

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Language has a board contribution in society. Language enables people to communicate in society. Language study refers to any stage in lesson where students and teachers focus on (the construction of) a specific feature of the language in order to understand it better. Language cannot be separated from people lives because it is used to connect language user within the society, language can be used to say things, about someone, to report something about human's activities are affected by language the use , what so ever they do, everywhere, anytime, the always use it to know and to connect to all people in the world. In the world there are many languages, one of them is English.

English is one of language that is used by many people in the world. Therefore, using English is the easiest way to communicate with people from other countries. English also give an information about many aspects, in human life such technology, social, economy, and politics. Such as Indonesian, it has been taught as a foreign language.

Teaching English in Indonesian is started from playground, primary school, junior high school, senior high school up to university level. The English curriculum in primary school until senior high school using K13. There are four language skills in teaching English, they are writing, speaking, speaking, reading.

Reading is one of the basic language skill to get information what we were see, for example from text and symbol also. Reading is very useful. By reading someone would know about the world without have to go to around the world. Reading is not as easy as what people think because it is not only read a sentence and say it out to others but also we have to understand ton content of the reading text and it is purpose.

Teaching Reading is an activity where the focus is on something such as to get information. Teaching reading also process learning in the class that the teachers give a lesson. Teaching can be defined as interaction between the teachers and the thought as far as it is related to importing of knowledge to the students.

Based on writer's experience during teaching practice on PPL (Teaching Practice Program) in SMP N 1 Labuhan Deli, the writer found that student's skill of Reading was still low and they did not have a good to summarizing, question generating, clarifying, and predicting. The writer also observed the way of the teacher in teaching reading to the students, the teacher thought reading skill by giving a topic.

According Ruth Mc Allum (2014), "Reciprocal teaching focuses on four thinking strategies: predicting, clarifying, questioning, and summarizing". It is an amalgamation of reading strategies that are belived to be used by effective readers and follows a dialectic process to enable metacognitive thinking and to empower students to take ownership of their learning in a sysrematic and purposefull.

Based on the explanations above, the writer would like to conduct a research Entitled "Using Reciprocal Teaching to Improve the Reading skill Students of SMP N 1 Labuhan Deli "

1.2 The Problem of the Study

Based on the background and the characteristics of problem that has been mentioned above, the writer formulates the problem of this research as the following “Does Reciprocal Teaching improve reading skill of Nine grade students of SMP N 1 Labuhan Deli”

1.3 The Objective of Study

The objective of study is to find out whether reciprocal teaching can improve reading skills of second Nine students at SMP N 1 Labuhan Deli.

1.4 The Scope of the Study

There are many kinds of reciprocal teaching in reading skill. The writer limits of reciprocal teaching According to Ruth Mc Allum (2014),”Reciprocal teaching focuses on four thinking strategies: Summarizing, question generating clarifying, and predicting”. The writer will limits the use of reciprocal teaching in reading skill in literal comprehension of Nine grade students of SMP N 1 Labuhan Deli.

1.5 The Significances of the Study

There are some benefit which can be obtained from this study.

1. To the Writer

For the writer to understand that this technique is useful and gets experience during research.

2. To the Students

English department students to enrich their knowledge above teaching learning process and to use the reciprocal teaching as reference in reading skills

3. To the Teacher

To the English teachers are supported to have skill and motivation the students to speak English well and make them more active in the learning process especially dealing with different situation by using reciprocal Teaching.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This research is plan to investigate improving of Reciprocal Teaching on student's reading skill. It is important to clarify the term in this study in order to avoid misinterpretation among the readers in understanding the analysis that will be presented. Theoretical framework of thesis is presented and discussed as the following:

2.2 Language

Language is used a tool to communication between one people to the other. It is a communication by word of mouth and it is the mental faculty. Concise Columbia Encyclopedia (1994 : 479), language is a systematic communication by vocal symbol.

Language also is a system of arbitrary, vocal symbol which permit all people in a given culture to communicate or to interact. According H Douglas Brown (2000 : 18), language is complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, deployed without awareness of its underlying logic is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

From the explanations of the experts, the writer concludes that Language is a communication tool used between one person and another person to process information that will be provided and obtained.

