

## **IMPROVING STUDENTS' READING COMPREHENSION BY USING RECIPROCAL TEACHING IN DESCRIPTIVE TEXTS AT GRADE VIII SMP NEGERI 3 PANYABUNGAN**

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### ***Abstrak***

Penelitian ini mencoba melakukan pemecahan masalah terhadap lemahnya kemampuan pemahaman membaca siswa. Penelitian ini bertujuan untuk menggambarkan peningkatan kemampuan membaca siswa dan mengidentifikasi faktor-faktor yang mempengaruhi peningkatan pemahaman membaca siswa melalui Reciprocal Teaching didalam Teks Deskriptif dikelas VIII SMP Negeri 3 Panyabungan. Penelitian ini dikategorikan ke dalam penelitian tindakan kelas yang terdiri dari dua siklus. Penelitian ini menggunakan model yang dikemukakan oleh Kemmis dan Mc Taggart. Penelitian ini terdiri dari empat tahap, yaitu; perencanaan, tindakan, pengamatan, dan perenungan. Partisipan dalam penelitian ini berjumlah 24 siswa kelas VIII<sup>1</sup> SMP Negeri 3 Panyabungan. Instrumen pengumpulan data adalah observasi, tes, dan wawancara. Berdasarkan hasil penelitian, nilai rata-rata siswa pada siklus I adalah 70.83 (33.33%) dan nilai rata-rata siswa pada siklus II adalah 83.75 (87.50%). Hal ini menunjukkan bahwa nilai rata-rata siswa dari siklus I ke siklus II meningkat. Ini menunjukkan bahwa Reciprocal Teaching dapat meningkatkan pemahaman membaca siswa di kelas VIII SMP Negeri 3 Panyabungan.

***Kata Kunci:*** Meningkatkan, Pemahaman Membaca, & Reciprocal Teaching

### ***Abstract***

This study concerns about solving the students' problems in reading comprehension. It is to describe the improvement of students' reading comprehension and identify the factors that influence the improving students' reading comprehension by Reciprocal Teaching in Descriptive Texts at grade VIII SMP Negeri 3 Panyabungan. This research is categorized into action research that consisted of two cycles. This research used model that proposed by Kemmis and Mc Taggart. It consisted of four steps, there are; plan, action, observation, and reflection. The participants of this research are 24 students at grade VIII<sup>1</sup> SMP Negeri 3 Panyabungan. The instruments of collecting the data were observation, test, and interview. To analyze the data, the researcher used quantitative and qualitative analysis. Based on the research result, students mean score in cycle 1 was 70.83 (33.33%) and students mean score in cycle 2 was 83.75 (87.50%). It showed the students' mean score from cycle 1 to cycle 2 improved. It meant that the Reciprocal Teaching strategy could improve students' reading comprehension at grade VIII SMP Negeri 3 Panyabungan.

***Keywords:*** Improving, Reading Comprehension, & Reciprocal Teaching

## INTRODUCTION

English is one of International language. English is very important and has many inter relationship with various aspect of life owned by human being. Indonesia is one of nations that take a part in the world society. English in Indonesia is use as a subject in the schools since the junior high schools, senior high schools until university.

There are two skills in English that should be master, they are productive skills are speaking and writing. Receptive skills are listening and reading. In this case researcher focuces on reading skill that is one of the problematic in factors English learning. Reading is one strand of literacy. The reading process is complex and multi-dimensional. Effective teachers have an understanding of this complexity and are able to use a range of teaching approaches that produce confident and independent readers.

Reading is important to be learnt and mastered by every individual. Reading is regard as a receptive skill it aims related to the productive skills. This skill has function to complete each other. Therefore, students have to extensive knowledge if they want to read something and there are few reasons why reading is necessary in our life.

