THE EFFECT OF RECIPROCAL TEACHING METHOD IN READING COMPREHENSION ON HORTATORY EXPOSITION TEXT OF ELEVENTH GRADE STUDENTS OF SMA KRISTEN KALAM KUDUS PEKANBARU

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Abstract: This research aims to find out the significant effect of Reciprocal Teaching Method on reading hortatory exposition text of the second year students of SMA Kristen Kalam Kudus Pekanbaru academic year 2018/2019. The selected sample was XI MIPA 1. The sample was selected by using random sampling technique. This research used pre-experimental research design of one group pre-test post-test and collected the data by using test on hortatory exposition text. The test this research was multiple choice test consisted of five option (a/b/c/d/e) The result of the study was found that the mean score of the pre-test was 74.75 while the post-test was 83.87 Therefore it can be concluded that there is a significant effect of Reciprocal Teaching Method on reading comprehension of the second year student of SMA Kristen Kalam Kudus Pekanbaru. Based on the result of data analysis, it can be concluded that there is a significant difference in students' achievement before and after being thought by Reciprocal Teaching Method. It can be stated that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Reciprocal Teaching Method gives positive and enjoyable learning environments in the classroom. It also enhanced the students' participation and interaction during the learning process. Students comprehended the story completely by the prediction that helped students to develop their reading and concentrating ability through Reciprocal Teaching Method.

Key Words: Effect, Reciprocal Teaching Method, Reading Comprehension.

PENGARUH METODE *RECIPROCAL TEACHING* DALAM KOMPREHENSI MEMBACA TERHADAP TEKS *HORTATORY EXPOSITION* SISWA KELAS DUA SMA KRISTEN KALAM KUDUS PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan dari Metode *Reciprocal Teaching* pada membaca teks *hortatory exposition* siswa tahun kedua SMA Kristen Kalam Kudus Pekanbaru tahun akademik 2018/2019. Sampel yang dipilih adalah XI MIPA 1. Sampel dipilih dengan menggunakan teknik random sampling. Penelitian ini menggunakan desain penelitian pra-eksperimental satu kelompok pre-test post-test dan mengumpulkan data dengan menggunakan tes pada teks hortatory exposition. Tes penelitian ini adalah tes pilihan ganda yang terdiri dari lima pilihan (a/b /c d/ e). Hasil penelitian ditemukan bahwa skor rata-rata pre-test adalah 74,75 sedangkan post-test adalah 83,87. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari Metode Reciproca Teachingl pada pemahaman membaca siswa kelas dua SMA Kristen Kalam Kudus Pekanbaru Berdasarkan hasil analisis data, dapat disimpulkan bahwa ada perbedaan yang signifikan dalam prestasi siswa sebelum dan sesudah dipikirkan dengan Metode *Reciprocal Teaching*. Dapat dinyatakan bahwa hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Metode *Reciprocal Teaching* memberikan lingkungan belajar yang positif dan menyenangkan di kelas. Ini juga meningkatkan partisipasi dan interaksi siswa selama proses pembelajaran. Siswa memahami cerita sepenuhnya oleh prediksi yang membantu siswa untuk mengembangkan kemampuan membaca dan berkonsentrasi mereka melalui Metode *Reciprocal Teaching*

Kata Kunci: Efek, Metode *Reciprocal Teaching*, Pemahaman Membaca.

INTRODUCTION

Reading is one of the language skills that learners should master, however, reading proficiency is difficult to attain without having adequate skills and comprehension (Spivey & Cuthbert, 2006). Good reading comprehension will be accomplished if learners have four reading abilities: determining the main idea, guessing word meanings, finding detailed information, and making inferences (Mikulecky & Jeffries, 1996). In particular, it is considered important to teach reading comprehension as one of the language skills in English, because reading will make it easier for students to add and obtain new information from any type of text. It is also expected that the reading understanding activity will make reading the habit of the students and enable the students to understand the meaning of the text and represent what they have read in their own language. In other words, reading understanding teaching must allow students to be independent readers in order to teach themselves reading.

