

**THE EFFECTIVENESS OF RECIPROCAL TEACHING ON STUDENTS'
READING COMPREHENSION OF TENTH GRADE AT MAN 2
TULUNGAGUNG IN THE ACADEMIC YEAR OF 2015/2016**

THESIS



By

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN)
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THESIS

Presented to
State Islamic Institute of Tulungagung in partial fulfillment of
the requirements for the degree of Sarjana Pendidikan Islam in
English Education



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MOTTO

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go”.

(Dr. Seuss)

DEDICATION

After finishing this thesis, I want to dedicate this thesis to:

- 1. Allah SWT who always bless me and give me guidance and fluency in finishing this thesis*
- 2. My parents and my big family, who always pray for my success and my fluency in my life and always give me motivation in accomplishing this thesis*
- 3. My beloved advisor, Ida Isnawati, M.Pd who always guided and gives me unforgettable knowledge.*
- 4. My best friends (Yassinta, Tantri, Ulfa, Yeni, Salisa, Theresya, Ulil, Titim, Suci, Yakup and Amin), My close friends; UFS (Mina, Suko, Citra, Ardiyani and Puput), all of big family of WASPADA/IPA 2 Class, and all of my brother and sister in SMK N Sore Tulungagung and X-IIK class of MAN 2 Tulungagung. All of them are someone who makes me get a happiness life.*
- 5. All of the big family of GESREKERS (TBI-E)*

DECLARATION OF AUTHORSHIP

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States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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ABSTRACT

Muthohharoh, Setyani Rohmatul. Registered Number student: 2813123142. 2016. The Effectiveness of Implementing Reciprocal Teaching on Students' Reading Comprehension at Tenth Grade of MAN 2 Tulungagung in The Academic Year of 2015/2016. Thesis. English Education Program. Islamic Institute (IAIN) of Tulungagung.

Advisor: Hj. Ida Isnawati, M.Pd

Keyword: Effectiveness, Reciprocal Teaching, Reading Comprehension.

One of the strategies used in teaching reading is reciprocal teaching. Reciprocal teaching is the strategy which can be used in reading comprehension by using four steps there are; summarizing, questioning, clarifying and predicting. In this strategy, the students divided into some groups consist of four students, one student has one role. First, teacher models how to use this strategy then students imitated their teacher in their groups with their each role. In the end, teacher giving feedback and evaluation of students' work sheet. Based on explanation above, this study examines to know the effect of treatment by using reciprocal teaching in teaching reading comprehension of the tenth grade students at MAN 2 Tulungagung in the academic year 2015/2016.

Statement of the problems in this research are 1) How are the students' achievements in reading comprehension before being taught by using reciprocal teaching?. (2) How are the students' achievements in reading comprehension after being taught by using reciprocal teaching?. (3) Is there any significant different achievement on the students' reading comprehension before and after being taught by using reciprocal teaching?.

The purpose of this research are 1) To know the students' achievements in reading comprehension before being taught by using reciprocal teaching?. (2) To know the students' achievements in reading comprehension after being taught by using reciprocal teaching?. (3) To know whether there is any significant different achievement on the students' reading comprehension before and after being taught by using reciprocal teaching?.

This study used pre-experimental design with quantitative approach and used in One-Group Pretest-Posttest. In this research the population was all the students of tenth grade at MAN 2 Tulungagung consisting of 465 students. Because the number of students is large, the researcher used purposive sampling to take part of students as sample, the researcher chose tenth grade of IIK/religion class because this class has average ability in English than other class. In this research the instrument was test (pretest and posttest) and data analysis was using T-test.

This research finding is the mean of students' reading comprehension score before being taught by using reciprocal teaching of 39 students is (78.72) and the mean of students' reading comprehension score after being taught by using reciprocal teaching of 39 students is (84.38). It has been proved with T- test

analysis used by researcher shows that the result of t_{count} is (-3.488). By comparing t_{count} is (-3.488) with t_{table} 0.05 is (1.685), it is known that t_{count} is higher than t_{table} ($t_{\text{count}} > t_{\text{table}}$)

Because the t_{count} is higher than t_{table} , so alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is significant different achievement on the students' reading comprehension before and after being taught by using reciprocal teaching.

Finally, it can be concluded that reciprocal teaching is effective to teach reading comprehension to senior high school students, especially for tenth grade students of MAN 2 tulungagung.

ABSTRAK

Muthohharoh, Setyani Rohmatul. Nomor Induk Siswa: 2813123142. 2016. “*The Effectiveness of Implementing Reciprocal Teaching on Students’ Reading Comprehension at Tenth Grade of MAN 2 Tulungagung in The Academic Year of 2015/2016.*” Skripsi. Jurusan Pendidikan Bahasa Inggris di IAIN Tulungagung

Dosen Pembimbing: Hj. Ida Isnawati, M.Pd

Kata Kunci: Keefektifan, Reciprocal Teaching, Kemampuan Membaca.

