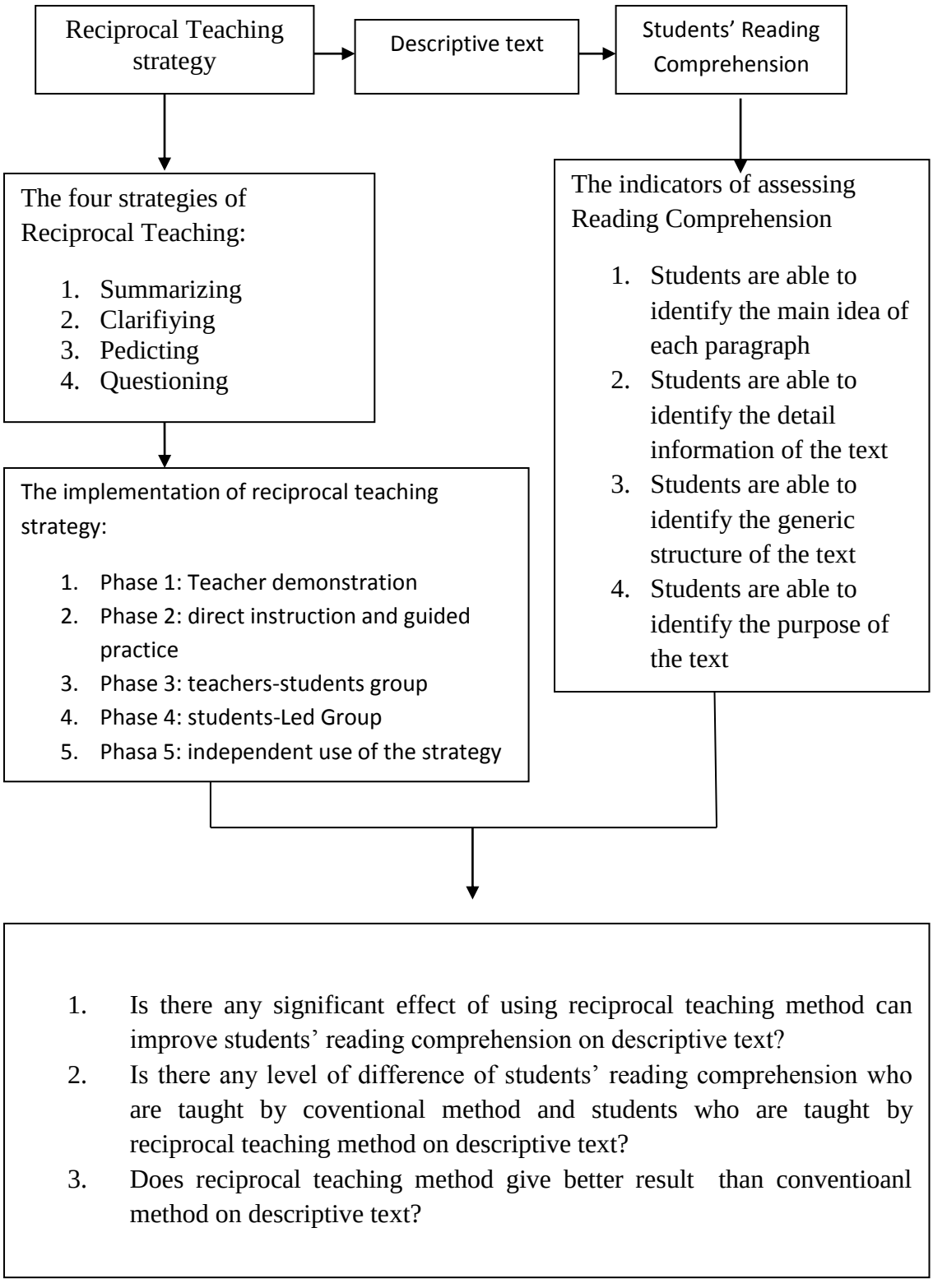
To support this reseach, there are some relevants studies conducted by Defra the college student's of IAIN Bukittinggi with the title " *The effec SQ3R Method Toward Student's Reading Comprhension on Descriptive Text of SMPN 1 Baso*" the Problem in this field was students has bad mark in reading test because they don not understand the reading material. The research used quantitative research. In the experimental the researcher use pre test and post test group design. The researcher found there are significant diffrent effect between the students who taught by using SQ3R method and students who did not teach by SQ3R method. Then the researcher found thet the using SQ3R method is better than conventional method.

Another relevant study was conducted by Muhammad Muslihuddin the student of UIN Syarif Hidayatullah Jakarta with the title" the

effectiveness of using Reciprocal Method Toward Students in Reading Journal Academic Year 2008/2009 of SMA N 2 Jakarta. In this research the students are difficult to understand text, the generic structure, purposes and language features of the text. The research was finding the proves about effectiveness reciprocal method in reading journal.

Both of the relevant studies above the researcher is interested to formulate the thesis under title "The effect of Reciprocal Teaching Stategy Towards Student's Reading Comprehension at the First Grade of SMKN 2 Bukittinggi". This thesis is different from the others mentioned above. First, this Reciprocal Method is better because student actively can comprehend the text and enthusiasticly because students work together in small group. Second, based on the second related studies in this research not just want to know the effectiveness but the researcher want to know this method by teaching and practice directly to the object.

C. Conceptual Framework



The schema above show that reciprocal teaching method can improve students' reading comprehension. Reciprocal teacing method uses four strategies that are summarizing, clarifying, predicting, and questioning. The four strategies can help students in understanding Descriptivel text has four goal in learning: Identify the deatail onformation of the text, Identify the generic structure of the text, Identify the purpose of the text and identify the generic structure of the text. Thus, the using of reciprocal teaching method is effective to improve students reading comprehension.