2.3 English

English is very important in language. There are so many foreign languages in the world such as Dutch, Spain, English, as are such as in Indoneisa English is used as a foreign language. English has meaning the language of the people of England and united states and many areas now or formerly under British control.

According to Nordquist (1985:12) states that English is the primary language of the several contries (including Australia, Canada, New Zealand, The United Kingdom, and the United States) and a second language in a number of multilingual countries (Including India, Singapore, and Philippines. According to Board of Education (1983:158) English is the upper

stage of primary education the child should gain a sense of the printed page and begin to read for pleasure and information.

Based on the definition above English is one language that is often used to exchange information. By the world including Indonesian learn English to make a communication with people in the world. So we are important to learn English.

2.4 Reading

In Oxford Advanced Dictionary the definition of Reading is the system through which a millions of quotations included in OED entries are found, examined, assessed, and incorporated into an entry. Reading is a skill which must be develop, and can only be developed, by means of extensive and continual practice. Students learn to read, and to read better, by reading. Obviously, the process of developing reading skills must become known by the students to the extent that s/he uses the process as s/he read and studies on her/hid own. Mark A. Clark and Sandra Silberstein (1987 :15), stated “Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols ideas communicated”.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. Reading is a result of the interaction between the perception of graphic symbols that represent language and the readers language skills, cognitive skills, and the knowledge of the world. From the explanation above, the writer concludes that reading is the process of understanding meaning in text, graphic symbols that represent language and reading language skill, cognitive skills and world knowledge.

2.5 Reading Skill

Reading is an active process. It's mean that the readers brings to the task a formidable amount of information and ideas, attitudes and beliefs. According Françoise Grellet, (1981:6) reading skill there are a number of consideration to be keyed in mind:

1. When constructing reading skill exercise on given text, it is always preferable to start with the overall meaning of the text, its function and aim, rather than working on vocabulary or more specific idea.
2. It is important to use authentic text whenever possible, because; by getting the students accustomed to reading authentic text from the very beginning does not necessarily mean a much more difficult task on their part.
3. Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions.
4. Another important point when devising reading skill exercises is that activities should be flexible and varied.
5. The aim of the exercises must be clearly defined and a clear distinction made between teaching and testing.
6. The way of constructing exercises there must be variety in the range of the exercises.

From that explanation the writer concludes that Reading skills is involving flexibility of technique that are essential to acquiring a basic perceptual skills to be able to read rapidly with good comprehension.

2.5.1 The Purpose of Reading

The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of the text into your mind is like pouring water in your hand. You don't retain much. There are numerous reasons in reading. According Christopher N, Candlin & David R. Hall (2002:12) there are seven main purpose of reading

2.5.1.1 Reading to Search for Simple Information and Reading to Skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for specific piece of information or a specific word. As an example, we usually search through a telephone directory to find key information, either an address or phone number. In prose texts, the students sometimes slow down to process the meaning of a sentence or two in search of clues that might indicate the right page, section or chapter.

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed.

2.5.1.2 Reading to Learn From Texts

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from text. It requires ability to

1. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text
2. Recognize and build rhetorical frames that organize the information in the text
3. Link the text to the readers knowledge base reading to learn is usually carried out at reading rate somewhat slow than general reading comprehension (primarily due to rereading and reflection strategies to help remember information). In addition, make stronger inferencing demands than general comprehension connect text information with background knowledge (e.g. connection a character, event or concept to other known characters, events or concept; or connecting possible causes to know events).

2.5.1.3 Reading to Integrate Information, Write and Critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skill inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

Reading to write and reading critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from the text . both purposes represent common academic tasks that call upon the reading abilities needed to integrate information (Enright *et al.*, 2000; Perfetti, Rouet and Britt, 1999:15).

2.5.1.4 Reading for General Comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and

supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. (not that the term 'general' does not mean 'simple' or 'easy'). these assertions are treated in detail in the next two sections of this chapter. Reading for general comprehension, when accomplished by a skilled fluently reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, efficient coordination of many processes under very limited time constraints. The writer concludes that the purpose of reading is to make readers more critical in reading their previous knowledge and new knowledge found in the text.

