



**IMPROVING READING COMPREHENSION USING RECIPROCAL
TEACHING METHOD FOR THE SECOND GRADE STUDENTS OF MTs
AL-HAYATUL ISLAMİYAH MALANG**

SKRIPSI

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ABSTRACT

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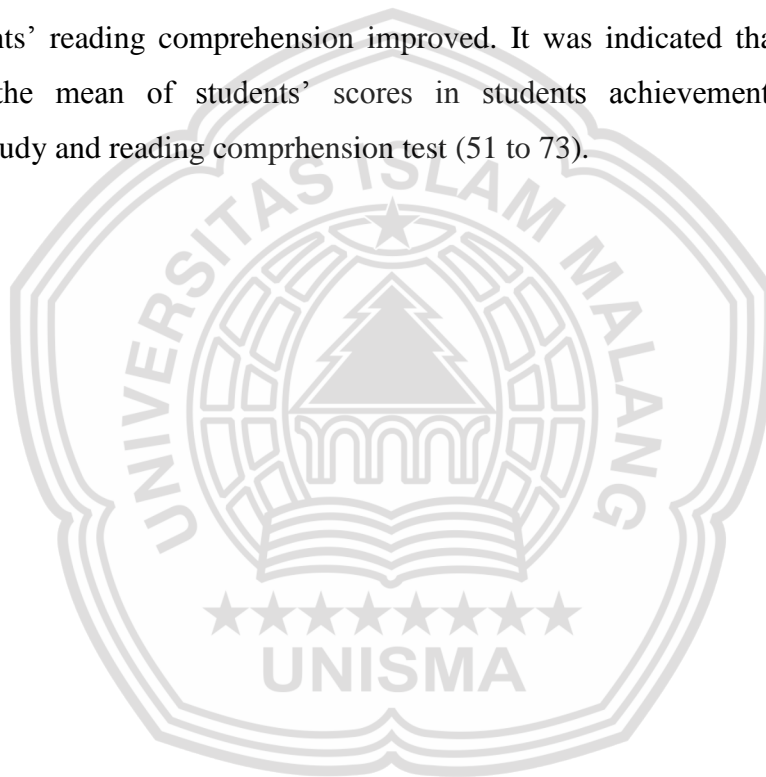
This action research examines the increase in reading comprehension through the Reciprocal Teaching Method in junior high schools. Reading is one of the skills students must have to understand what they read, but this is still a big problem for students. The method and atmosphere that support the classroom are important factors to support student understanding.

This action research aims to improve reading comprehension of VIII-B of MTs Al-Hayatul Islamiyah academic year 2023/2023 through the Reciprocal Teaching Method.

This action research was conducted in one cycle. The actions involved the Reciprocal Teaching Method which included reciprocal teaching stages, they are predicting, clarifying, questions, and summarizing. It also involved a discussion activity as the reciprocal teaching activity. The participants of this research were the researcher, the English teacher, and the students of VIII- B of MTs Al-Hayatul Islamiyah Malang consist 14 students. The data of this research were qualitative and quantitative. The qualitative data were obtained by observing the teaching-learning process, interviewing the English teacher, interviewing the students, and taking notes. Meanwhile, the quantitative data were obtained by holding a pre-test and post-test to see the improvement in students' reading comprehension.

The research results show that the reading comprehension of most students improved after the Reciprocal Teaching method was conducted. Firstly, students

made improvements in some aspects such as predicting the content of the text, finding details information or essential information about a text, guessing the meaning of a difficult word, finding the main idea of a paragraph, and making a conclusion or summary of a text. Secondly, students were enthusiastic about the reading activity. The activity motivated them to learn. Thirdly, students became more confident in doing the reading activity and reporting their work. Fourthly, the interaction among the students and between the students and the teacher improved after the implementation of the group discussion and class discussion. Lastly, students' reading comprehension improved. It was indicated that an the increase in the mean of students' scores in students achievement in the preliminary study and reading comprehension test (51 to 73).



CHAPTER I

INTRODUCTION

This chapter presents the study's background, the study's research problem, the study's objective, the study's significance, the scope of the study, and the definition of critical terms.

1.1 Background of the Study

Reading is one of the skills that students in the learning process must consider; through reading, we will get knowledge and information in human life, especially students in the learning process. Reading also can improve understanding, ensuring continuing personal growth and adapting to the world's change. For many years, the Indonesian government has attempted to go against literacy by declaring that reading is the solution for broadening knowledge.

Decoding symbols to receive meaning is a cognitive procedure involved in reading. Reading can also be defined as an active activity that creates word meaning. Although there are many reasons for reading purposes, the primary purpose of reading is to understand of text. Tarigan (2008: 7) states that reading is a process that readers use to understand the information that the writer aims to convey through words or written language. As explained by Finochiaro and Bonomo in Tarigan (2008: 7), reading describes and understands the definition or meaning of written material. Reading carries meaning and gets meaning from printed-out written material.