First, in Holy book, Allah has ordered people to read al- Quran as much as people can, Allah has said in holy book, suroh Al-Alaq 1-5 as follow:

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَفْرَأَ وَرَبُّكَ الْأَكْرَمُ ③ الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

The meaning:

*Recite in the name of your lord who created (1). Created man from a clot of congealed blood(2). Recite and your lord are most generous (3). Who taught by the pen(4). Taught man what he did not know(5).*<sup>1</sup>

According to suroh Al-Alaq 1-5, thus verses have described to people how important reading in people life is, then Allah ordered human to read. It is caused that reading activities people can comprehend something. Also from the reading aspects around people, people will comprehend that there are the creature of nature, that is Allah. In education life, reading is very important because to know or to understand about the lesson students must be read to comprehend the lesson. Then, from reading, people or students can get the

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<sup>1</sup>Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language* (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 840.

important information from the text, when they do read. So students always have the up to date knowledge in they life.

Secondly by the reading students will know their creature, as a result from verses above Allah have thought people how to know him, and how to know life and also to know everything that students' want. From this verse, Allah has told to people that he has taught people everything and he has created people.

Finally, reading can develop knowledge. Learning to read well and learning to read better is a key to gain our knowledge. The learners can learn, add knowledge and understand about informations when reading. So, reading is an activity to get the information from our reading like read Al-Qur'an, the novel, history, reading text book, and the others.

In reading, there are some kinds of the text: exposition, argumentation, report, procedure, narrative and descriptive. Descriptive is giving a picture in the words. Descriptive text is kind of the text which the content is a description of case being describe clearly. Descriptive text is the text which describe something, someone, situation, or text about the way persons, places, or things appear. The components of descriptive text are identification and descriptions. The students should know about the component of descriptive text to able read descriptive text.

Unfortunately, reading ability of the students in SMP 3 Negeri Panyabungan is still less than high, and it is needed to be increased because reading is important skill to have by the students. As known that reading is receptive skill that is the way of the students or readers to get the information from what is being reading. There must be some researchers that have been found related to this research; one of them is Komariah and friends<sup>2</sup> and who found that this Reciprocal Teaching can be as a solution for teaching reading comprehension. Based on this situation, this article is being written.

## **DESCRIPTION OF THE CONCEPTS**

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<sup>2</sup> Endang Komariah et al., "Improving Reading Comprehension through Reciprocal Teaching Method" 2, no. 2 (2015): 87-102.

### **Reading Comprehension**

Reading comprehension is a process of getting information and understanding from the written texts. Klinger et.al. describe that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>3</sup> So, it can be stated that reading comprehension is a complex and an active process of constructing meaning from text. It is the main purpose of reading, in other words reading is process communication between readers and the text to get the comprehension.

### **Reciprocal Teaching**

Reciprocal Teaching is a method that can be used for solving students' reading comprehension. Palinscar et.al. describe reciprocal teaching is an interactive reading strategy designed to enhance the student's comprehension of English text by integrating the processes of predicting, questioning, clarifying, and summarizing during reading.<sup>4</sup> These strategies may be done in any order, hence the term Reciprocal

There must be four main strategies that teachers and students employ together to comprehend text in Reciprocal Teaching. Ozckus<sup>5</sup> stated that the strategies are: predicting, questioning, clarifying, and summarizing, which is called as the "Fabulous Four" strategies because students can relate to and understand these terms. Students know that when teacher refers to the fabulous four, teacher is directing their attention to a set of strategies that good readers use.

The advantages of Reciprocal Teaching, they are 1) to make students become to independent readers, 2) to help students before do examination, 3) to active the background knowledge of students when they application of Reciprocal Teaching in teaching class, 4) To build on the ideas of others is an important skill

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<sup>3</sup>Klinger et.al., *Teaching reading Comprehension to students with Learning Difficulties*, (New York, London: The Guilford Press 2007), p. 8

<sup>4</sup>Palinscar et.al., *Reciprocal Teaching: Reading education, Foundation For Literature* (America 1985), p 101

<sup>5</sup>L.D Ozckus, *Reciprocal Teaching at Work*, ( USA International Reading Association, 2003), p. 14

for students to learn, and 6) to make students are actively engaged in thinking.<sup>6</sup> It can be understood that this Reciprocal Teaching is interest and appropriate to learn reading comprehension.