2.6 Reading Comprehension

Reading is the process of recognizing, interpreting, and perceiving the written or printed material. According Braunger and Lewis (2001: 4) Reading is a complex and purposeful socio-cultural, cognitive, and linguistic 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 with text.

Comprehension is necessary if one wishes to learn from textbooks and manuals, enjoy great literature, or simply follow direction in a cookbook. It constitutes an activity of associating or connecting a readers ideas or thoughts with what an author states in print. Blair-Larsen and Wiliams (1999: 37) state that comprehension is a multidimensional thinking process; it is the interaction of the readers make critical connections between their prior knowledge and new-found knowledge in the text. Based on the quotation above it can be conclude that reading comprehension is able to recognize and interpret and understand the reading of the text that has been read.

2.6.1 Level of Reading Comprehension

To know what extent students have understood the content of the text, some experts have proposed some levels of reading comprehension. Four levels of comprehension as identified by Burns, Roe, and Ross (1984:177) There are reading lines (literal comprehension), reading between the line (interpretive or inferential comprehension), reading for evaluation (critical reading), and reading beyond the lines (creative comprehension) each of which can be described in the following section.

1. Literal Comprehension

Burn et al. (1996 : 255) explain that literal reading comprehension involves acquiring information that is directly stated in the text. It is prerequisite for higher level understanding. To be better in this comprehension one should have a through understanding of vocabulary, sentence meaning and paragraph meaning.

2. Interpretive Reading Comprehension

Based on Burn et al.'s opinion (1996 : 263), interpretive reading involves making inference or reading between the lines. Moreover, they explain that is the process of deriving ideas that are implicitly stated. Skills included in this comprehension are : 1) inferring the implicit main idea of the passages, 2) inferring cause and effect relationship wich are not directly stated, 3) inferring referring referents of pronouns, 4) inferring referents of adverbs, 5) inferring omitted words, 6) detecting mood, 7) detecting the author's purpose in writing, and 8) drawing conclusion.

Based on the explanation above level of reading comprehension is to find out the extent to which the readers knows the contents of the reading contained in the text and can conclude and find out the goals contained in the reading text idea.

2.7 Model of Reading Process

To understand the content of a particular text, one must go through a process. During the reading process, a reader might use one, two, or combination of the two models. The models of reading process are bottom-up, top-down, and interactive model.

1. Bottom-up Model

The bottom-up model of reading ability is primarily concerned with the recognition of individual letters, phonemes and words. Gough, La Berge and Samuels as quoted by Cox (1999 : 578) state that bottom-up reading model views reading as a part two whole process. First, the readers learn to recognize letters, followed by words, and then words in context, until he or she finally begins to understand what is read. This model believes that the reading process begins with individual recognition of letter and phonemic counterparts. This knowledge then leads to recognition of individual words of the text presented to the reader. Meaning of the whole text is a process of building understanding of individual letters to the word level, then to the sentential level, and finally the text level.

2. Top-Down Model

The top-down Model of reading process places the emphasis on the readers active participation in the reconstruction of the meaning in the text. Stanovich as quoted by O' Malley and Pierce (1996) states that the model by starting with the readers hypotheses and predictions about the text and his or her attempts to confirm them by working down to the smallest units of the printed page. Simmiliary, cox (1999 : 270) states that top-down reading views reading as a part o language development and a process of hypothesis testing in which the readers job is to make predictions about the meaning of what is being read.

3. Interactive Model

Cox (1999 : 270) points out that interactive model view the reading process as an interaction between the reader and the text. The model allows for both bottom-up and top-down processing and is reflected in teaching approaches that emphasize direct reading instruction of word identification skills, vocabulary, and word meaning and comprehension. Interactive model is suitable for skilled readers. For them, both bottom-up and top-down models of reading occur simultaneously. It means that when such readers are confronted with the reading texts, they must activate both their linguistic competences and their schemata related to the text contents.

The writer inference in reading process has three models, namely bottom-up, top-down and interactive that must be used during reading the reading process so that the process of understanding text reading is faster and better by activating their language competencies and related schemes to the contents of the text.