D. Hypothesis

Hypothesis is a tentative explanation for certain behaviour, phenomena of event that have accoured or will occour. A hypothesis states the researchers' temporing answer concerning the relationship between the variables in the research problem. Therefore, the study, process null hypothesis (donated by Ho), and alternative hypothesis (donated Ha) that are formulated as follow:

1. Ha = there is significant effect of using reciprocal teaching toward reading comprehension.

   Ho = there is no significant effect of using reciprocal teaching toward reading comprehension.
2. Ha = There is any differences of students who are taught by reciprocal teaching and those who are taught by coventional teacing

Ho = There is no differences of students who are taught by reciprocal teaching and those who are taught by coventional teaching.

3. Ha = Reciprocal teaching gives better result toward students' reading comprehension than coventional teaching.

   Ho = Reciprocal teaching does not gives better result toward students' reading comprehension than coventional teaching

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the problem stated before, the researcher used an exprimental-quantitative research. Gay states that experimental research is the only type of research that can truly establish cause and effect relationship.[26] Researcher used the experimental quantitative research because the researcher want to know the effect of reciprocal teaching strategy to improve student's reading comprehension.

To exiting clases are used as the experimental clases and control clas. As stated by Nasution experimental is the researcher influenced of a variable toward a group on control condition.[27] That is the reason why the experimental and control class are needed. Other statement also states by Suharsimi, experimental research is the research to know wheter any cause or not from treatment that will be given to the subject.[28] The purpose of the experimental research is to observe the pssible of cause effect relationship by giving treatment to the experimental class and comparing the result to those that do not use in the control clas. Morover, Gay states that the experimental class is typically receives a new treatment under investigation, while the control class receives a different treatment or is

[26] L.R Gay, *Educational Reasearch*, (New York:Macmilan Publishing Company,1976), p.41
[27] Nasution, *Metode Research*, (Jakarta: Bumi Aksara, 2002), p.29
[28] Suharsimi Arikunto, *Manajemen Penelitian*, (jakarta: Rineka Cipta, 2013), p.207

treated as usul.[29] The experimental class is the class only class who will get different treatment.

In this case, experiment class treated by using reciprocal while control class treated without reciprocal. The researcher described in the table.

Table 3.1 Control – Group Pre-test Post-test Design

	Pretest	Treatment	Posttest
Experimental	T_I	X	T_2
Control	T_I	-	T_2

Where : X = The treatment

T_1= Pre-tes

T_2 = Posttest

- = No treatment

Based on the research design above, the researcher gives pre-test to both classes. The the researcher does the treatment to experimental class. But, the resercher does not give special treatment to the control class. After that, the pos-test is conducted to the experimental clas and control

[29] L.R Gay, *Educational Reasearch,*..... p.261

class. The different treatment is given to the experimental class in order to measure students' reading comprehension.

B. Population and Sample

1. Population

Population is the totality subjects of the research. According to Gay, the population is the group of interst of the researcher, the group to which she or he would like the result of the study to be generalizable[30]. In this case, the population of this research is all of first grade students at SMKN 2 Bukittinggi in academic year 2016/2017. The population is described in the following table:

Table 3.2: The totality of first grade students of SMKN Bukittinggi in academic year 2016/2017

Number	Class	Number of Students
1.	Accounting	116
2.	Office	118
3.	Marketing	79
4	Tourism	40
5	Hotel	79
6	Clinary	80
	TOTAL	**512**

Source: *English Teacher of SMKN 2 Bukittinggi academic year 2016/2017*

[30] L.R Gay, Educational Research: *Compentencies for Analysis and Aplication,...*, p.102

2. Sample

The researcher needs experimental class and control Sample represents the quality and characteristic of population. According to Sugiyono, a sample is part of total and and the characteristic that exist in that population[31]. In this research, the researcher used two classes which are experimental class and control class to determine a sample. In this research the technique uses purposive sampling technique. Sugiyono states that purposive sampling is a sampling technique of data sources with particular consideration[32]. In this research, researcher chooseed culinary class as the sample, that are culinary 1 and culinary 2. Researcher choosed classes as the sample because of some considerations. First, because they taught by the same teacher. Second, these classes had the same ability in reading english.

To choose the experimental and controll class between these two classes, the researcher would follow the step bellow:

a. Collect the mark or score of the student's reading test in SMKN 2 Bukittinggi.
b. The researcher tests the normality the data.

[31] Sugiyono, *Metode Penelitian Pendidkan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: PenerbitAlfabeta,2009), p.118

[32] Sugiyono, *Metode Penelitian*, (Bandung : Alfabeta,2009), p.300

The purpose of testing the normality of the data is to know whether the data spreads out normality of the data or not. It can be done in these steps below:

1) Arrange the data from the lowest to the highest.
2) Find the mean score ($\bar{X}$), the standard deviation (s), and the variant (s^2).

$$\bar{X} = \frac{\sum f xi}{n}$$

$$(S) = \frac{\sqrt{\sum f (xi - \bar{X})^2}}{n-1}$$

$$(S^2) = \frac{\sum f (xi - \bar{X})^2}{n-1}$$

3) Find the score of Zi by using this formula

   $Zi = \frac{xi - \bar{x}}{s}$

4) Find score of P(Zi) by consulting the score of Zi with Z table.
5) Find S (Zi).
6) Find the absolute score of P(Zi) – S(Zi)
7) Determine the higer score of absolute mark P(Zi)-S(Zi) it is named Lo (Liliefors)

8) Test the score with Liliefors table the certain degree of freedom (α) : 0,05.

9) Take the conclusion, if the table Ltab > Lo, it can be concluded that the data is distributed normally with degree of freedom in (α) 0,05 %[33].

c. Test the homogeneity of the data

The purpose of homogeneity test is to know wheter the population is homogeneous or not, so the researcher uses the F test. The homogeneity test by using F test can done by following the steps below.[34]

1) Use the formula:

$$F_{hit} = \frac{S1^1}{S2^2}$$

2) Consult with table F which α (0.05)

$F_{tab}right = f\alpha\ (V_1, V_2)$

$$F_{tab}left = \frac{1}{F\alpha\ (v2,v1)}$$

Note: F = homogenity data

$S1^1$ = highest variant

$S2^2$ = lowest of variant

df = degree of freedom

v^1 = high total sample minus

v^2 = low total sample minus

[33] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta:RinekaCipta,200),, p. 162

[34] Arifmiboy, *Kumpulan Materi Kuliah Statistik Pendididkan*.....p,88

3) If the range of the score of F_{hit} located betwen F_{tab} left and F_{tab} rihgt, it can be conclude that both of the class are homogenous.