## RESEARCH METHOD

Research has important role in educative process, which is to know or to solve the certain problem that happens in the teaching and learning process. Classroom action research (CAR) applied by researcher to design the research which consists of four steps through planning, action, observation and reflection stated by Kemmis and Taggart. Cycle I consists of two meetings and cycle II consists of two meetings. So, there were four meeting all together. Addition the limitation of each cycle was done and implemented continuously to reach 75 as *Minimum Mastery Criteria* like what the researcher wants to do at the first. The instrument that was used for taking the data was reading comprehension test, and the data analyzed by using mean-score analyze, t-test, and descriptive analysis.

## FINDINGS AND DISCUSSIONS

### Students' Reading Comprehension Score of Cycle I

After analyzing the result of first test, the students' reading comprehension score at grade VIII SMP Negeri 3 Panyabungan could be seen from the table below:

**Table 1**  
**Students' Reading Comprehension Scores in Cycle 1**

No	Student's initial	Indicators					Test score
		Main idea	Supporting sentence	Conclusion	Exclude facts	Vocabulary in context	
1	AH	3	1	3	3	4	65
2	AES	1	4	3	4	2	70
3	ABN	3	4	2	3	3	75*
4	ATA	4	2	4	4	3	85*
5	AS	2	3	2	3	4	70
6	AL	3	3	4	4	2	80*
7	AIS	2	3	3	2	1	55
8	FA	2	2	2	3	3	60

<sup>6</sup>Annemarie Sullivan Palincsar and Ann L. Brown, *Reciprocal Teaching of comprehension-Fostering and Comprehension monitoring Activities*, (Michigan State University, Department of Special Education, 333 Erickson Hall, East Learning, MI 48824), p.117

No	Student s' initial	Main idea	Supporting sentence	Indicators			Test score
				Conclu- sion	Exclu- de facts	Vocabu- lary in context	
9	KA	2	3	4	1	2	65
10	KN	3	3	2	4	2	70
11	MN	4	3	4	3	4	90*
12	MDR	3	2	3	2	2	60
13	MIS	4	4	3	3	3	85*
14	M	4	4	2	1	2	65
15	MK	4	2	3	3	4	80*
16	NA	3	3	4	3	0	65
17	NS	3	3	3	4	3	80*
18	RYL	3	3	2	3	3	70
19	RAP	3	4	2	2	2	65
20	RJ	3	1	2	3	3	60
21	RAF	4	4	2	4	4	90*
22	S	2	3	4	2	2	60
23	UMS	2	3	2	3	3	70
24	VL	1	2	4	4	2	65
<b>TOTAL SCORE</b>							1.700
<b>MEAN SCORE</b>							70,83
<b>PERCENTAGE WAS IMPROVED</b>							33,33 %
<b>PERCENTAGE WAS UNIMPROVED</b>							66,67 %

\*: The students who passed the Minimum Mastery Criteria (75) in first cycle

After analyzing the result of first test, the students' reading comprehension of grade VIII<sup>1</sup> SMP N 3 Panyabungan could be seen that 16 students belong to poor category (the score  $\leq 75$ ), 1 students belong to average category (the score 75). There were 5 students belong to good category (the score 80) and there were 2 students belong to very good category (the score 90), and nothing student could got the excellent category (the score 100). Based on the result, the mean score of students in first cycle was 70.83 and the percentage of students who passed the *Minimum Mastery Criteria* was 33.33 %. It stated that the students' reading comprehension was good, but the percentage of students who passed the *Minimum Mastery Criteria* was still enough.

There were five indicators in reading comprehension that focused on the research. They were identifying main idea, identifying the supporting sencece, identifying the conclusion sentence from the text, identifying the exclude facts the text, and identifying the vocabulary. The classification of students' scores

based on these indicators test in reading comprehension in first cycle can be seen in chart below:

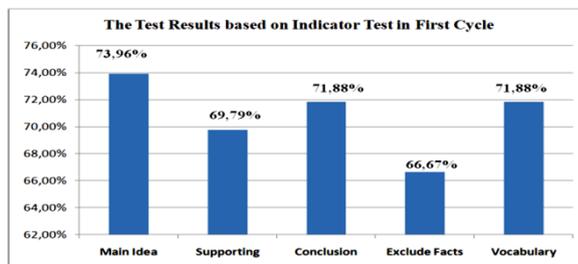


Chart 4.2

From the chart above could be seen the students' ability for each indicator of reading comprehension. The higher indicator that the students had achieved was identifying the main idea. The percentage score is 73.96% from maximal score is 20%. Meanwhile, the lower indicator that the students had achieved was identifying the exclude facts. The percentage score was 66.67% from maximal score was 20%.