2.8 Techniques

Techniques refer to what tactually take place in the classroom. It is a particular trick, strategy, or special skill used to do a particular job. It refers to drills, reciprocal teaching. In Longman dictionary of language teaching and applied linguistics, technique is defined as a specific procedure for carrying out teaching activity, such as the ways a teacher corrects students errors or sets up group activities.

A technique is implementation- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. To clarify, an approach is the level at which assumptions and beliefs about language

learning are specified: method is the level which theory is put into practice and which choices are made about the particular skills to be thought, the content to be thought , and the order in which the content will be presented, technique is the level at which classroom procedures are described.

Techniques are defined as special procedures for conducting teaching activities, such as the way the teacher corrects students errors or organizes group activities using tricks, strategies, or special skills used to perform certain jobs. This refer to practice, reciprocal teaching.

2.9 Reciprocal Teaching

Reciprocal teaching is an instructional practice identified as a way of improving reading comprehension through explicit teaching of skills needed for metacognition. According to Suparna (2014 : 15) Reciprocal Teaching is a reading strategy which starts as an oral dialogue among teacher, students and text.

Reciprocal teaching as an instructional practice has developed out of research related to monitoring and constructing meaning from text.

Reciprocal Teaching are for students to learn reading comprehension strategies, learn how and when to use the strategies, and become self-regulated in the use of these strategies. The four comprehension strategies that traditionally constitute reciprocal are predicting, clarifying, questioning and summarizing (Mayer, 2010 : 41).

According to Oczkua (2010 : 6) “the fab four” strategies to make it friendlier with the students. “ the fab four” strategies introduced elements of fun and adventure, as well as costumes

and props to accomplish the goal i.e. the students remember “the fab four”, so they can get the impact and they can use the strategies independently.

Reciprocal teaching is a learning practice that is identified as a way to improve reading comprehension through teaching the skills needed for metacognition explicitly which begins as an oral dialogue between teachers, students and text.

2.9.1 The Reason of using Reciprocal Teaching

There are some reasons of using reciprocal teaching in improving reading. As stated before the reciprocal teaching will help students to read comprehensibly. According to Palincsar and Brown (1984: 168-169) the reciprocal teaching method itself could be the prime reason for success. Those two experts said that the reciprocal teaching involves extensive modelling of the type of comprehension fostering and comprehension-monitoring activities and forces students to respond to the text. Each stage of the reciprocal teaching will lead students to read comprehensibly.

Biggs et al. In Cooper and Greive (2009 : 47) also assert some reason of using reciprocal teaching. It is said that reciprocal teaching makes the basic of effective reading comprehension visible to all students. Therefore, all students can practise and able to use basic of effective reading comprehension (predicting, clarifying, questioning, and summarizing). Reciprocal teaching also can be adapted. It can be used in many situations and purposes of reading. The reading strategies and the activity of reciprocal teaching also can be practised by young and adult learners.

The reasons above are the advantages of using reciprocal teaching for students and the teacher. Reciprocal teaching helps students in thinking and getting the meaning of the text. Students have a chance to share their ideas with their friend and the teacher. Students will learn how to work in a team and how to appreciate others' thinking. In addition, reciprocal teaching can help the teacher manage students' misbehaviour.

2.9.2 Procedure of Reciprocal Teaching

The social nature of reciprocal teaching process makes teaching enjoyable and age-appropriate. According to Oczkus (2013 : 35) the steps of reciprocal teaching are as follows:

1. Predict, students draw inferences and use evidence from the text throughout the reading process.
2. Question, students ask and answer questions to understand the text. They draw on multiple sources, including digital items, to answer questions.
3. Clarify, students know and apply grade-level phonics and word analysis skills and decoding words in text. They also use context to confirm or self-correct, and they reread when necessary.
4. Summarizing, students can identify main ideas and details in paragraphs and in multi-paragraph text. They also compare and contrast the overall structure of a text.

From the explanation above, the summary of the procedure of reciprocal teaching is to draw conclusions, ask questions and answer questions, analyze reading text and identify with paragraph details in reading text.