C. Instrumentation

There are two kinds of the test that are used in this research, pre-tets and pst-test. Pre-test is used to know the students' reading comprehension atthe beginning, and pos-test used to know th development of students' reading comprehension at the end after give the teartment. The students have to answer the question after they read material

The instrument of this research is reading comprehension test that concists of th identify main idea and detail information of the text, identify the purpose of the text and identify of languge feature. The test of this reasearch is multiple choice.

The test is created by considering the validity and reliabity test. According to Arikunto, the main requirements of the test are validity and reliabity, as explained below:

1. Validity

   Validity in testing is discover whether a test measures accurately what is intended to measure or it measures what its purposed to measure. Arikunto says that a test can be said a valid test if it measures what is intended to measures and the insrtument is called as a valid instrument when it can give the

true description about the data based on the reality of fact[35]. In this research, the validity uses the construct validity and items validity. In other word, test is valid if it measures accurately what is intended to be measured. validity test by using product moment test is done by person[36]:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum XY^2 - (\sum Y)^2}}$$

In which:

r_{xy} = correlation index

N = the sum of tester

$\sum XY$ = the sum item score and total score

$\sum X$ = the sum of x

$\sum Y$ = the sum of y

Table 3.3 The Correlation Coefficient[37]

The Range of Score Category	Interpretation
0.80 – 1,00	Very high
0,60 – 0,80	High
0,40 – 0,60	Sufficient
0,20 - 0,40	Low
0,00 – 0,20	Very low

[35] Suharsimi Arikunto, *Dasar-dasr Evaluasi: Revisi*, (Jakarta:Bumiaksara,2007), p. 58
[36] Suharsimi arikunto, *Prosedur Pnelitian*, (Jakarta:Rineka Cipta,200), p.162
[37] Suharsimi Arikunto, *Dasar-dasar Pendidikan*, (Jakarta:BumiAksara,2012), p. 89

2. Reliability

If the test gives the current result as the same as the previous test that concerned with the test consistently measure whenever it is used. A reliable measure in one that provides consistent and stable indication of the characteristic being investigatigated.[38] The researcher uses the formula of K-R 20 as follow;[39]

$$r^{11} = \left[\frac{n}{(n-1)}\right] \left[\frac{S - \sum pq}{S}\right]$$

in which:

r^{11} = reliability cooffecient

p = the proportion of students who give the right answer

q = the proportion of students who give the wrong answer

$\sum_{pq}$ = the sum of multiplication of p and q

n = the sum of item in the text

S = standart deviation

If : $0{,}8 < r_{11} \leq 1{,}00$: very higest

$0{,}6 < r_{11} \leq 0{,}8$: higer

$0{,}4 < r_{11} \leq 0{,}6$: average

$0{,}2 < r_{11} \leq 0{,}4$: low

$0{,}0 < r_{11} \leq 0{,}2$:very low

[38] Suharsimi Arikunto, *Dasar-Dasar Evaluasi : Revisi*.....87
[39] Suharsimi Arikunto, *Dasar-Dasar Evaluasi*..... p. 100

D. The Procedure of Experimental Research

The procedure of experimental research as follow:

a. The pre-test

The researcher gives the pre-test to the sample class before teaching them it is. This pretest is given to the first grade students of SMKN 2 Bukittinggi. The researcher do the following instructions:

1. Distributing the items and the answer sheet to the students.
2. Limiting the time while the students answer the item.
3. Collecting answer sheet after doing the items.
4. Analyzing the students' answer sheet and give the score

a. Treatment

1. Experimental class

   The researcher used an unusual treatment (reciprocal method) in students reading comprhension of descriptive text through their lesson material. In this activity, the researcher applied the reciprocal teaching to comprehend the content of the text.

2. Control class

   The researcher do usual treatment (conventional method) that used by teacher in students reading comprehension of descriptive text through their lesson material.

b. Post-test in experimental class and control class

After teaching, the researcher gave test for the students by limit the time as the comparison and the evaluation of students score before and after the treatment is done, the researcher do the following instructions:

1. Arranging the students seat and giving the test and the aswer sheet.
2. Asking the students to answer the items
3. Collecting the students answer sheet.
4. Giving the score. The formula that is used in this step is same with the formula used in pretest.

b. Technique of Data Collection

in the same line with the research design above, the data is taken from students' reading test. The pre-test is given to experimental class. The pre-test is to know the sudents' reading comprehension at the beginning. The researcher took the students' reading comprehension test result based on scoring and measuring guidance in reading.

The post-test is given to the experimental and control class after giving treatment to the experimental class. The post-test is used to know the changing or developing of the students' reading comprehendion. The researcher takes the students reading score based on the scoring and reading gudance. The score of the studentson this test is collected in order to be used as data.

c. Technique of the Data Analysis

The researcher used the t-test in analyzing the data, the researcher used of t-test[40].

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\ \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Note :

For Hypothesis 1:

t : The score of t – calculated (obtained)

$\bar{X}_1$: Mean score of the post-test of the experimental class

$\bar{X}_2$: Mean score of the pretest of the experimental class

SS_1 : Sums of squares of the posttest of the experimental class

SS_2 : Sums of squares of the pretest of the experimental class

n_1 : Number of experimental class in posttest

n_2 : Number of experimental class in pretest

For Hypothesis 2:

t : The score of t – calculated (obtained)

$\bar{X}_1$: Mean score of posttest the experimental class

$\bar{X}_2$: Mean score of posttest the control class

SS_1 : Sums of squares of experimental class

SS_2 : Sums of squares of control class

n_1 : Number of experimental class

n_2 : Number of control class

[40] Sugiyono, *MetodePenelitianPendidikan:PendekatanKuantitatif, Kualitatif, dan R&D*, p. 249

For the first, post-test scores were analyzed to see whether there was or there was no significant effect of the students' reading comprehension in descriptive text post-test result between the students who were asked to use reciprocal teaching strategy and the students who treated by conventional teaching in comprehending the descriptive text by comparing mean scores both of the classes.