### Students' Reading Comprehension Score of Cycle II

In the second cycle, the students' reading comprehension of grade VIII<sup>1</sup> SMP Negeri 3 Panyabungan could be seen in table below:

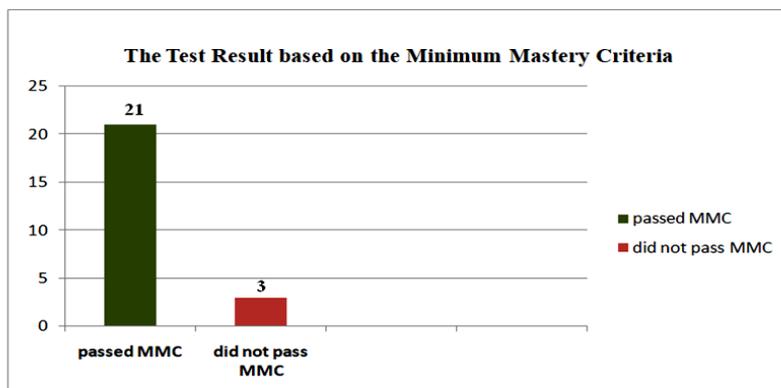
Table 2  
Students' Reading Comprehension Scores in Cycle 2

No	Student's initial	Indicators					Test score
		Main idea	Supporting sentence	Conclusion	Exclude facts	Vocabulary in context	
1	AH	3	3	3	4	4	85
2	AES	1	3	4	4	2	70*
3	ABN	3	4	2	3	4	80
4	ATA	4	4	4	4	4	100
5	AS	3	3	2	3	4	75
6	AL	4	2	4	4	4	95
7	AIS	4	2	3	2	2	65*
8	FA	4	3	3	3	4	80
9	KA	4	4	3	2	2	70*
10	KN	4	4	3	4	3	90
11	MN	4	3	4	4	4	100
12	MDR	4	4	4	3	2	80

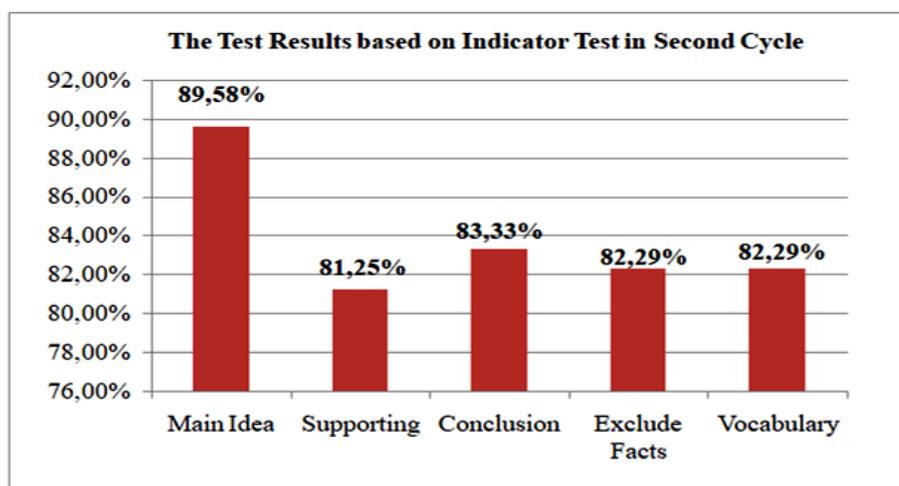
No	Student s' initial	Indicators					Test score
		Main idea	Supporting sentence	Conclu- sion	Exclu- de facts	Voca- bulary in context	
13	MIS	4	4	4	4	4	100
14	M	4	3	3	2	4	85
15	MK	4	4	4	4	4	95
16	NA	3	4	4	4	0	75
17	NS	4	3	3	4	4	90
18	RYL	3	3	3	4	3	80
19	RAP	4	4	3	3	2	80
20	RJ	4	2	2	4	4	75
21	RAF	4	4	4	4	4	100
22	S	3	4	4	4	2	80
23	UMS	4	2	3	3	3	75
24	VL	3	4	4	2	4	85
<b>TOTAL SCORE</b>							2010
<b>MEAN SCORE</b>							83,75
<b>PERCENTAGE WAS IMPROVED</b>							87,50 %
<b>PERCENTAGE WAS UNIMPROVED</b>							12,50 %