2.9.3 Benefit of Reciprocal Teaching

Reciprocal teaching, based on the explanation above, has many advantages. It provides explicit teaching through direct instruction that can make obvious what will the students do in reading learning process. It is a sharing of an active comprehension because it involves reciprocal dialogue (one of an important factor in reciprocal teaching) which is based on the premise that group participation and dialogue that can aids learning as well as promoting conceptual change (Mayer, 2010 :42).

Besides reciprocal teaching had proved to be effective in enhancing the students' comprehension through many researches that have been expanded (Todd & Trecey, 2006; Bess, 2007; Sarasti 2007; Yoosabai, 2009; university of western illinion, 2010). Reciprocal teaching not only helps the students to comprehend a text but it can also uses in solving mathematic problems (Quirk, 2010; Mayer 2004) and musical understanding (Abrahams & Abrahams, 2010). It means that Reciprocal teaching has developed as a strategy that can be help the students in wide coverage of understanding. In short, this strategy can be considered as a good strategy to enhance students comprehension because it can be applied in any school subject.

The writer concludes that it provides explicit teaching through direct instruction that can make clear what students will do in the process of learning to read. This strategy can be considered a good strategy to improve student understanding because it can be applied in every school subject.

2.9.4 Reciprocal Teaching Strategy in Teaching Reading

A model of reciprocal teaching strategy for the teaching of reading can be developed into pre, while and post reading activities.

Table 2.1.

Model of Teaching Reading Using Reciprocal Teaching Strategy

Reading stage	Teacher activities	Students activities
Pre-reading		
Activating students prior knowledge	Opening the meeting. Introducing the theme Showing topic-related picture to the students Connecting the pictures to students. Background knowledge by asking some question to the students about the picture. Introducing reciprocal teaching strategy and its objective. Distributing the text to the students.	Carefully listening to the theme mentioned. Paying attention to the pictures shown. Responding the teachers question about the pictures. Paying attention to the reciprocal teaching strategy and its objectives explained by the teacher.
Predicting Step	Distributing reciprocal teaching worksheet to completed in each step of reciprocal teaching strategy. Asking the students predict what the text is about or what will happen in the text by observing the picture or the title. Predicting on the reciprocal teaching worksheet.	Observing the text and also the reciprocal teaching worksheet predicting what is the text about or what will happen in the text by observing the picture or the title. Writing their predicting on the reciprocal teaching worksheet.
Questioning Step	Asking the students to make a list of questions they expect to be answered in the reading. Giving time to the students to make their questions. Asking them to write their question on the reciprocal	Making a list of questions they expect to be answered. Writing their questions on the reciprocal teaching worksheet.

	teaching.	
While-Reading		
Clarifying Step	<p>Asking the students to read deeply the text to answer the questions they have made.</p> <p>Asking the students to look for the meaning of the difficult word in dictionary</p> <p>Asking the students to clarify the questions based on their comprehension of the text by writing them on the reciprocal teaching worksheet.</p> <p>Asking the students to write the meaning of the difficult word of sentence and write them on the reciprocal teaching.</p>	<p>Reading deeply the text (read silently).</p> <p>Finding the answer of the questions which they expect to be answered in the text.</p> <p>Finding the meaning of difficult words in the dictionary.</p> <p>Writing the answer of the questions and also the meaning of the difficult words or sentences on the reciprocal teaching or worksheet.</p>
Post-Reading		
Summarizing step	<p>Asking the students to analys their answer.</p> <p>Asking the students to write their summarize the main point or the conclusion of the text with their own words.</p> <p>Asking the students to write their summary on the reciprocal teaching worksheet.</p> <p>Asking the students to deliver their summarize result in front of class.</p> <p>Asking the students to collect their works.</p> <p>Closing the meeting</p>	<p>Analyzing their answer summarizing the text.</p> <p>Writing their summaries on the reciprocal teaching worksheet.</p> <p>Delivering their summaries in front of class.</p> <p>Collecting their works to the teacher.</p>

2.10 Previous Research

“*Applying Reciprocal Teaching Method in Teaching Reading*” had been done by Moh. Rodli & Hari Prastyo (2017: 112). The reciprocal Teaching Method as an instructional activity that takes a place in the from of dialogue, which is structured by the use of four steps: predicting, clariying question generating, and summarizing. Students learn to use four strategies to increase their understanding of the text being read. This method is useful for improving students reading effectiveness, in addition to help students better remember what they read. This paper highlights

the Reciprocal Teaching method and its use as an alternative to improve students reading comprehension achievement.

