THE EFFECT OF RECIPROCAL TEACHING TECHNIQUE ON STUDENTS' READING COMPRIHENSION OF RECOUNT TEXT AT THE TENTH GRADE OF MAS BAITUR RAHMANIN 2019/ 2020 ACADEMIC YEAR

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Abstract: *The objectives of the research are to find out: 1) the extent of the application of reciprocal teaching technique on students' reading comprehension of recount text, 2) the extent of students' reading comprehension of recount text before and after using reciprocal teaching technique, 3) whether there is any significant effect of reciprocal teachingtechnique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahman. This research uses experimental method. The population is all the tenth grade students which are devided into two classes and total are 65 students. The sample consist of 29 students by using purposive sampling. The technique of collecting data is used observation and test. After collecting the data, the mean of application description reciprocal teaching technique is 3.6. It is catagorized "Very Good". The students' reading comprehension of recount text before using reciprocal teaching technique is 67.31 it is categorized "Enough" and after is 82.46 it is catagorized "Very Good". The calculation of t_{-test} formula is 10.47, and the t_{-table} is 2.05. It means that there is a significant effect of reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahman.*

Keywords: Reciprocal Teaching, Technique, Reading, and Recount Text

Abstrak: Tujuan penelitian ini yaitu untuk menemukan: 1) sejauhmanakahpenerapan teknik reciprocal teaching terhadap pemahaman siswa membaca teks recount, 2) sejauh manakah pemahaman siswa membaca teks recount sebelum dan sesudah menggunakan teknik reciprocal teaching, 3) apakah ada pengaruh yang signifikan dari teknik reciprocal teachingterhadap pemahaman siswamembaca recount teks dikelas X MAS Baitur Rahman. Penelitian ini menggunakan metode experimental. Populasi yaitu seluruh siswa kelas X yang terdiri dari 2 kelas dengan total 65 siswa. Sampel terdiri dari 29 siswa dengan menggunakansampel purposif. Teknik pengumpulan data yaitu dengan menggunakan observasi dan tes. Setelah data dikumpul, nilai rata-rata penerapan teknik reciprocal teachingyaitu 3,6 dikategorikan "Sangat Baik". Nilai rata-rata pemahaman siswamembaca recount teks sebelum menggunakan teknik reciprocal teaching yaitu 67,31 dikategorikan "Cukup" dan sesudah yaitu 82,46 dikategorikan "Sangat Baik". Hasil t-test yaitu 10,47 dan t-table yaitu 2,05. Ini berarti ada pengaruh yang signifikan dari teknik reciprocal teaching terhadap pemahaman siswa memebaca teks recount dikelas X MAS Baitur Rahman.

I. INTRODUCTION

Reading is one of the four basic language skills. Reading is a process of undertaken to reduce uncertainly about meanings a text conveys through reading, student will be able understand how to get information, can understand the idea or opinion of a text, can read a text quickly and conclude the content with his/her words and can write the main idea or opinion.

In fact, many students at the tenth grade students of MAS Baitur Rahman lackin reading comprehension. They havesome difficulties in reading comprehension, such as identifying main idea of a text, identifying supporting idea, identifying tense, identifying generic structure and language features. It can be seen from their average score in reading comprehension when the researcher did an observation and gave a reading test as a pretest in MAS Baitur Rahman. The researcher found that from 25 questions, the highest score is 60 and the lowest score is 30 meanwhile the English criteria of minimum learning mastery is 75. Based on this average, the researcher see that their ability still far from the expectation. It shown their ability in reading comprehension of recount text is low. This can be happened because of many factors that always affect the quality of students learning.

Actually, many ways have done by the teachers to increase students' reading comprehension of recount text, such as providing the suitable textbook, varying technique, giving motivations, stimulate students' skill including their motor skill, intelligences, creativity,and make group discussion.

However, in fact does not get positive respons from student in learning process.Many students find some difficulties when they are reading. Most of the students are passive in the class and they feel that learning reading comprehension is boring. It can be concluded that one of the factors that influence the low of students knowledge of MAS BaiturRahman in learning English especially in readingcomprehension of recount text is teaching technique.