\*: *The students who did not passed the Minimum Mastery Criteria (75) in second cycle*

In the second cycle, the students' reading comprehension of grade VIII<sup>1</sup> SMP Negeri 3 Panyabungan could be seen that 4 students belong to excellent category (the score 100) and there were 4 students belong to very good category (the score 90), 9 students belong to good category (the score 80), 4 students belong to average category (the score 75) and 3 students belong to poor category (the score ≤75). Based on the result, the mean score of students in second cycle was 83.75 and the percentage of students who passed the *Minimum Mastery Criteria* was 87.50%. The total of students who passed the *Minimum Mastery Criteria* could be seen from the chart below:



From the chart above could be seen, there were 21 students passed the *Minimum Mastery Criteria* from 24 students in class VIII<sup>1</sup> and only 3 student did not pass the *Minimum Mastery Criteria*. By using Reciprocal Teaching strategy, the students' reading comprehension scores in class VIII improved significantly. The classification of students' scores based on indicator test of reading comprehension in second cycle can be seen in chart below:



The first indicator is *students are able to find the main idea* consist on four number question, the researcher got 89.58 the mean scores from this indicators, with 89.58% the percentage of the indicators. The next indicators is *students are able to identify the supporting sentence* consist on four number question, in this moment the researcher got mean scores 81.25 and 81.25% the percentage of the indicators. The third indicators is *students are able to identify the conclusion sentence* consist in four number question, the researcher got 83.33 the mean scores from this indicator, with 83.33% the percentage of the indicators. *Students are able to identify the exclude facts* is the next indicators for this research. The researcher got

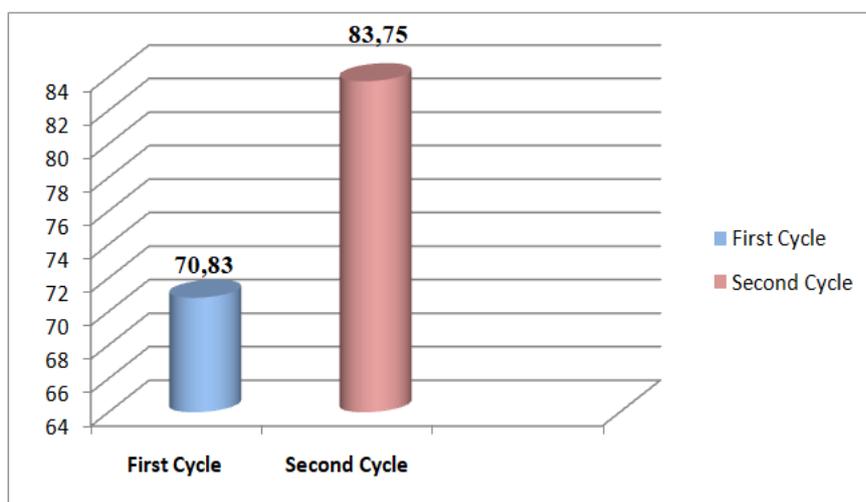
mean score 82.29 with 82.29% the percentage of indicators. The fifth indicators is *students are able to identify the vocabulary* consist on four number question with the mean scores 82.29, and the reseacher got 82.29% the percentage of the indicators.

From the chart above can be seen the students' ability for each indicator of reading comprehension. After getting students' reading comprehension scores in the second cycle, the researcher found the students' scores improve in all indicators. It meant the students who had problems in reading comprehension in first cycle were improved and the problems in the first cycle were solved.