“The effect of Reciprocal Teaching Method and Test Anxiety on Students Reading Comprehension of Argumentative text” by Kanih Suaibah (2017 : 1-5) Reciprocal Teaching method was better than teacher-centered method; reciprocal teaching method was a good method for reading comprehension. The success of the experimental class in solving the reading comprehension problem is because they were used to being trained or taught how to find the cues or key questions so that they could easily focus on the key to the questions presented. But in this case, reciprocal teaching method could not be implemented for students with high test anxiety as it has been explained previously that students’ reading comprehension score with high test anxiety level who were taught by reciprocal teaching method was lower than those who were taught by teacher center method.

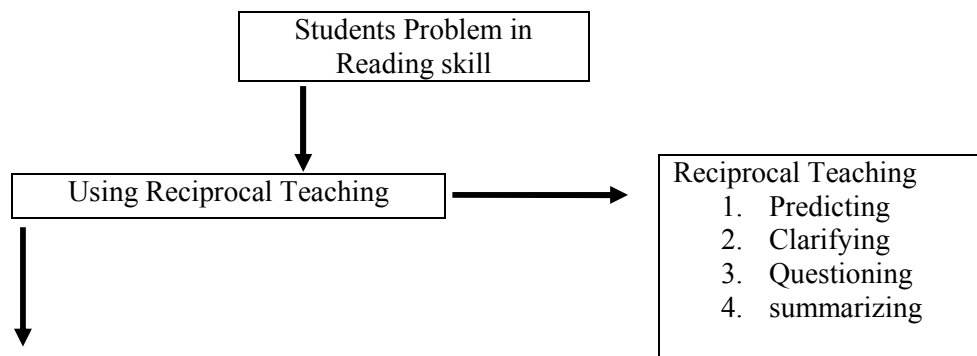
Improving Reading Skills Through Reciprocal Teaching Technique, the difference is the Technique Reciprocal Teaching can Improve Students Reading Skills. While “The effect of Reciprocal Teaching Argumentative Texts” the Technique of the experimental class in solving the problem in Reading Comprehension is because they are accustomed to being trained or taught how to find key cues or questions so that they can easily focus on the key questions presented.