For the next, to test the hypothesis in order to indicate a significant effect between mean scores of two classes, it would be compared between t-obtained to the value of t in the table at the level of significance 0, 05. The condition is the alternative hypothesis (Ha) is accepted if $t_{obtained} > t_{table}$. While, the null hypothesis (Ho) is accepted if $t_{obtained} < t_{table}$.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

Thi chapter explains about the analysis of the data collected to answer the research question: 1) Is there significant effect using reciprocal teaching strategy towards students' reading comprehension? 2) is there any significant difference between the experimental class group who use reciprocal teaching strategy and the control group who use conventional strategy? 3) is reading comprehension of students who are taught by using reciprocal teaching strategy better than the students who are taught without reciprocal teaching strategy?

The finding consist of three part, they are: description of the data, analysis of the data, and testing the hypothesis.

1. Description of the Data

The data in this research was collected based on the test that had been conducted by researcher at the first grade of SMKN 2 Bukittinggi. The score of the students' reading comprehension were collected after conducting the pre-test at the begining of the research and post-test at the end of the research.

The data of this research was the score of students reading comprehension test in 25 items of objective test about descriptive text. The result of reading comprehension test of the students was taken directly by researcher after giving the test. The data which are described in this research were collected from two classes that were involved in this research, which were control and experimental classes.

There were 48 students who were involved in the pre-test, 24 students for control class and 24 students for experimental class. There were also 48 students who were involves in in the pre-test, 24 students for control class and 24 students for experimental class. The description of the data on both of experimental and control classes eare explained below:

a. Data from the Pte-test of Experimental and Control Classes

1) Data fron the Experimental Class

The pre-test of the experimental class are presented as follows:

Table 4.1: Pre-Test Score of the Experimental Class

NO	Name	Xi	Xi^2
1	AD	40	1600
2	AK	76	5776
3	AZ	60	3600

4	AMS	60	3600
5	AM	56	3136
6	AS	60	3600
7	AW	72	5184
8	ARP	56	3136
9	AZZ	56	3136
10	BA	64	4096
11	DNY	76	5776
12	FMD	76	5776
13	FH	60	3600
14	FSA	64	4096
15	GSP	64	4096
16	GW	64	4096
17	IR	80	6400
18	KRS	60	3600
19	LL	56	3136
20	MDU	72	5184
21	MI	56	3236
22	MN	72	5184
23	MT	48	2304
24	MP	72	5184
		1520	98432

The table shows that the lowest scores of the pre-test gained by the experimental class is 40 and the higest scores is 80.

2) Data from the Control class

The pre-test of control class are presented as follow:

Table 4.2 : Pre-test Score of the Control Class

NO	NAME	Xi	Xi^2
1	AW	76	5776
2	AAH	64	4096
3	AS	52	2704
4	ATT	76	5776
5	ASB	36	1296
6	AB	64	4096
7	AHS	76	5776
8	BPB	64	4096
9	EM	60	3600
10	FM	64	4096
11	HY	60	3600
12	HYB	68	4624
13	IW	72	5284
14	IAP	64	4096
15	IPS	72	5184

16	JA	60	3600
17	KKU	68	4624
18	LAS	52	2704
19	MF	56	3136
20	MS	64	4096
21	MAP	60	3600
22	MH	64	4096
23	MR	80	6400
24	NPS	72	5184
		1544	101296

The table above shows that the lowest score of the pre-test gained by the control class is 36 and the highest class is 80

Table 4.3 Table comulative test Result Gained from the Pre-Test

Group	N	Mean	Standar Deviation	Varian	The lower scores	The higest scores
Control Class	24	64.33	95.58	92	40	80
Exprimental Class	24	63.33	10	100	36	80

The data presented above shows that there are 48 students who are involved in the pre-test: 24 students in the experimental

class and 24 students ind controll class. The mean scores of the experimental class is 63.33 and control class is 64.33. the standard deviation of the experimental class is 10 and the control class 9.58. the variant of the experimental class is 100 and the control class is 92. The lowest scores of the experimental class is 40 and the control class is 36. The higest scores of the experimental class is 80 and the control class 80.

b. Data Post-test of Experimental Class and Control Class

The Post-test was conducted at the end of treatment in order to find the effect of using reciprocal teaching strategy towards students' reading comprehension. The post-test was given to the experimental class and control class after being given the treatment both classes were given the some material, the same test and the same time allocation.

1) Experimental Class

The post-test scores of the experimental class are as follow:

Table 4.4: Post-test Scores of the Experimental Class

NO	Name	Xi	Xi^2
1	AD	60	3600
2	AK	68	4624
3	AZ	92	8464
4	AMS	76	5776

5	AM	72	5184
6	AS	80	6400
7	AW	72	5184
8	ARP	100	10000
9	AZZ	80	6400
10	BA	80	6400
11	DNY	84	7056
12	FMD	92	8464
13	FH	84	7056
14	FSA	88	7744
15	GSP	80	6400
16	GW	88	7744
17	IR	100	10000
18	KRS	100	10000
19	LL	88	7733
20	MDU	100	10000
21	MI	92	8464
22	MN	92	8464
23	MT	60	3600
24	MP	92	8464
		2020	173232

The table shows that the lowest scores of the post-test gained by experimental class is 60 and higest is 100.