### Comparison of Cycle 1 and Cycle 2

#### a. Score

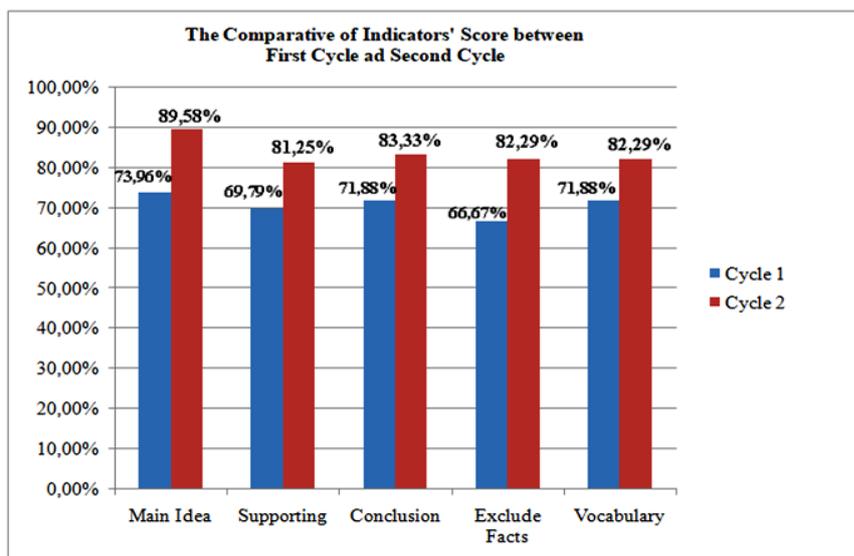
Based on the score in cycle 1 and cycle 2, the students' reading comprehension score were increase. In cycle 1, the mean score was 70.83. Meanwhile, the mean score in cycle 2 improve became 83.75. So, it can be concluded that the mean score of the second test had improved than the first test. The mean score in first test was 70.80. It included into enough category and mean score in second test was 83.75. This mean score was categorized into very good category. So, the mean score improved about 12.92. The comparison of students' mean score could be seen in the following chart:



#### Comparison of Students' Mean Score in First Cycle and Second Cycle

Based on the chart, it can be concluded that the mean score in first cycle was 70.80 and the mean score in second cycle was 83.75. It showed the students' mean score from first cycle to second cycle improved significantly.

Furthermore, the improvement of students' reading comprehension could be seen from the indicators included main idea, supporting sentences, conclusion, exclude facts, and vocabulary in context. The comparison of reading indicators' score can be seen in char below:



The highest improvement of indicator was exclude facts, from 73.96% in cycle 1 became 89.58% in cycle 2 and the lowest improvement of indicator was the exclude facts from 66.67% in cycle 1 became 82.29% in cycle 2. Finally, all of indicators of reading test from first cycle and second cycle improved.

b. Observation

As the result from cycle 1 and cycle 2, the observation sheet showed the improvement of students in learning process. In cycle 1, most of students had problems; they were students were not active in teaching learning process, the students were noisy, cheating, moving to other chair and asking permission. In cycle 2, the researcher minimized the problems. It could be seen in the following table:

**Table 3**  
**Students' Observation Comparison in Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
A few of students were active during teaching learning process. They did not want to ask the teacher when they had difficulty.	Mostly the students were more active during teaching learning process. They were not ashamed and afraid again to ask to the teacher if they had difficulty. Even, students' confidences also improve when they were asked to answer the questions.
Almost of students did non academic activities rather than academic activities.	Students' behavior did not change as a whole. Some of students still seemed do the useless activity during the reading lesson, such as making the noise.
Some of students asked permission during the teaching learning process. After getting permit from the teacher, they were very long to return to the classroom.	No students asked permit to the teacher during teaching learning process.