After becoming aware that reading's primary goal is to comprehend texts, we move on to reading comprehension. The primary goal of reading activities is comprehension (Bos, n.d.). Cooper (1986:11) described comprehension as a process where the reader may develop meaning via interaction with the text. According to Singer (1985), reading comprehension is the act of thinking while decoding written symbols. It also includes the understanding of meaning, assimilation of concepts offered in the text, and interpretation of written symbols. People can learn knowledge from the written material they have read by using reading comprehension. According to Koda in Grabe (2009:14), comprehension occurs when readers delve into and make connections between material from the text and what they already know. Furthermore, Mikulecky and Jeffries (Power et al., 2002) defined comprehension as linking the concept while interpreting and understanding the language. The cornerstone of reading activities where a reader develops an understanding of a book is reading comprehension. uses a text collection of letters, words, and phrases along with logical reasoning. Reading fluently is only one aspect of reading comprehension in English literature; others include proper pronunciation and volume. The goal of reading comprehension is to develop a grasp of a text's meaning so that you can interpret it in your language.

Furthermore, others may benefit from this insight. It is emphasized by Ayun and Yunus (2017) that reading is a difficult task. Readers must thus decode the content and assign meanings to fully understand it. They have rules

to follow in understanding the text because of this; their prior knowledge will also be present. To demonstrate thorough understanding, comprehension exercises typically involve reading textbooks, responding to questions, recognizing primary ideas, synthesizing ideas, and summarizing what is read (Yunus & Ubaidillah, 2021). Indeed to Yunus (2015), comprehension is part of the learning process listed from the low level of cognitive achievement: knowledge, comprehension, and application.

Somebody must master skills in English. Students reading is still the main problem for students. According to Atai and Nazari (2014), it could be one factor why students need more motivation to learn English. Iranian English language learners interpret texts in order to comprehend them. Although it is neither recommended nor praised professionally, this tendency has persisted in most reading comprehension techniques. Most of the student problem in English is: (a.) They need more vocabulary, and they prefer to avoid opening a dictionary. (b.) The students often need clarification about finding the text's central idea, topic, and content. So the result is that they need help understanding and getting information from the text.

The researcher discovered a number of issues with MTs Al-Hayatul Islamiyah Malang students' ability to read comprehension in class, such as students' lack of motivation and interest in reading activities, students' difficulty understanding word meanings, and students' difficulty understanding the significance of the text in paragraphs and other things. This score is based

on test results from students who received lower 70 (seventy), the minimum learning mastery average set at school.

Some components need to be enhanced as teachers, strategies, and motivation to improve reading comprehension. Using the Reciprocal Teaching Method, the researcher used strategies to improve reading comprehension. Reciprocal teaching is a learning model for teaching material to friends. The following advantages of the reciprocal teaching approach for students:

- a. Helping students understand the text better
- b. Students gain metacognition skills
- c. It fosters students' active involvement in the learning process
- d. Students develop vocabulary knowledge

The effectiveness of reciprocal teaching in teaching reading comprehension to EFL second-grade students of Ilmu Agama Islam (IAI) Probolinggo has been studied by several of researchers. The findings supported earlier research by other researchers and demonstrated that the reciprocal teaching method has a considerable impact on the reading comprehension of EFL students. They were certain that the reciprocal teaching approach should be used in EFL reading, particularly in the Indonesian setting, as it encourages students to make the most use of schemata and metacognitive theory. The second is Nurdianti, et al. (2019). Regarding improving students' reading comprehension through reciprocal teaching of narrative texts in grade 9 MTs, their research results show that implementing reciprocal teaching strategies can improve students' reading comprehension, as

evidenced by the data results that the average pre-test score in cycle I was 52.57 and the mean post-test score first cycle 63.14. The average post-test process II was 71.71. The average of the last cycle shows a good score category.

Good student results and responses during reciprocal teaching strategy exercises prove the potential of common teaching strategies and are an excellent strategy to improve students' reading comprehension. Students more easily recognize text by using this strategy when reading. Thanks to this strategy, students can understand reading text information, starting from making predictions, clarifying, asking questions, and summarizing texts.

Based on the previous research above, our research method has similarities to improve reading comprehension using Reciprocal Teaching Method. However, most of the research subjects conducted are students with formal cognitive operations who have developed and experienced transitions, such as final graders of junior high school and high school students. Our research subjects are students in the growth stage of formal cognitive operations that must be appropriately developed and trained in skills.

1.2 Research Problem

Based on the background of the study above, the researcher formulated a research question in carrying out this study "How can Reciprocal Teaching Method improve reading comprehension for second-grade MTs Al-Hayatul Islamiyah students?"

1.3 Objective of Research

The study aims to improve reading comprehension using the Reciprocal Teaching Method in the second grade of MTs Al-Hayatul Islamiyah students, Malang.