To solve the problem above, there are many techniques that can be used in teaching reading comprehension. One of them is Reciprocal Teaching Technique as external factor which can influence the students achievement. Reciprocal teaching is an instructional activity that takes the form of dialogue between the teachers and students regarding segments of text for the purpose of constructing the meaning of text.From the explanation before, the researcher interest in conduct the research about the students ability in reading comprehension of recount text. In this research the researcher focuses on teaching technique because with using the suitable technique on reading comprehension of recount text, the researcher optimist the students more understand and make the students active with using this technique that is Reciprocal Teaching Tecnique. The reason of the researcher choose this technique because the implementation of this technique make students not boring in the learning process because they have to play an active role in each group, and have to master the material that teacher give to the students.

A. Nature of Reading Comprehension of Recount Text

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Comprehension is the ability to understand completely and be familiar with a situation. Reading comprehension is the ability to read text, process and understand the meaning.

Stone (2009: 85) says, "Reading is a complex, purposeful,social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning". According to Amarain et al.,(2009: 12) "Recount is a text which retells events or experiences in the past." It means recount text is retells the past events. Based on the explanation above the researher concludes that reading recount text is a process to read the text in English that retells about events or experiences in the past.

1. Main Idea

Main idea is a important information that tells more about the overall idea of a paragraph or section of a text. According to Wood in Ihtiari et al., (2013: 86), says that the general information or the main idea is what most of paragraph or longer section of material is about.Based on the explanation above, the researcher concludes that main idea the sentence in which is the main idea of the paragraph.

2. Supporting Idea/Details

Supporting idea is a sentence that contains the idea of supporting or being the main sentence explanation. According to Scarry in Lestari (2011:337), also states a supporting idea is a piece of evidence used by a researcher to make the controlling idea of the topic sentence convincing and interesting to the reader.Based on the explanation above, the researcher conclude thatsupporting idea is a piece of evidence might be a descriptive image, an example taken from history or personal experience, areason, a fact(such as a statistic), a quotation from anexpert, or an anecdote used to illustrate a point.

3. Tense

Tense are the aspects of grammar that should be mastering in learning English. It is necessary to know what tenses are before master them deeply. Literally, Dykes (2007: 44) defines "The word 'tense' is from latin *tempus* meaning time".Based on the explanation above, the researcher concludes that tenses is a very important and basic thing.

4. Generic Structure of Recount Text

Generic structure is the structure of the paragraph in genre. And resesarchers will use this structure to observe the students based on the purpose of the researcher. Amarainet al., (2009: 12) says, "General structure of recount. They are: orientation, events and re-orientation. Orientation, provide the setting and introduce participants. Events, to tell what happened, in what sequence. Re-orientation, closure of events (it is optional)".Based on

the explanation above, the researcher concludes that the generic structure of recount text is consist of orientation, events and re-orientation.

5. Language Features of Recount Text

Language features are elements that can arrange a text.By language features, students can be easy to identify the text, especially recount text. According to Amarain et al., (2009: 13)The language features of recount text, as follows:1) Focus on personal participant, e.g. I, my friend, etc.2) Using chronological connection, e.g. then, first, etc.3) Using linking verb, e.g. was, saw, heard, etc.4) Using action verb, e.g. look, go, change, etc.5) The recount has a title, which usually summarizes the text.6) Specific participant.7) Details are selected to help the reader reconstruct the activity or incident   (factual recount).8) The ending may describe the outcome of the activity (factual recount).9) Details of time, place and incident need to be clearly stated (factual recount).10) Descriptive details may also be required to provide information (factual recount).11) Includes personal thoughts/reactions (imaginative recount).12) Using material processes.13) Focusing on temporal sequences.14) Describe events.15) Using adverb and passive voice may be used.16) Using simple past tense.

From the explanation above, the researcher concludes thatthe researcher chooses Brown's opinion in assessing reading. They are: main idea, supporting idea and tense because the researcher thinks that these indicators very important to measure the students reading comprehension.

Generic structure is used to measure main idea and supporting idea. Next, language features are used to measuretense. If the students understand about the generic structure and language features, the researcher believes that they can read recount text well.