According to Pang, et al. (2003), reading is an activity to understand written texts. Moreover, Snow (2002) describes reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. A reader who wants to be a high proficiency reader should be able to comprehend the main idea, guess word meanings, find details and information, and make inferences (Mikulecky & Jeffries, 1996).

Students in SMA Kristen Kalam Kudus actually find it difficult to understand English texts. They still read English texts poorly. They usually get stuck because of some problems, such as unfamiliar words, failure to understand the context, reluctance, etc. Reading is apparently a simple activity that all English students can easily do. It's not an easy skill to master. A complex process that requires the reader's specialized skills and understanding. Based on the observation made in SMA Kalam Kudus Pekanbaru eleventh grade, the writer found that the students ' reading interest was also low. Moreover, the standard minimum score that they have to achieve is 80 in order to pass the examination. Most students didn't read the text when they got an English text assessment. Only a few students read and evaluated the text. Some of them copied their friends or did not even do the work. In reading class, most of them are passive. Students find difficulties in reading because they didn't know the meaning of vocabulary, they were lazy to stay focus in long reading paragraphs and the teacher has been using discourse teaching method that makes them feel bored and sleepy during the lesson.

One method that is considered to be able to effectively improve students reading skills is the Reciprocal Teaching Procedure (RTP), which Palincsar and Brown created in 1984 to help students understand texts while improving their understanding of reading. The term "reciprocal" is described as the nature of interactions since one person responds to another person. According to Panmanee (2009), RTP focuses on background knowledge, reading strategy and group discussion.

Besides, RTP is a kind as group based learning. Group work, in this case, provides an opportunity to students to participate through commenting other students" summary and predictions, requesting clarification on the parts they do not understand, requesting questions, and help others to decrease misunderstanding (Rosenshine & Mesiter, 1994, in Panmanee, 2009, pp. 17-18). In addition, it can also increase students' speaking skills to interact with the others in the discussion. Recent studies have revealed

the effectiveness of the application of Reciprocal Teaching Procedure. Based on the explanation above, the researcher decides to conduct a research to offer a method that might be used to solve the problems entitled "The Effect of Reciprocal Teaching Method In Reading Comprehension of Eleventh Grade Students of SMA Kristen Kalam Kudus Pekanbaru".

METHODOLOGY

Participants of the Research

The participants of this research were the second year students of SMA Kristen Kalam Kudus Pekanbaru. The researcher did the reseach on class XI MIPA 1 which consisted of 24 students. The sample was selected by using random sampling technique.

Data Collecting Technique

The data is calculated by using SPSS (Statistical Package for the Social Science) 23.00 to measure and compare the students' score in reading comprehension between the pre-test and the post test result.

There are some formulas that will be used in analyzing the data. It can be seen as follows:

1. To analyze the difficulty level of each question:

$$FV = \frac{R}{N} X 100\%$$

Where:

FV = Facility Value
R = Number of correct answers
N = Total number of students

(Heaton, 1988)

After knowing the difficulty level of the try out test items, the writer measured the central tendency by calculating the maen score. To know the average of the students' ability in comprehending the text, the writer presented the data by using the formula:

2. To analyze mean score:

$$M = \frac{x}{n} X 100$$

Where:

M = Individual Score
X = Correct Answers
N = Number of Items

(Heaton, 1988)

3. To know the percentage of the classification of the students' ability in answering questions, the following can be used:

$$P = \frac{X}{N} x\ 100\%$$

Where:

P = Percentage of the students per group/level

X = Number of frequency in one level

N = Total number of students   (Arikunto,2013)

To analyze the data in this study, the researcher assessed the students's score by using the classification score by Harris (1974) :

Table 1. The Classification of Students' Scores

Test Score	Level of Ability
81-100	Excellent
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very Poor

(Adapted from Harris, 1974)

Data Analysis Technique

The data is calculated by using SPSS (Statistical Package for the Social Science) 23.00 to measure and compare the students' score in reading comprehension between the pre-test and the post test result.

RESEARCH FINDINGS

Pre-test was conducted in order to find out students' reading comprehension ability before Reciprocal Teaching Method was applied. Meanwhile, post-test was conducted after treatment was applied.

