IMPROVING STUDENTS READING COMPREHENSION USING RECIPROCAL TEACHING AT STKIP PGRI TULUNGAGUNG

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Abstrak: Bahasa Inggris adalah bahasa Internasional yang juga digunakan sebagai alat komunikasi dalam perdagangan dan bisnis internasional. Akibatnya, siswa yang ingin memiliki akses ke mereka harus menguasai bahasa Inggris dengan baik. Namun, masalah muncul ketika siswa yang datang dari kondisi yang berbeda, budaya dan latar belakang bertemu dan berbicara bahasa yang berbeda. Membaca m erupakan kegiatan yang membosankan oleh beberapa siswa, hal itu disebabkan karena siswa tidak tahu strategi dalam membaca. Kebanyakan, guru hanya menjelaskan apa struktur generik, karakteristik dan cara membaca teks, bukan memahami teks. Jadi, tidak cukup untuk mendapatkan ide tentang membaca yanag baik sehingga memudahan siswa dalam memahami isi bacaan.Berdasarkan penjelasan di atas, peneliti menggunakan penelitian tindakan kelas dengan model siklus karena penelitian ini direncanakan untuk meningkatkan pemahaman membaca siswa pada semester kedua STKIP PGRI Tulungagung menggunakan Reciprocal Learning. Penelitian tindakan adalah bentuk penyelidikan reflektif diri kolektif yang dilakukan oleh peserta dalam situasi sosial untuk meningkatkan rasionalitas dan keadilan praktik sosial atau pendidikan mereka sendiri, serta pemahaman mereka tentang praktik-praktik tersebut dan situasi di mana praktik tersebut dilakukan keluar (Carr dan Kemmis 1988: 5-6 dalam Smith, 2007). Dengan melakukan prosedur penelitian pengambilan data dari siswa maka dieroleh hasil Uji Siklus I yang dilakukan pada siklus I, ditemukan bahwa siswa yang dapat mencapai nilai kelulusan adalah 23 siswa (82,14%) dan 5 siswa (17,86%) gagal. Kriteria keberhasilan yang telah ditentukan adalah 80% dari siswa dan nilai standar adalah 80. Jadi, tindakan dalam siklus 1 berhasil. Dari hasil data tersebut maka peneliti mempunyai Saran bagi siswa dengan menggunakan Reciprocal Learning, para siswa dapat meningkatkan pemahaman membaca dan itu membuat siswa lebih aktif dalam proses belajar mengajar, untuk dosen bahasa Inggris harus menggunakan Reciprocal Learning sebagai cara alternatif dalam mengajar membaca dan untuk peneliti masa depan sebagai referensi untuk membuat penelitian lebih lanjut.

Kata Kunci: Peningkatan, Pembelajaran Reciprocal, Pemahaman Membaca

Abstract: English is an International language which is also used as a communication tool in international trade and business. As a result, students who want to have access to them must master English well. However, problems arise when students who come from different conditions, cultures and backgrounds meet and speak different languages. Reading is a boring activity by some students; it is because students do not know the strategy in reading. Mostly, the teacher only explains what the generic structure is, the characteristics and how to read the text, not understanding the text. So, it is not enough to get good ideas about reading so as to facilitate students in understanding the contents of reading. Based on the explanation above, the researchers used classroom action research with a cycle model because this study was planned to improve students' reading comprehension in the second semester of STKIP PGRI Tulungagung using Reciprocal teaching. Action research is a form of collective self-reflective inquiry carried out by participants in social situations to enhance the rationality and fairness of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (Carr and Kemmis 1988: 5 -6 in Smith,

2007). By conducting a research procedure of collecting data from students, the results of the Cycle I Test obtained in the first cycle, found that students who could achieve a passing score were 23 students (82.14%) and 5 students (17.86%) failed. The predetermined success criteria are 80% of students and the standard value is 80. So, the actions in cycle 1 were successful. From the results of these data, researchers have suggestions for students using Reciprocal teaching, students can improve reading comprehension and it makes students more active in the teaching and learning process, for English language lecturers must use Reciprocal teaching as an alternative way of teaching reading and for future researchers front as a reference to make further research.

Key words: Improving, Reciprocal teaching, Reading Comprehension

INTRODUCTION

Language serves as a means of communication between members of the public. The function is used in a variety of environments, level, and interests are diverse. Everyone wants to communicate with other people in the world. However, the language of each country may be different. To solve the problem, it is necessary to make international language such as English, Arabic, Mandarin, etc.

English is international language in every part of life in the world. Science, news, theory, philosophy and many others can be learned from other countries. English is still considered one of the most important school subject and therefore, beginning teachers can find the responsibility of teaching it both exciting and challenging. It is described as the most important of all school subject, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every schools subject.