Based on the list of teacher indicators in teaching learning process, the researcher still had weaknesses in cycle 1. After getting the suggestions from the observer, the researcher gained a better understanding about the teaching process. It could be seen in the following table:

**Table 4**  
**Teacher's Observation Comparison in Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
The researcher performances in teaching reading comprehension by using Rciprocal Teaching strategy still had weaknesses. The teacher did not write face to students when writing the	The researcher performances in teaching reading comprehension by using Reciprocal TEaching strategy was done well. All of the activities were improved by the researcher.

material in whiteboard. Also, the researcher could not control the noise in the classroom.	
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From the observation, the researcher performances in teaching reading comprehension through Reciprocal Teaching strategy was done well in cycle 2. All of indicators were improve by the researcher.

c. Interview

Based on interview with the students in cycle 1 and cycle 2, it showed that the Reciprocal Teaching strategy helped students to understanding the text. In addition, the environment of classroom also influenced the improvement of students in teaching learning process. The researcher concluded the result in table below:

**Chart Table 5**  
**Interview Comparison in Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
Before understanding the usage of Reciprocal Teaching strategy, the students translated the descriptive text to understand the content of the text.	After understanding the Reciprocal Teaching strategy clearly, the students could found the information on the text by inferring the information and activating their background knowledge.
The classroom which noise made students lost focus on learning descriptive text by using Reciprocal Teaching strategy.	After the researcher controlled the noise in the classroom, the students could be more focus on teaching learning process. They could understand the descriptive text by using Reciprocal Teaching strategy.

Based on the findings, it is known that Reciprocal Teaching Strategy is one solution for solving the students' problems in Reading comprehension. What has been found in this research support the research before as done by Inayah<sup>7</sup>,

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<sup>7</sup> NUR INAYAH HASIBUAN, "The Effect of Reciprocal Teaching Strategy on Students' Reading Comprehension in Narrative Text at Grade IX of SMP N 5 Padangsidimpuan," *TAZKIR*:

Nilawati<sup>8</sup>, Komariah<sup>9</sup>, and Sporer<sup>10</sup> who stated that Reciprocal Teaching can improve students' reading comprehension. More over, if it is compared to another strategy, Reciprocal Teaching is better used in teaching reading comprehension<sup>11</sup>. By this finding, it is proved that this research has good to be done, it is supported by another findings, and it is proved that Reciprocal Teaching is good for improving students' reading comprehension.

## Conclusion

After researcher was done research, the researcher find the data and researcher got conclusion as follow:

- a. Based on the result of the classroom action research had done, it could be concluded that Reciprocal Teaching indeed improve the students' reading comprehension in Descriptive text at grade VIII SMP Negeri 3 Panyabungan. It based on the students' reading comprehension score, the mean score in the cycle I was 70.83(33.33%) and second cycle it was 83.75(87.50%).
- b. There were two internal factors wich influencing the students' reading comprehension in descriptive text. They were: exclude facts and vocabulary. Then, the external factors were students noisy and students not active in asking question. All of this problems had been solved by the first and second cycle. Moreover, the researcher concluded that Reciprocal Teaching good improvement to students' reading comprehension at gradeVIII SMP Negeri 3 Panyabungan.

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<sup>8</sup> Nurtika Dewi Nilawati, "The Effect of Reciprocal Teaching Approach to Student Achievement on Ecosystem Topic in Junior High School," *Proceedings of the 2nd Annual International Seminar on Transformative Education and Educatonal Leadership (AISTEEL 2017)*, 2017, <http://digilib.unimed.ac.id/id/eprint/30131>.

<sup>9</sup> Komariah et al., "Improving Reading Comprehension through Reciprocal Teaching Method."

<sup>10</sup> Nadine Spörer, Joachim C. Brunstein, and Ulf Kieschke, "Improving Students' Reading Comprehension Skills: Effects of Strategy Instruction and Reciprocal Teaching," *Learning and Instruction* 19, no. 3 (June 1, 2009): 272-86, <https://doi.org/10.1016/J.LEARNINSTRUC.2008.05.003>.

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### **Suggestion**

The researcher would give some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestionwere:

1. For the teacher, become the reference to teach reading comprehension even if it in the different kind of text. Reciprocal Teaching is able to improve the student's reading comprehension. Therefore, the researcher are suggested to apply various activities and strategies in Reciprocal Teaching to improve the quality of the English teaching and learning process.
2. For the other researcher this research was focused on implementing activities in Reciprocal Teaching for teaching and learning process of reading. Specifically, this research concerns about the improving students' reading comprehension by Descriptive text. Therefore, theanother researcher may conduct the action research through Reciprocal Teaching also in the other aspects of study.
3. For the Students, it hope that by Reciprocal Teaching students more intrest in teaching reading comprehension.

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