

THE USE OF RECIPROCAL TEACHING PROCEDURE IN TEACHING NARRATIVE TEXTS TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract: This study was aimed at investigating the implementation of Reciprocal Teaching Procedure (RTP) to improve students' reading comprehension and finding out the students' responses toward this method. Reciprocal Teaching Procedure is one of the teaching extensive reading methods that include four strategies: *predicting*, *clarifying*, *summarizing*, and *questioning*. The quasi-experimental design was utilized in order to collect the data, in which two classes were taken as the samples of this study. The data were collected through pre-test and post-test which were analyzed by using SPSS 20 and ANATES v5 for Windows. The data analysis of the independent t-test showed that there was a significant difference between the post-test means of the control group and the experimental group. Moreover, the data analysis of the dependent t-test showed that there was an improvement of the experimental group's scores in post-test. Therefore, it could be said that the use of Reciprocal Teaching Procedure was considered effective in improving the students' reading comprehension. Furthermore, based on the findings of the questionnaire, Reciprocal Teaching Procedure has lots of benefit in teaching reading, such as helping the students to comprehend the text easily, encouraging the students to be more active and communicative in every activity, and improving students' interest in reading. Thus, it could be concluded that the students' responses toward the application of Reciprocal Teaching Procedure were positive.

Keywords: Reciprocal Teaching Procedure, reading comprehension

Abstrak: Penelitian ini bertujuan untuk mengamati penerapan metode pembelajaran reading yaitu Reciprocal Teaching Procedure (RTP) untuk meningkatkan kemampuan reading siswa dan mengangkat respon siswa terhadap penerapan metode tersebut. Reciprocal Teaching Procedure merupakan salah satu metode pembelajaran reading yang menerapkan empat strategi baca, diantaranya: memperkirakan (*predicting*), mengklarifikasi (*clarifying*), meringkas (*summarizing*), and mempertanyakan (*questioning*). Metode penelitian quasi eksperimental digunakan dalam penelitian untuk memperoleh data yang diperlukan, dimana dua kelas diambil sebagai sampel. Data yang dimaksud diperoleh melalui pre-test dan post-test yang kemudian dianalisis menggunakan SPSS 20 and ANATES v5 for Windows. Analisis data menggunakan independent

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t-test menunjukkan sebuah perbedaan yang signifikan diantara nilai rata-rata post-test dari grup kontrol dan grup eksperimen. Terlebih, analisis data menggunakan dependent t-test menunjukkan peningkatan nilai rata-rata post-test dari grup eksperimen. Oleh karena itu, dapat dikatakan bahwa penggunaan Reciprocal Teaching Procedure efektif dalam meningkatkan kemampuan reading siswa. Selain itu, berdasarkan hasil dari kuisioner, Reciprocal Teaching Procedure memiliki banyak keuntungan lainnya diantaranya: membantu siswa memahami teks dengan mudah, meningkatkan siswa untuk lebih aktif and komunikatif dalam setiap kegiatan belajar, dan meningkatkan minat siswa dalam membaca. Sihingga, dapat disimpulkan bahwa respon siswa terhadap penerapan metode pembelajaran Reciprocal Teaching Procedure positif.

Keywords: Reciprocal Teaching Procedure, kemampuan reading