Before the test was given to get the data, it was necessary to do try-out in order to measure the validity and reliability of the test. The try out consisted of 30 items of multiple choice test. The result showed that eight items were rejected because those 6 items were too easy and 2 items were too difficult. Those items were number 2 (factual information), 6 (social function), 9 (vocabulary), 10 (reference), 16 (reference), 22 (reference), 24 (social function), 27 (vocabulary). After the researcher found those seven items were rejected, the researcher revised them with the new items.

Pre-test is intended to find the achievement of the students' reading comprehension before treatment was applied. Table (4.1) represents the results.

Table 2. Descriptive Statistics of Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Score	24	63	87	74.75	6.661

Table (4.1) shows that the mean score of 24 students was 74.75 Meanwhile, the minimum score that students reached in pre-test was 63 and the maximum score was 87.

Post-test was conducted to find out the effect of the students' reading comprehension ability after Reciprocal Teaching Method was applied. Table (4.2) represents the results.

Table 3. Descriptive Statistics of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Score	24	77	93	83.87	4.347

Table (4.2) shows that the mean score of 24 students in post-test is 83.87 Meanwhile, the minimum score that students reached in pre-test is 77 and the maximum score is 93.

Table 4. Comparison Between The Result of Pre-test and Post-test in Each Aspects of Reading Comprehension

Table 4.3 indicated that there were significant differences of the students' achievement after being taught by using Reciprocal Teaching Method. It showed that the lowest score of the aspects in the pre-test was *Vocabulary* (53,33) and the highest one was *Factual Information* (85). Meanwhile, the lowest mean score of the aspects in the post-test was *Vocabulary* (71,67) and the highest aspect was *Factual Information* (94,17)

In this research, t-test was carried out to compare the pre-test and post-test results in determining whether the alternative hypothesis (Ha) could be accepted and Reciprocal Teaching Method could give a statistically significant difference between the achievement of students' score in pre-test and post-test.

In performing pre-experimental research with one group pre-test and post-test design, hypothesis is tested at the 0.05 level of significance. The mean of pre-test score (X) achieved by

the first year students is 74.75. The difference could be seen in their mean score as shown in post-test results (Y) that is 83.87. The margin of pre-test and post-test achieved is 9.12.

Table 5. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
PRETEST	74.7500	24	6.66105	1.35968
POSTTEST	83.8750	24	4.34704	.88734

Table (4.3) shows that the total number of students of pre-test and post-test are 35 students. The mean score of pre-test is 74.75 and the mean score of post-test is 83.87. The difference of the mean score between pre-test and post-test is 9.12. The gap of mean score shows the difference indicated an effect of students' ability in reading comprehension after Reciprocal Teaching Method was exposed in learning hortatory exposition texts. Standard deviation is a values spread in the sample, while standard error mean is an estimate of the mean. The spread of values in the sample pre-test is 6.661, while standard error of mean is 1.359. The standard deviation of post-test is 4.347 and standard error of mean is 0.887

Table 6. Paired Samples T-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRETEST-POSTTEST	9.12500	4.50423	.91942	7.22303	11.02697	9.925	23	.000

$$\begin{aligned}
\text{T-Table} &= \text{n-1 } (\alpha 5\%) \\
&= 24\text{-}1 \ (\alpha 5\%) \\
&= 23 \ (\alpha 5\%) \\
&= 1.713
\end{aligned}$$

Table (4.5) shows the results of the t_{obs} was 9.925, meanwhile t-table is 1.713 (see appendix). The result showed that t_{obs} is higher than t_{table} (9.925 > 1.713). It can be concluded that there is a difference between the pre-test and the post-test. Reciprocal Teaching Method could give a statistically significant difference between the achievement of students' score in pre-test and post-test. The alternative hypothesis of this research, "There is a significant effect of Reciprocal Teaching Method in reading comprehension on hortatory exposition text of eleventh grade students of SMA Kristen Kalam Kudus Pekanbaru" is accepted.