Being able to read in English is very important, because many books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea supported by the fact that reading has become a part of our daily life. Trough reading we can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read to the text in any form will give a great deal of advantages in our life.

Nunan (2003: 68) said that Reading is a fluent process of readers combining from a text and their own background knowledge to build meaning. Reading is one of the language skills that play an important role in foreign language acquisitions. Reading skills is essentials whether in the target of course language. From reading, English learners want to learn about foreign language, they have to learn about the habit and the culture of those foreign people. It can help them to learn about those foreign languages easily.

In the teaching and learning process, most of the teachers in Indonesia have many problems in teaching reading material, such as the way of teaching reading material, the suitable material and make a good condition in order to make students

comprehend the lesson. In reading class, many students sometimes are able to get complete understanding of the text, this might because by the fact that many students do not know the essential information need to understand a word, including how word combines with other words difficult to get information from the passage and difficult to make a conclusion of the passage. If the students read the text in their own language it is not really difficult for them to read it. But when they read it in a foreign language they have difficult for them to read it. But when they read it in foreign language they have difficulties in reading, especially in identifying type of verb.

Nunan (2003: 68) said that Strategy reading is defined as the ability of the readers to use a wide variety of reading strategy to accomplish a purpose for reading. Teacher usually gives in text form, but rarely using speech text. In the speech text is more effective for the students in finding the verb. Using speech text students more interest in reading the text because it is more interesting to read the students interest and find the verb used. If such a narrative or descriptive text may be students too often and students feel bored. So, that they lazy to read.

Reading is by far the most important of the four skills in a second language, particularly in English as a second language or foreign language. Certainly, if we consider the study of English as a foreign language around the world, the situation in which most English learners find them that reading is the main reason why student learn the language. Without reading proficiency, second language readers cannot perform the knowledge and perform reading English as well. That reading is not passive, but rather than active, and in fact an interactive, process has been recognized for some time in first or native language reading. Carrell (1996: 1)

Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. Adler C.R making seven strategies here appears to have a firm scientific basis for improving text comprehension. (http://www.readingrockets.org accessed on April 5, 2019).

a. Monitoring comprehension

Students who are good at monitoring their comprehension knows when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise.

b. Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading,

they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

**Reciprocal Teaching**

Figure 1. **Reciprocal Teaching**
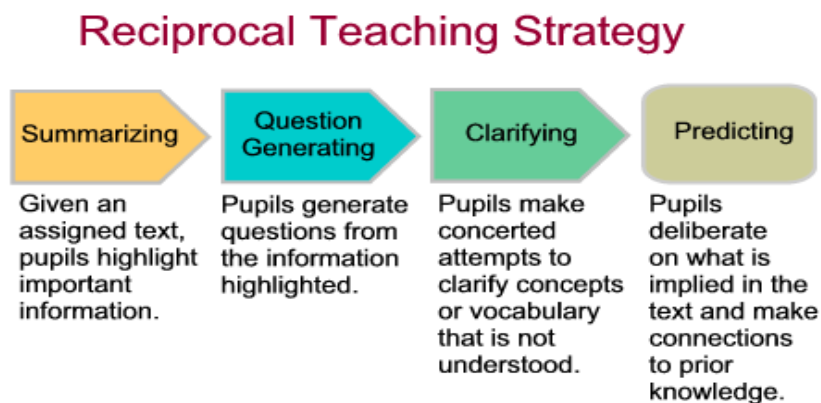
Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read. (https://www.readingrockets.org/strategies/reciprocal_teaching On March 3, 2020)

RESEARCH METHOD

The design of this research is a classroom action research with cycle model since this research is planned to improve the students' Reading Comprehension at the second semester of STKIP PGRI Tulungagung using Reciprocal teaching in academic year 2019/2020. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out (Carr and Kemmis 1988: 5-6 in Smith, 2007).

The researcher takes the model of an action research proposed by Kemmis and Targert in which each cycle consists of four steps. Those four main steps are preceded by preliminary study. Waters – Adams (2004) states, " For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change". The spirals of action can be seen below;

Figure 2. **Action Research Procedure (adapted from MacIsaac, 1995 (in O'Brien, 1998))**
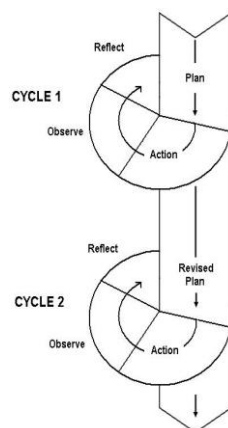
Research procedure

In this session, the researcher explained the preliminary study, planning, implementation, evaluation, observation and data analysis. Planning consists of strategy preparation, lesson design preparation, research and assessment of success.