1.4 Significance of the Research

This research is expected to give someone clear information about Reciprocal Teaching in teaching reading; this study result is expected to provide theoretical and practical contributions.

a. Theoretically

The result of this research is expected to be useful theoretical information on the knowledge of English learning, especially in reading using the strategy Reciprocal Teaching Method. It also can improve reading skills, especially reading comprehension.

b. Practically

- Student

This research gives sources and information for students. It provides positive guidance for students to be motivated to learn English to get positive benefits to develop their knowledge.

- Teacher

The result of this research is that it can provide information for teachers in teaching reading in the class with a reciprocal method. This research also gives teachers insight to teachers how to improve reading comprehension with common teaching and

exciting ways to understand what challenges are faced by students in reading comprehension during learning.

- Further Researcher

For researchers looking at reciprocal teaching to enhance reading comprehension, this study can serve as a resource and additional reading material.

1.5 Scope and Limitation of the Research

This research focuses on teaching reading using the Reciprocal Teaching Method to improve students' reading comprehension. The subject was 14 eighth-grade students in the 2022-2023 academic year. The type of text used in this research is recounted text entitled.

The researcher also observes two English teachers and also the methods that the teacher implemented during teaching learning English process. However, the researcher tried to improve how that can be.

1.6 Definition of Key Terms

To avoid misunderstanding, the researcher would like to define some key terms as follows :

- a. Improving

Improve is a way to enhance value or improve quality to increase the value by making it more from the previous value. This also can be the criterion of success in Reciprocal Teaching; students must have scored more than the minimum learning mastery 70 (seventy) that adapted from the school agreement. This can be seen in research by

conducting a pre-test trial, then carrying out the treatment, and testing the final results with the post-test.

b. Reading Comprehension

Reading comprehension is a skill used to understand what a text means. Sometimes we read the text, but we need to help understand what the writer means; in this reading comprehension skill, we will understand what the writer means and build meaning using our language from the text we have read.

c. Recount Text

A recount text is a text that retells events or activities in the past. The purpose of recounting text is to inform or entertain the reader. The generic structure of this text is as follows:

- Orientation tells the story's who, what, where, and when.
- Events that contain a sequence of events.
- Re-orientation contains the text's conclusion or states the writer's comments.

d. Reciprocal Teaching Method

An educational strategy for imparting knowledge to friends is the reciprocal teaching method. Students serve as instructors in this learning paradigm to teach topics to their buddies. While this is going on, the instructor primarily acts as a facilitator, guide, and scaffolder. The Reciprocal Teaching learning paradigm employs four autonomous understanding processes, including summarizing the teaching

materials, gathering questions and answering them, retelling what was learned, and anticipating the next question from the issue that was given to the students.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, after the researcher accomplishes the whole steps of the Classroom Action Research, the researcher will present a conclusions, and suggestions.

5.1 Conclusion

The results of the study and the discussion in Chapter IV demonstrated that the Reciprocal Teaching Method had a positive impact on the students in Grade VIII-B at MTs Al-Hayatul Islamiyah Malang's reading comprehension. The operations were completed in one cycle. This cycle was conducted from May 17th, May 19th, May 24th, 2023, and May 31st, 2023. The day was used for the reading comprehension test and did exercise through Reciprocal Teaching Method. The acting was held in four meetings of 80 minutes. The purpose of the cycle exercise was to introduce the pupils to the reciprocal teaching method. The activity included introducing the reciprocal teaching method, providing an example of its use, inviting students to apply it, asking them to do so in a group discussion, providing feedback on their performance, having a discussion in class, providing feedback on their grammar and pronunciation, reviewing reciprocal teaching methods before and after the discussion activity, and asking them to do so.

The students were asked to work in groups using the Reciprocal Teaching Method stages. This activity allowed students to work together and share their

idea. It can be seen students are more active in the class in discussing and expressing their opinions. All students were able to actively engage in the learning process by practicing reading comprehension thanks to the Reciprocal Teaching Method. As a result, each student was given the opportunity to learn independently and to develop their reading comprehension. The reading skills helped students find the text's main idea, topic, content, the difficult terms' definitions, and other details or key information. After applying the reading strategies students could comprehend with better the text. It meant that the Reciprocal Teaching Method's reading techniques improved students' reading comprehension.

5.2 Suggestion

- For the Teacher

The reciprocal teaching style works with pupils to help them understand the material. Building pupils' prior knowledge is beneficial before they read a material. In order to keep the students' interest in learning English, especially in reading, it is helpful to employ the reciprocal teaching method as one of the other approaches to teaching reading texts.

- For the Other Researcher

In this chapter, the reader can get important information from this research. Furthermore, the researcher hopes this research can be a reference for other researchers to conduct research in the future about improving reading comprehension through Reciprocal Teaching Method. The next researcher who

conducted Classroom Action Research can make a group experimental who get treatment and a group control who did not get treatment.



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