Reciprocal teaching is a reading technique which is thought to promote students' reading comprehension. A reciprocal approach provides students with four specific reading strategies that are actively and conciously used to support comprehension; Questioning, Clarifying, Summarizing and Predicting.Shoimin (2014: 153) Reciprocal teaching is learning in the form of teaching material to friends. in this learning model students act as "teachers" to deliver material to their friends. in the meantime, the teacher acts more as a model who becomes a facilitator and mentor who does scaffolding.

Based on explanation above, the researcher concludes that reciprocal teaching technique is a teaching process that asks students to act as a teacher to lead the discussion about reading material given by teacher and teacher act as a model who becomes a facilitator to the students.

II. METHODOLOGY OF THE RESEARCH

The location of the research in MAS Baitur Rahman which is location in Parau Sorat, Kecamatan Batang Onang, Kabupaten Padang Lawas Utara. The headmaster of this school is H. Abdul Rahman S.Pd.I., there are two teachers of English in this school, they are: Sitti Hartina S.Pd., and Rosita Hasibuan S.Pd.

Method of the research was the way to get the data that we need. According to Sugiyono (2016: 02), research method is a natural way to get data with the certain goal. It means that method of the research is the way that used by the research to collect the data in research. There are several kinds of the method that can used by researcher to collect the data, such as comparative, descriptive, and experimental methods. In this research the researcher chooses the experimental method by using Pre-test and Post-test design. It is because the researcher is doing experiment to the students to find out the result of reading comprehension of recount text before and after applying Reciprocal Teaching Technique at the tenth grade of MAS Baitur Rahman.

According to Creswell (2009: 12) says that "Experimental researchseeks to determine if a specific treatment influences an outcome. This impact is assessed by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome."The population of this research is all the tenth grade students which are divided into two classes and total are 65 students.Population contain of object or subject that had certain quality and characteristic that stated by the researcher to learn and got the conclusion. Arikunto (2013: 173) says that, population is the subject of research.The sample of this research consist of 29 students.Sample is a part of population that had a specific characteristic. Sugiyono (2016: 81) says that the sample is part of the number and characteristics of the population.

Instrument is a tool that is used to test or measure the both variable.In this research the researcher uses observation sheet and test as instrument of the research.Sutrisno Hadi in Sugiyono (2014: 235) says that observation is a complex process, a process composed of various biological and psychological processes. According to Arikunto (2013: 193), test are a series of questions or exercises and other tools used to measure skills, intelligence, abilities or talents possessed by individuals or groups.

Arikunto (2010: 100) says that technique of collecting data is ways that can be used by researchers to collect data. According to Arikunto (2013:193-201) there are six techniques of collecting data, they are: Test is some of the test or training that is used to measuring the skill, knowledge, capability or talent of someone or group, questionnaires is some question in written form that is used to get information, it means that the report about the individualism or the points that he/she know, interview is a dialogue that is done by interviewer to get the information, observation is the the activity with paying attention to something to get the data or information, crating scale is a subjective measuring that is made in scale, and documentation is the technique that paying attention to get the information from paper, place or people.

Data analysis was one of the important steps in obtaining research findings. According to Bogdan in Rangkuti (2016: 169), data analysis is the process of systematically searching for and compiling data obtained from

interviews, field notes and other materials, so that they can be understood, and their findings can be informed to others.

III.RESULT

Based on the result obtained from the analysis of observation sheet about the aplication of reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahman which contains 10 steps the mean score was 3,6 categorized in the "Very Good". In pre-test and post-test the researcher foundthescore of students' reading comprehension of recount text before and after using reciprocal teaching techniquethe lowest score was36 and 76 and the mean score was 67.31 categorized "Enough", the highest score was 80 and 92 and the mean score was 82.46 categorized "Very Good". The result of t_{test} is higher than $t_{table}$is (t_{test} 10.47 > t_{table} 2.05). It means that there was a significant effect of using reciprocal teaching tecnique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahman. The description of the different data before and after using reciprocal teachingtechnique can be seen in following histogram:

Before and after using reciprocal teaching technique in reading comprehension of recount text
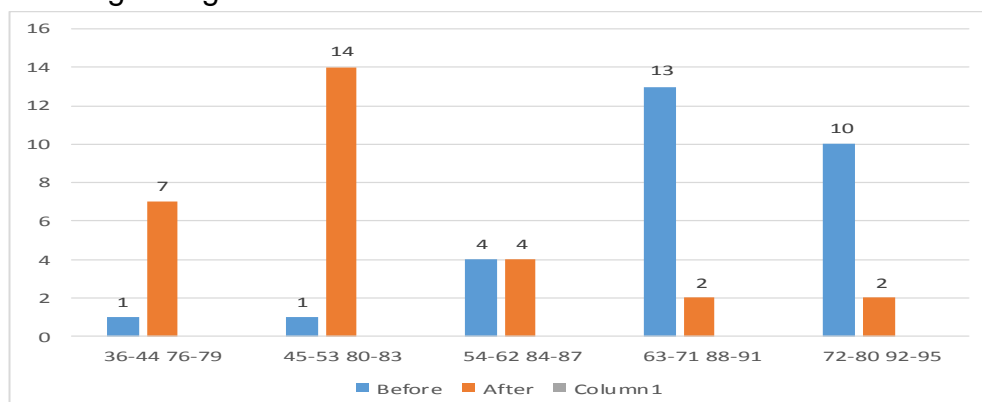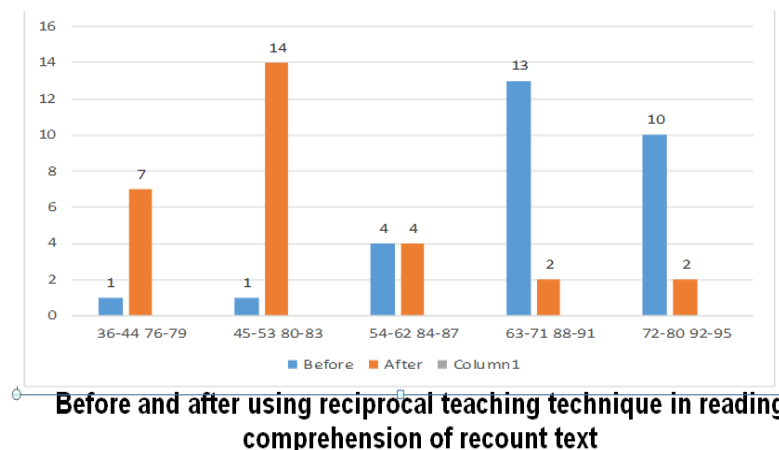
IV. DISCUSSION

Based on the observation sheet result of reciprocal teaching technique on students' reading comprehension of recount text, the researcher found that the mean score was 3.6 and it was categorized as "Very Good". Furthermore, the result of students' reading comprehension of recount text before taught by using reciprocal teaching technique was 67.31 categorized "Enough", after was 82.46 "Very Good". Then to prove that this technique was suitable to be used on students' reading comprehension of recount text, the researcher tested it by using t_{test} formulation. From this testing, the researcher got the t_{test} score about 10.47 while the t_{table} was 2.05 at 5% significances level. It means that reciprocal teaching technique was suitable to be used and increased the students' achievement in reading comprehension of recount text.

This research was related to Navaie (2018), and AlSaraireh (2016).Based on the result above, the researcher concluded that the researchers who used reciprocal teaching technique not always had a significant effect. It can be seen from the data obtained by the previous researchers that they obtained the different results, one of them was that Alsaraireh had very significant result in his research, but the other researcher obtained result that was not too significant. Therefore, the researcher was interested to conducted research by used reciprocal teaching technique on students' reading comprehension of recount text. After got the result of this research, the researcher concluded that reciprocal teaching technique was suitable to be used to increase the students' achievement in reading comprehension of recount text.

CONCLUSION

Based on the research result in chapter IV, the researcher describes the conclusion as follows:

1. The application of reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahman is 3.6 and it is Categorized "Very Good". It means that the researcher is applying reciprocal teaching technique on students' reading comprehension of recount text well.

2. The students' reading comprehension of recount text before and after using reciprocal teaching technique at the tenth grade of MAS BaiturRahman is 67.31 categorized "Enough" and 82.46 "Very Good".

3. There is a significant effect of reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahmanbecause $t_{test}$is higher than t_{table}(t_{test}10.47 >t_{table}2.05). So, the hypothesis of this research can be accepted.

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