Determined criteria for assessing whether it is effective action or not (Mc Niff, at.al. 1996: 93). Thus, the criteria are used to see whether the implementation of the game in teaching Reading Comprehension is successful or fails to decide whether another cycle of action is needed. There are criteria used in this study to measure the success of actions:

a. All 80% of students achieved a reading test score above 80 (minimum mastery learning score) on a scale of 0-100

b. The students are actively involved during the teaching and learning process.

Criteria are identified and analyzed based on the results of the preliminary study.

In a study, data analysis is an important aspect of action research. Data analysis is the process of seeing and summarizing data with a view to extracting useful information and developing conclusions (Wikipedia, 2008).

In this study, researchers used statistical analysis methods to analyze data. He used the Guttman Scale to analyze the answers to the questionnaire. "Yes" answers to scores 1 and "No" answers to scores 0 (Riduwan, 2005: 17). He analyzes in each item. He found the percentage score by using the following formula:

$$\%S = \frac{1xY}{1xN} X100\%$$

% S = percentage of score

  Y = number of students who answer "Yes"

  N = total of students

Then she compares the percentage with the criteria of interpretation score. It is shown as follows:

    0% - 20% is very weak

    21% - 40% is weak

    41% - 60% is average

    61% - 80% is strong

    81% - 100% is very strong

To analyze the result of test, the researcher uses the formula of the percentage of success. The formula is:

$$\%X = \frac{X_1}{N} x100\% \quad \text{(Agustina, 1999:32)}$$

% X = percentage of success

X_1 = number of students who passed the test

N   = total of the students

RESEARCH FINDING AND DISCUSION

The research findings are presented based on the Classroom Action Research procedures in this study. The results of existing data are presented based on the Classroom Action Research procedure in this study. Based on interviews with researchers, students have several problems in learning Reading Comprehension. More than half of the students in the class said that learning to read Comprehension was difficult. Where they have difficulty in understanding the main idea and find it. English is the most difficult subject. In addition, researchers provide questionnaires to students to get information, here researchers can conclude that most students feel bored in the teaching and learning process. They lack motivation in learning to read Comprehension. Most of them have negative responses in studying Reading Comprehension. As a result, they have low motivation and the class becomes bored.

Figure 3. **The Result of Students' Score in Preliminary Test**
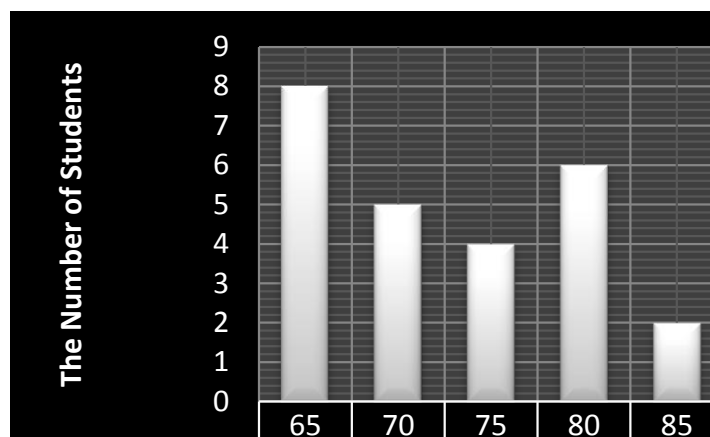
Based on the table, it was found that students' mean score of preliminary test was 74.64 and the students who could reach the criteria of success were 11 students (39.29%) and 17 students (53.57%) were failed.
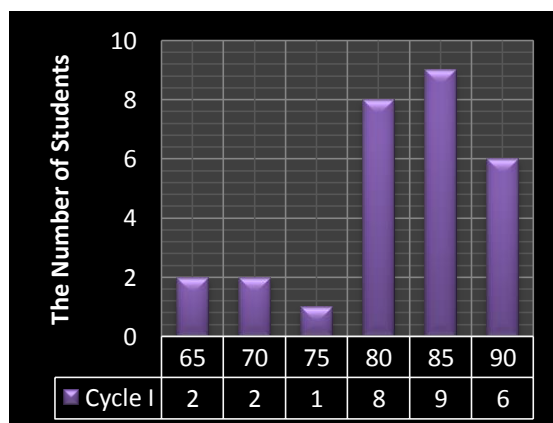
Cycle I

In cycle 1, the researcher uses this method. First, researchers explain to students the main ideas. After that the researcher explains to students about Reciprocal Learning. It contains rules and method implementation. Explanation of the material was finished, then the researchers asked students to get work in pairs with their friends. The researcher gives some instructions on the implementation of Reciprocal Learning. After that the researchers asked students whether they were ready or not to practice this activity. After students are ready, the researcher starts the method. The researcher gives some questions and then students answer the questions. After completing the exercise method, researchers and students discuss student work.