Salah satu strategi dalam mengajar bahasa Inggris adalah *reciprocal teaching*. *Reciprocal teaching* adalah strategi yang digunakan dalam pemahaman membaca dengan menggunakan 4 tahap diantaranya; *summarizing*, *questioning*, *clarifying* dan *predicting*. Dalam strategi ini, murid-murid dibagi dalam beberapa kelompok terdiri dari 4 murid, satu murid mendapat satu peran. Pertama, guru memperagakan bagaimana dalam menggunakan strategi ini kemudian murid-murid menirukan guru mereka di group mereka dengan peran masing-masing. Di akhir kegiatan, guru memberikan umpan balik dan evaluasi dari pekerjaan murid. Berdasarkan penjelasan diatas, penelitian ini berfokus untuk mengetahui pengaruh dari perlakuan dengan menggunakan *reciprocal teaching* dalam mengajar pemahaman membaca di siswa kelas 10 di MAN 2 Tulungagung tahun ajaran 2015/2016.

Rumusan masalah pada penelitian ini adalah 1) Bagaimana hasil belajar siswa dalam pemahaman membaca sebelum diajar dengan menggunakan *reciprocal teaching*?. 2) Bagaimana hasil belajar siswa dalam pemahaman membaca setelah diajar dengan menggunakan *reciprocal teaching*?. 3) Apakah ada perbedaan yang signifikan dalam pemahaman membaca siswa antara sebelum dan sesudah diajar dengan menggunakan *reciprocal teaching*?

Tujuan dari penelitian ini adalah 1) Untuk mengetahui hasil belajar siswa dalam pemahaman membaca sebelum diajar dengan menggunakan *reciprocal teaching*?. 2) Untuk mengetahui hasil belajar siswa dalam pemahaman membaca setelah diajar dengan menggunakan *reciprocal teaching*?. 3) Untuk mengetahui perbedaan yang signifikan dalam pemahaman membaca siswa antara sebelum dan sesudah diajar dengan menggunakan *reciprocal teaching*?

Penelitian ini menggunakan desain pre-experimental desain dengan pendekatan kuantitatif. Dalam penelitian ini menggunakan One-Group Pretest-Posttest. Populasi yang digunakan adalah semua siswa kelas 10 di MAN 2 Tulungagung yang terdiri dari 425 siswa. Karena jumlah siswa banyak, peneliti menggunakan purposive sampling untuk mengambil sebagian siswa sebagai sampel penelitian, peneliti memilih kelas 10 Agama karena kelas ini memiliki kemampuan rata-rata dalam pelajaran bahasa Inggris dibandingkan dengan kelas lain. Instrumen digunakan dalam penelitian ini adalah tes (pretest-posttest). Analisis data penelitian dengan menggunakan T-test.

Hasil penelitian dalam penelitian ini adalah rata-rata skor dalam pemahaman membaca siswa sebelum diajarkan dengan menggunakan *reciprocal teaching* dari 39 siswa adalah (78.72) dan rata-rata skor kemampuan membaca siswa setelah diajar dengan menggunakan *reciprocal teaching* dari 30 murid adalah (84.38). Hal ini juga telah dibuktikan dengan menganalisis uji T yang digunakan oleh peneliti, bahwa hasil t_{hitung} adalah (-3.488). Dengan membandingkan t_{hitung} (-3.488) dengan t_{table} 0.05 (1.685), dapat diketahui bahwa t_{hitung} lebih tinggi daripada t_{table} ($t_{hitung} > t_{tabel}$)

Karena t_{hitung} lebih tinggi dari pada t_{table} , jadi hipotesis alternative (H_a) diterima dan hipotesis nol (H_0) ditolak. Itu berarti bahwa ada perbedaan hasil belajar siswa yang signifikan dalam pemahaman membaca sebelum dan setelah diajar dengan menggunakan *reciprocal teaching*.

Akhirnya dapat disimpulkan bahwa *reciprocal teaching* adalah strategi yang efektif untuk mengajarkan pemahaman membaca siswa untuk siswa SMA, terutama untuk siswa kelas 10 di MAN 2 Tulungagung.

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Fourthly, I would like to show my gratitude to tenth graders of IIK class at MAN 2 Tulungagung in the academic year 2015/2016 for the cooperation as the sample of this research.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted. Finally, it is expected that this thesis will be beneficial for the readers.

Tulungagung, April 2016

The Writer

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