2) Control Class

Table 4.5: Post-Test score of the Control Class

NO	NAME	Xi	Xi^2
1	AW	68	4624
2	AAH	80	6400
3	AS	40	1600
4	ATT	76	5776
5	ASB	68	4624
6	AB	64	4096
7	AHS	64	4096
8	BPB	76	5776
9	EM	48	2304
10	FM	60	3600
11	HY	84	7056
12	HYB	88	7744
13	IW	64	4096
14	IAP	76	5776
15	IPS	72	5184
16	JA	48	2304
17	KKU	76	5776

18	LAS	60	3600
19	MF	64	4096
20	MS	80	6400
21	MAP	80	6400
22	MH	80	6400
23	MR	88	7744
24	NPS	84	7056
		1688	122528

The lowest scores of the post-tes obtain by the control class is 40 and the higest is 88. Based on the calculation of the scores gained in post-test of reading comprehension, it can be summarized as follows:

Table 4.6: the commulatitive Test Result Gained from the Post-Test

Group	N	Mean	Standar Deviation	Varia n	The lower scores	The higest scores
Control Class	24	11.17	11.82	92	60	100
Exprimental Class	24	70.33	12.86	100	40	88

The data presented above shows that there are 48 students who were involved in the post-test: 24 students in the experimental class and 24 students in the control class. The mean scores of the

experimental class is 84.17 and the control class is 70.33. The standard deviation of the experimental class is 11.82 and the control class is 12.86. The variant of experimental class is 139.71 and the control class is 165.38. The lowest scores of the experimental class is 60 and the control class is 40. The highest score of experimental class is 100 and the control class is 88.

After doing pre-test and pos-test the researcher compered both result of the pre-test and post-test from the experimental class and control class. The comparison test results are showed as following table:

Table 4.7: the Comparison of the Pre-test and Post-test in the Experimental Class and Control Class.

The Class	Pre-test	Post-test
Experimenta Class	$\bar{x}$ = 63.33 S= 10 S^2 = 100	$\bar{x}$ = 84.17 S= 11.82 S^2= 139.71
Control Class	$\bar{x}$ = 64.33 S= 9.58 S^2 = 92	$\bar{x}$ = 70.33 S = 12.86 S^2 = 165.38

The table above describes that the mean scores of the pre-test in the experimental class is 63.33 and the mean scores of post-test in the experimental class is 84.17. its means the post-test result of the experimental class is higer than pre-test in experimental class. The table above also shows that the mean scores the post-test in experimental class is higher than mean score of the post-test in the control class..

2. Analysis of the data

The analysis of the data in this research involved several statical process, such as:

a. Testing the Normality of the Data of the Pre-tes in the Experimental Class and the Control Class

The normality of the data needs to find out wheter the data is distributed normally or not. The normality test of the data conducted by using t-test with level significance 0.05. The researcher choosed both Culinary 1 and Culinary 2 classes as the sample. Then, the researcher collcected the scores of the students' pre-test to test normality of the data. The following tables are the result of normality test both of the class.

Table 4.8: Normality Test of Pre-test experimental Class

xi	f	Fk(a)	Sn(xi)	z	Pzi	Sn(xi)-P(Zi)	I Sn(xi)-P(zi) l
40	1	1	0.041667	-2.333	0.0099	0.031766667	0.031766667
48	1	2	0.083333	-1.533	0.063	0.020333333	0.020333333
56	5	7	0.291667	-0.733	0.2327	0.058966667	0.058966667
60	5	12	0.5	-0.333	0.3707	0.1293	0.1293
64	4	16	0.666667	0.067	0.5279	0.138766667	**0.138766667**
72	4	20	0.833333	0.867	0.8078	0.025533333	0.025533333
76	3	23	0.958333	1.267	0.898	0.060333333	0.060333333
80	1	24	1	1.667	0.9525	0.0475	0.0475
	24						

Lo = 0.138766667

(α) = 0.05

L_{tab} = 0.173

Mean Scores

$$\overline{X} = \frac{\sum fxi}{n}$$

$$\overline{X} = \frac{1520}{24}$$

$\overline{X}$ = 63.33

Standard Deviation

$$S = \frac{\sqrt{\sum f(xi - \overline{x})^2}}{n-1}$$

$$S = \frac{\sqrt{2165.334}}{24-1}$$

S= 10

Variant

$S^2 = (10)^2 = 100$

From the colom of P(ZI)-S(ZI) the scores Lo= 0.138766667. L_{tab} for n= 24 with level sifnificance 0.05=0.173. So, Lo<Lt_{able} , 0.138766667<0.173. it can be concluted that the sample was distributed **normally**.

Table 4.9: Normality test of Pre-test in the Control Class

xi	F	Fk(a)	Sn(xi)	z	Pzi	Sn(xi)-P(Zi)	I Sn(xi)-P(zi) l
36	1	1	0.041667	-2.957202505	0.0015	0.040166667	0.04066667
52	2	3	0.125	-1.287056367	0.0985	0.0265	0.0625
56	1	4	0.166667	-o.869519833	0.1922	-0.25533333	0.25533333
60	4	8	0.333333	-0.451983299	0.3264	0.006933333	0.006933333
64	7	15	0.625	0.034446764	0.488	0.137	0.137
68	2	17	0.708333	0.38308977	0.648	0.060333333	0.060333333
70	3	20	0.833333	0.800626305	0.7681	0.065233333	0.065233333
72	3	23	0.958333	1.218162839	0.8888	0.69533333	0.69533333
76	1	24	1	1.635699374	0.9484	0.0516	0.0516
	24						

Lo = 0.137

α = 0.05

Lt_{ab} = 0.173

Mean Score

$$\overline{X} = \frac{\sum fxi}{n}$$

$$\overline{X} = \frac{1544}{24}$$

$$\overline{X} = 64.33$$

Standard Deviation

$$S = \frac{\sqrt{\sum f(xi - \bar{x})^2}}{n-1}$$

$$S = \frac{\sqrt{2109.344}}{24-1}$$

S= 9.58

Variant

$$S^2 = (9.58)^2$$

$$= 91.78$$

From the colom of P(Zi)-(Szi), the scores Lo=0.137. L_{tab} for n=24 with level significance 0.05=0.173. So, Lo<$L_{table,}$ 0.173<0.173. It can be concluded that the sample was distrubuted **normally**.

b. Testing the Homogenity of the Data

Homogenity of the data was used to find out wheter the data were homogenity or not. The data of the sample can be seen in the table below:

Table 4.10: Homogenity pre-test score in control and experimental class

Table 4.10: Homogenity pre-test score in control and experimental class

Class	Mean score	Table of sample	Standard Deviation	Variant
Control class	64.33	24	9.58	92
Experimental class	63.33	24	10	100

$F_{hit} = \frac{the\ highest\ variant}{the\ low\ variant}$

$F_{hit} = \frac{100}{92}$

$F_{hit} = 1.087$

$F_{right} = (0.05) = (v1-1)(v2-1)$

$F_{right} = (0.05) = (24-1)(24-1)$

$F_{right} = (0.05) = (v1,v2)$

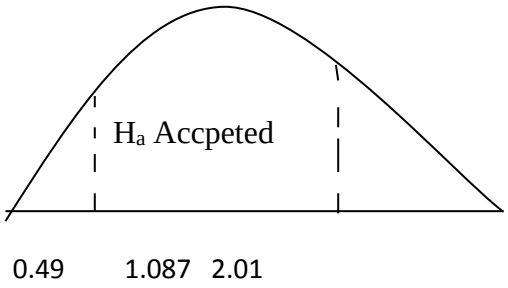
$F_{right} = (0.05) = (23,23)$

$F_{right} = (0.050 = 2.01$

$F_{left} = \frac{1}{2.01}$

$F_{left} = 0.497$

The result can be drawn as the follow:



So, F_{tab} (left) < Fobtained) > Ft_{ab}right: 0.497 < 1.087 > 2.01. It can be concluded that the data is **homogenious**

c. Testing Normality of Data of Post-est in Experimental and Control class

Table 4.11 Normality Test of Post-tes in Experimental Class

xi	F	Fk(a)	Sn(xi)	z	Pzi	Sn(xi)-P(Zi)	I Sn(xi)-P(zi) l
60	2	2	0.083333	-2.044839255	0.0207	0.062633333	0.062633333
68	1	3	0.125	-1.368020305	0.0853	0.0397	0.0397
72	2	5	0.208333	-1.029610829	0.1515	0.056833333	0.056833333
76	1	6	0.25	-0.691201354	0.2451	0.0049	0.0049
80	4	10	0.416667	-0.352791878	0.3632	0.053466667	0.053466667
84	2	12	0.5	-0.0143382403	0.496	0.004	0.004
88	3	15	0.635	0.324027073	0.6255	-0.0005	0.0005
92	5	20	0.833333	0.662436548	0.7454	0.087933333	0.087933333
100	4	24	1	1.339255499	0.9099	0.0901	0.0901
	24						

Lo = 0.0901

(α) = 0.05

Lt_{ab}= 0.173

Mean Scores

$$\overline{X} = \frac{\sum fxi}{n}$$

$$\overline{X} = \frac{2020}{n24}$$

$$\overline{X} = 84.17$$

Standard Deviation

$$S = \frac{\sqrt{\sum f(xi - \overline{x})^2}}{n-1}$$

$$S = \frac{\sqrt{3215.334}}{24-1}$$

$$S = 11.82$$

Variant

$$S^2 = (11.82)^2$$

$$= 139.71$$

From the column of P(Zi)-S(Zi), the scores Lo=0.0901. Ltab for n=24 with level significance 0.05=0.173. So, Lo<Ltab, 0.0901<0.173. It can be concluded that the sample was distrubuted **normally.**

Table 4.12: Normality test of Post-test in Control Class

xi	F	Fk(a)	Sn(xi)	z	Pzi	Sn(xi)-P(Zi)	I Sn(xi)-P(zi) l
	1	1	0.042667	-2.358475894	0.0091	0.032566667	0.032566667
	2	3	0.125	-1.736391913	0.0409	0.0841	**0.0841**
	2	5	0.208333	-0.803265941	0.2119	-0.003566667	0.003566667
	4	9	0.375	-0.49222395	0.3121	0.0629	0.0629
	2	11	0.458333	-0.18118196	0.4247	0.033633333	0.033633333
	1	12	0.05	0.129860031	0.5517	-0.0517	0.0517
	4	16	0.666667	0.440902022	0.67	-0.003333333	0.003333333
	4	20	0.833333	0.751944012	0.7734	0.059933333	0.059933333
	2	22	0.916667	1.062986003	0.8554	0.061266657	0.061266657
	2	24	1	1.374027994	0.9147	0.0853	0.0853
	24						

Lo= 0.0841

(α) = 0.05

Ltab= 0.173

Mean Scores $\bar{X} = \frac{\sum fxi}{n}$

$\bar{X} = \frac{1688}{24}$

$\bar{X} = 70.33$

Standard Deviation $S = \frac{\sqrt{\sum f(xi - \bar{x})^2}}{n-1}$

$S = \frac{\sqrt{3805.334}}{24-1}$

S = 12.86

Variant $S^{2} = (12.86)^2 = 16538$

From the column of P(Zi)-S(Zi), the scores Lo=0.0841. L_{tab} for n=24 with level significance 0.05= 0.173. So, Lo<L_{tab}, 0.0841<0.173. It can be conluded that the sample was distrubuted **normally.**

d. Testing the homogeneity of the data

The homogeneity of the data was used to find out whether the data were homogeneity or not. The data of the sample can be seen in the table below:

Table 4.13: Homogeinity Post-test Scores in Control and Experimental Classes

Class	Mean Score	Totally of sample	Standard Deviation	Variant
Control Class	70.33	24	12.86	165.38
Experimental Class	84.17	24	11.82	139.71

$$F_{hit} = \frac{the\ highest\ variant}{the\ low\ variant}$$

$$F_{hit} = \frac{165.38}{139.71}$$

F_{hit} = 1.184

F_{right} = (0.05)= (v1-1)(v2-1)

F_{right} = (0.05)= (24-1)(24-1)

F_{right} = (0.05)= (v1,v2)

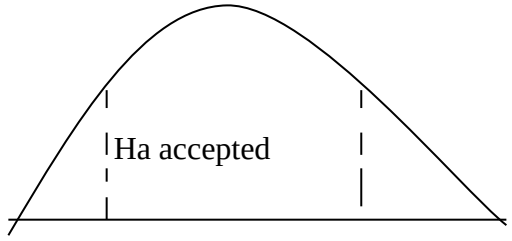
F_{right} =(0.05)= (23,23)

F_{right} =(0.050= 2.01

$F_{left}= \frac{1}{2.01}$

F_{left}= 0.497

The result can be drawn as follow:



0.497 1.184 2.01

So, Ftab (left)< Fobtained> Ftab right :0.497 < 1.184> 2.01.