In posting activities, researchers will examine the extent of students' understanding of the topic material. Researchers ask for difficulties about the material. After that, the researcher concludes the material that has been described. Finally, the researcher ended the teaching and learning process at the first meeting.

Figure 4. **The Students' Reading Test Score in Cycle I**

According to the result of Test Cycle I was done in cycle I, it was found that students who could reach the passing grade were 23 students (82.14%) and 5 students (17.86%) were failed. This means that the action in cycle 1 was successful.

In this research Based on the implementation of Reciprocal Learning in the teaching and learning process of Reading Comprehension, there are a number of things that have been discovered by researchers that most students have enthusiasm and actively participate in these activities. The students also seemed to enjoy the learning. In this study it can be concluded that during the explanation of the material, researchers must be clear and careful to explain the material. That can be done hard when the researcher explains so that students can pay attention to the researcher's explanation. Researchers also provide assignments that are suitable for students. That had to support about Reading Comprehension.

Figure 5. **The Percentage of Success Test of Preliminary and Cycle 1.**
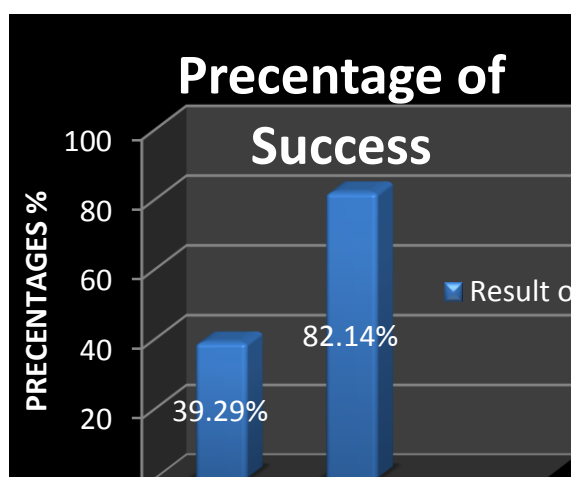
From the diagram above, it is clear that there is improvement of the students' Reading Comprehension from preliminary study to cycle I. On preliminary study only 11 students who passed the test, it means that just 39.29% from 28 students can Reading

Comprehension. Then on cycle I, 23 students were successful on reading test. 82.14% of students could pass and 17.86% failed. It means that the test was successful.

CONCLUSION AND SUGGESTION

Classroom Action Research (CAR) was conducted to improve students' second semester Reading Comprehension through Reciprocal Learning from STKIP PGRI Tulungagung. From the results of the data obtained during the study, researchers found that after implementing the strategy, students' Reading Comprehension could be developed. So, it can be concluded that the application of Reciprocal Learning can improve Reading Comprehension of the second semester students of STKIP PGRI Tulungagung in the academic year 2019/2020. This conclusion can be obtained from the results of students in preliminary studies, and my cycle has improved.

In the preliminary study conducted by students, it appears that students' Reading Comprehension needs to be improved because their scores are low. 39.29% of the 28 students who passed the Reading Comprehension test. The success of this class is less than 80%. It can be concluded that the results cannot reach the success criteria. This can be interpreted that students' reading comprehension before applying the strategy is quite weak. To improve students' reading comprehension, researchers conduct classroom action research.

After the study took action in the first cycle the researcher obtained data that found that the number of students who passed the reading test increased. The results of this study were 23 students passed the reading test. 82.14% of students succeed and have achieved success criteria. This means students' reading comprehension increases after the strategy.

This section presents suggestions for students, for teachers, and for other researchers.

For students, Researchers have a suggestion for students using Reciprocal Learning, students can know that many methods are used in reading comprehension, one of which is the reciprocal learning technique so that students do not experience difficulties in reading comprehension.

For lecturers, from the data obtained, it was explained that Reciprocal Learning succeeded as an alternative way to improve Reading Comprehension in the second semester of STKIP PGRI Tulungagung students in the academic year 2019/2020, where researchers suggested that English lecturers at STKIP PGRI Tulungagung should use Reciprocal Learning as an alternative. Ways to teach Reading Comprehension to improve their students' Reading Comprehension.

For Future Researchers, to other researchers, it is suggested that this technique can be used as a reference in writing immoral works that will benefit the world of education.

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