DISCUSSION

Based on the procedure in the data collection technique, the teaching learning process was divided into three steps. The first step was giving students pre-test before doing the treatment in order to know their ability before Reciprocal Teaching Method was applied. The second step was giving the treatment. The treatment was applying Reciprocal Teaching Method in teaching reading hortatory exposition text. The last step was giving post-test for the students. It was conducted after treatments were applied in teaching hortatory exposition text in order to find out whether there is a significant effect of Reciprocal Teaching Method on the ability of the second year students of SMA Kristen Kalam Kudus Pekanbaru in Reading Comprehension.

According to the result, it was found there were significant differences of the students' achievement after being taught by using Reciprocal Teaching Method. The mean score of pre-test was 74.75 and the post-test was 83.87. The result showed that the mean score of post-test was higher than pre-test. There was an improvement of the mean score in the post-test. The difference of the mean score between the pre-test and the post-test was 9.12.

Based on the result, teaching reading by using Reciprocal Teaching Method was good and effective for the second year students of SMA Kristen Kalam Kudus. The result showed that the students be easy to catch and understand the aspects of reading in hortatory exposition text that the teacher had given to them and also the students were interested and enjoyed the lesson. The strategy could help the students in order to gain information from the text effectively and efficiently. It can be seen from the improvement of students' scores in the pre-test and in the post-test. In this research, however prediction is not specifically discribed, it is still general. Based on some other theories prediction means students make some questions and those questions are checked or proved after they read the text. Then, students revise their prediction based on the information from the reading and then cite the text which caused them to confirm or change a prediction.

Furthemore, t-test formula was used to compare the result of pre-test and post-test in determining whether the treatments could give an effect on the students' reading comprehension or not. The result showed that the mean score of post-test was higher

than pre-test 83.87>74.75). Then the data analysis showed that t-test was higher than t-table (9.925 > 1.713). For that result the writer concluded that Null Hyphothesis is rejected and Alternative Hyphothesis is accepted.

This pre-experiment research has a role in order to get some improvement in teaching reading comprehension. Reciprocal Teaching Method can help the teacher in the instructional process. There are some factors that caused the significant effect of the students' ability in comprehending hortatory exposition text by using Reciprocal Teaching Method. Teachers tend to be more active and more focuses as a facilitator, mediator, motivator, and evaluator (Isjoni, 2010). The students tend to be more active in teaching learning process since Reciprocal Teaching Method had been applied. Every student in their group have two roles; learn for themselves and help group members to learn in order to get the improvement score (Rusman, 2011). Further, in this strategy, the students have a good interaction between them because of their sharing in their own group.

The improvement achieved might have been attributed to the way they were being taught using Reciprocal Teaching Method. Based on the description of data, there is a significant effect of Reciprocal Teaching Method on the second year students' ability in reading comprehension at SMA Kristen Kalam Kudus. The researcher can say that the use of Reciprocal Teaching Method is applicable for teaching hortatory exposition text in English Lesson. There is a significant difference between students' pre-test and post-test. The result showed that the post-test was better than the pre-test which indicated that there is a difference of student's reading comprehension in hortatory exposition text before and after being taught by Reciprocal Teaching Method.

CONCLUSIONS AND RECOMMENDATION

Conclusions

Based on the result of data analysis, it can be concluded that there is a significant difference in students' achievement before and after being thought by Reciprocal Teaching Method. It can be stated that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Reciprocal Teaching Method gives positive and enjoyable learning environments in the classroom. It also enhanced the students' participation and interaction during the learning process. Students comprehended the story completely by the prediction that helped students to develop their reading and concentrating ability via visual clues such as illustrations through Reciprocal Teaching Method.

Recommendations

After getting the result of the study in this research, the researcher would like to give some suggestions which can be used to teach hortatory exposition text as follows:
Firstly, teachers are suggested to teach reading by using Reciprocal Teaching Method as one of strategies to improve the students' ability in comprehending hortatory exposition texts. Secondly, the teachers should involve the students more in learning

process in order to make them more active in the class. One of the ways is by practicing reading more often in which the students are trained to read for pleasure.

They can read what they want, so that they would have an interest in reading. Lastly, teacher should explain the procedures of the strategy that are going to be used before the learning process in order to make the students understand the texts well.

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