It can be concluded that the data is **homogeneious.**

3. Testing the Hypothesis

After finding the mean scores, the standard deviation and the value of the $t_{obtained}$ by using t-tes of the both classes. The hypothesis of this research was tested as follow:

a. The fist hypothesis

The first hypothesis in this research, there is any significance effect of usig reciprocal teaching strategy towards students' reading

comprhension. To measure wheter the research would accepted or rejected the hypothesis. The research used the formula t-test to find wheter Ho is accepted of rejected the value of the $t_{obtained}$ was compared with the value of the $t_{table.}$ If the value of the $t_{obtained}$ is bigger than the value of the $t_{table,}$ the alternative hypothesis (Ha) is accepted. However, if the value of $t_{obtained}$ is the same or less than the value of $t_{table,}$ the altenative hypothesis (Ho) is accepted.

Analysis of pre-test and post-test scores of experimental by using t-test formula:

$$\overline{X1} = \frac{\sum xi}{n1} = \frac{2020}{24}$$

$$= 84.17$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n1}$$

$$= 173232 - \frac{(2020)^2}{24}$$

$$= 173232 - \frac{4080400}{24} = 173232 - 170016.67 = 3215$$

$$X2 = \frac{\sum xi}{n1} = \frac{1520}{24}$$

$$= 63.33$$

$$SS2 = \sum X1^2 - \frac{(\sum X1)^2}{n1}$$

$$= 114625 - \frac{(1520)^2}{24}$$

$$= 98432 - \frac{2310400}{24} = 98432 - 96266.67 = 2165$$

$$t = \frac{\overline{X}\,1 - \overline{X}2}{\sqrt{\frac{(SS1 + SS2)}{n1 + n2 - 2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$= \frac{84.17 - 63.33}{\sqrt{\frac{(3215 + 2165)}{24 + 24 - 2}\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{20.84}{\sqrt{(116.96)\ (0.084)}}$$

$$= \frac{20.84}{\sqrt{9.82}}$$

$$= \frac{20.84}{3.13}$$

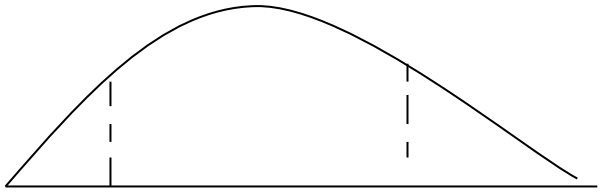
$$t = 6.66$$

From the calculation of pre-test and post-tes scores of the experimental claass, the mean scores of the post-tes (x1) is 84.17 greater than the mean scores of the pre-test (x2) is 63.33.

Then, the standard devation of each class was obtained and they were anlyzed by using t-formula to find the value ob the tobtained by using the t-formula. It was found that $t_{obtained}$ is 6.66 and the t_{able} ttable for degrees of freedom (df) = (na + nb – 2) = (24+24-2)=46 with the level of

significance α 0.025= is 1.96 throuh comparing the $t_{obtained}$ (6.66) and t_{table} (1.96).

Figure 1: the curve of the t-test result in the pre-test and the post-test of experimental class



-1.96 **1.96** **6.66**

From the data, it means that the descriptive hypothesis (Ha) is accepted or the null hypothesis (Ho) is rejected because the $t_{obtained}$ was higer than the t_{table} which was 1.96<6.66. So, it can be concluded that there is a significant effect of using reciprocal teaching strategy towards students' reading comprehension.

b.The Second Hypothesis

The second hypothesis is there is any significant effect of the students' reading comprehension between the students who are taught by using reciprocal teaching strategy and the students who are not using reciprocal teaching strategy or there is no significance difference of the students of the students' reading comprehension between the students who are taught by using reciprocal teachng strategy and the students who are not using reciprocal teaching

strategy. To measure wheter the researcher would accepet or reject the hypothesis, the researcher used the formula t-test to find wheter Ho is accepted or rejected. The value of $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is bigger than the value of t_{table} the alternative hypothesi (Ha) is accpted. However, if the value of $t_{obtained}$ is the same or less than the value of the $tt_{able,}$ the alternative hypothesis is (Ho) is accepted.

Analysis of post-test scores of experimental class and control class by using t-test formula.

$$\overline{X1} = \frac{\sum xi}{n1} = \frac{2020}{24}$$

$$= 84.17$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n1}$$

$$= 173232 - \frac{(2020)^2}{24}$$

$$= 173232 - \frac{4080400}{24} = 173232 - 170016.67 = 3215$$

$$X2 = \frac{\sum xi}{n1} = \frac{1688}{24} = 70.33$$

$$SS2 = \sum X1^2 - \frac{(\sum X1)^2}{n1}$$

$$= 122528 - \frac{(1688)^2}{24}$$

$$= 122528 - \frac{2849344}{24} = 122528 - 118722.67 = 3805$$

$$t = \frac{\overline{X}1 - \overline{X}2}{\sqrt{\frac{(SS1 + SS2)}{n1 + n2 - 2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$= \frac{84.17 - 70.33}{\sqrt{\frac{(3215 + 3805)}{24 + 24 - 2}\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{13.84}{\sqrt{(152.61) - (0.084)}}$$

$$= \frac{13.84}{\sqrt{12.82}}$$

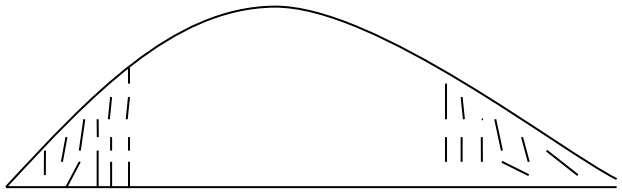
$$= \frac{13.84}{3.58}$$

$$t = 3.86$$

From the calcullation of the calculation of the both classes, the mean score of the (x1) of the experimental class is 84.17 higer than the mean score of post-test of the control (x2) 70.33.

Then, the standard deviation of each classes was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$. It was found that $t_{obtained}$ is 3.86and the t_{table} for degrees of freedom (df)=24+24-2)=46 with α 0.05= 1.96 through comparing the $t_{obtained}$ (3.86) and t_{table} (1.96). it was found that the $t_{obtained}$ is greater than the $t_{table.}$ It was found that the $t_{obtained}$ grather than $_{ttable}$. It shown inthe figure below:

Figue 2: the curve of the t-tes result in the pos-test of the experimental and control class



-1.96 **1.96 3.8**

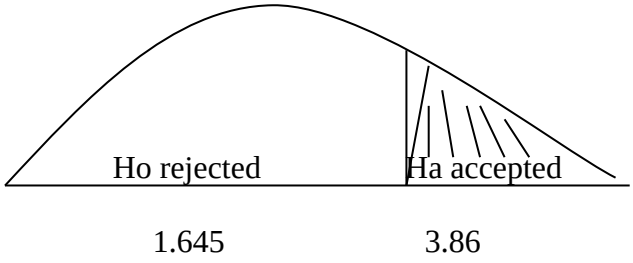
From the data above, it shown that the descriptive hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected because the $t_{obtaned}$ is greater than t_{table} which was 4.9>1.96. So, it can be said that there is any significant difference of the students who using reciprocal teaching strategy and the students who are not taught byreciprocal teaching strategy.

c. The third Hypothesis

The third hypothesis is reading comprehension of students who are taught by using reciprocal teaching strategy better than the students who are taught without taught reaching strategy. To measure wheter the research would accept of reject the hypothesis, the research used the formula-test to find wheter Ho is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the $t_{table.}$ If the value of the $t_{obtained}$ is the same or less than the value of the t_{table} the null hypothesis (Ho) is accepted.

The data gotten to prove the hypothesis above is the same with the data to prove the second hypothesis. The difference accours in the form of one-tailed or two-tailed tests and the third hypothesis is in the form of one-tailed tests. From the second hypothesis above, it was found that $t_{obtained}$ is 3.86 and the t_{table} for degree of freedom (df)=(24+24-2)=48 with α 0.05 throuhg comparing the to obtained (3.86) and the ttable (1.645). It is found that the $t_{obtained}$ is greater than the ttable. The result of the t-test is shown in the following figure:

Figure 3: the curve of the t-test result of the third hypothesis



The figure above shown the $t_{obtained}$ is greater than the + t_{table} 3.86>1.645. It mean that the alternative hypothesis (Ha) is accepted and it can be concluded that the reading comprehension of the students who using reciprocal teaching strategy is wheter than the reading comprehension of the students who are not taught by using reciprocal teaching strategy.

B. Discussion

Based on the hypothesis that the reseacher explain, the first hypothesis in this research: is there any significant effect of using reciprocal teaching strategy towards students' reading comprehension? From the calculation of post-test score of the experimental class, it can be concluded that the alternative hypothesis accepted. So, there is a significant of using reciprocal teaching strategy towards students' reading comprehension.

In this research, the researcher had seen the effect of using reciprocal teaching strategy. There were to classes involved in this research. One class was assigned as experimental group and the othe rclass as the control group. The experimental group was treated by using reciprocal teaching strategy while the group was treated by using conventional strategy with used by the teacher by in Culinary class of SMK N2 Bukittingi.

The research also assumed that there is diffrence between reciprocal teaching strategy and conventiona strategy. Morever, reciprocal teaching strategy make the students independent and focus o the students' reading comprehension of the text especially on descriptive text. It it better than conventional strategy that used by the teacher.

In conclussion, the experimental class has some effect when the researcher used reciprocal teaching strategy rather than by using convetiona strategy. The result is suitable with Brown and Palincas who

stated that reciprocal teaching strategy was originally the designed to improve reading comprehension for students who call decode but had difficulty comprehending text[41]. So, reciprocal teaching strategy can help students improve their reading comprehension.

[41] Janette K. Klingner, et al, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guilford Press, 2007), p. 131

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclussion

Based on the finding and the discussion in the previous chapters, the researcher concluded this research that focus in students' reading comprehension through reciprocal teaching strategy:

1. The students reading comprehension post-test scores in the experimental class where higher than the students' reading comprehension pre-test scores. It means that there is a significance effect of reciprocal teaching strategy towards students' reading comprehension. It is supported by the data, in which the mean score of the students in the pre-test from the experimenta group 63.33 with has been improving in the post-test, in which the students' means score is 84.17. the t-test result shown that the $t_{obtained}$ was 6.66 higer than higer ttable 1.96. it means that alternative hypothesis (Ha) of this research could be accepted reciprocal teaching strategy give significant effect towards students' reading comprehension.
2. There is significance difference between the students who were using reciprocal teaching strategy and conventional strategy it was found that the value of t-test 3.86 is greater than the value of the t_{table} 1.96. morever, the means score of post-tes of experimental

group was greater than the means score of post-test of control group.

3. The reciprocal teaching strategy towards students' reading comprehension is better than conventiona strategy. It is proved by the data of the post tes of both groups were the mean score of experimental group is 84.18 and the mean score of control group is only 70.33. morever, it was found that the value of t-test in form one tailed test is 3,86 is greater than the value of t table 1.645. meanhile both group have the same level of ability in the pre-test. So, using reciprocal teaching strategy towards students' reading comprehension is better than conventional Strategy.

B. Suggestion

Based on the finding of the research, the researcher would like to purpose some suggestion as follow:

1. It is hoped that the English teachers can apply reciprocal teaching strategy to increase students' reading comprehension since it can made the students ready to read to reading material.
2. Futher researcher are suggested to conduct a study on the eefect of reciprocal teaching strategy in teaching other skills to explore the use of this approach in orter skills