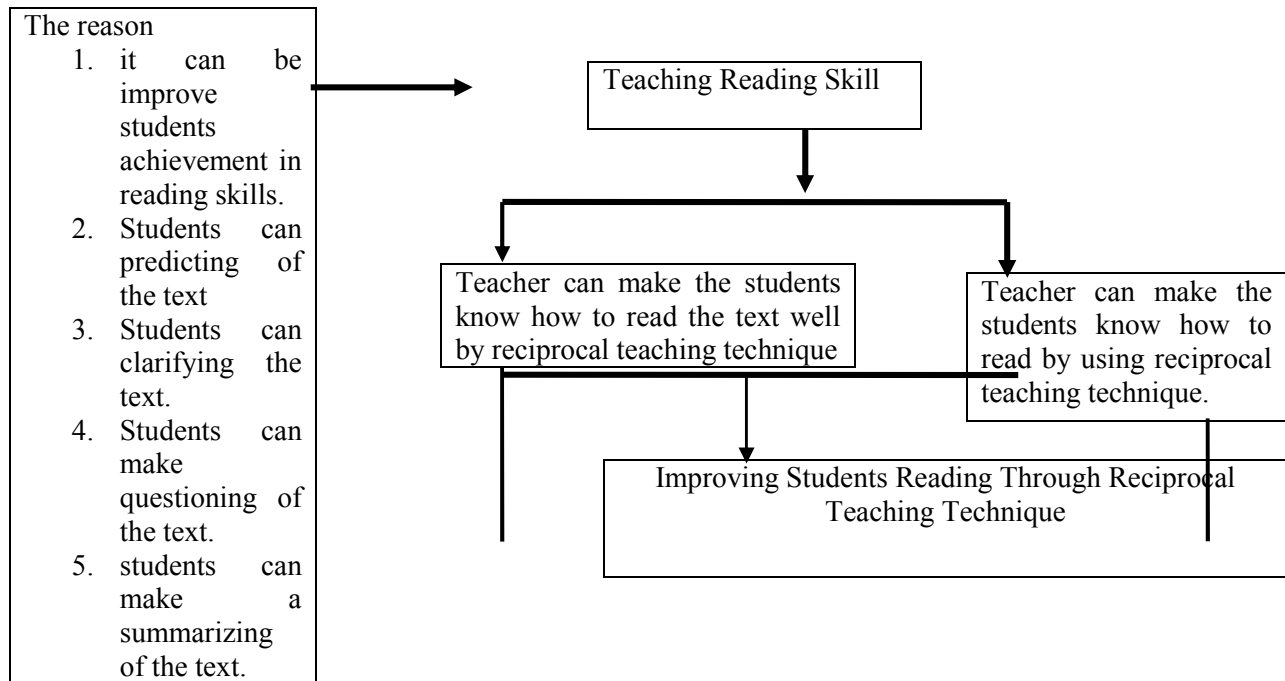
2.11 Conceptual Framework

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. by reading students can word recognition and comprehension and conclude.

Reading is the process to get information through of predicting, clarifying, questioning, and summarizing. The writer use to teach and improve reading skills with reciprocal teaching technique. It is a perfect technique for teachers and students. Teacher should choose a suitable technique in teaching reading for teachers reciprocal teaching foccuse on predicting, clarifying, questioning, and summarizing.

Figure 2.1 the Concept framework of improving students reading skill through reciprocal teaching technique.





CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research was based on Classroom Action Research. According to Wallace (1998: 17), Classroom action research is different from traditional kinds of research because the process of action research can be repeated by reforming the problem. Collecting the fresh data. Rethinking out analysis. Etc until the writer have the solution.

Harmer (2003 : 12), states that action research is the name given to a series of procedures teachers can engage in either because teachers wish to improve aspects of their teaching, or because they want to evaluate to success and or appropriate of certain activities and procedure Action researches involved the collection and analysis of data related aspect of professional practice. It will a loop process, in the sense that the process could be repeated (refarming the problem, collection fresh data, rethinking the analysis, etc) until found satisfied solution.

Based on diagram as shown in figure 3.1, the classroom action research is divided into four steps first step is planning, before starting the planning, the writer begins with preliminary study to find out the students problem in classroom. In the planning the writer provides a lesson plan and instrument needed for the first cycle . the second step is acting in this stage, the writer begins to implement the planning related to the lesson plan made, the next steps is observing, which is done on the same time as the action being done by the writer as collaborator. Based on the observation, the writer makes reflecting about evaluates the result of the action.

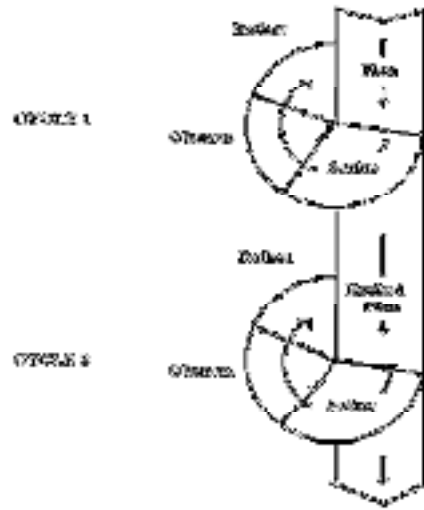


Figure 3.1 example of cycle I and cycle II

According to Arikunto (2010:132) “*bahwa tindakan penelitian tindak kelas dianjurkan di sekolah-sekolah indonesia*” (Classroom action research is recommended to schools in indonesia).

3.2 The Population and Sample of the Study

Population is needed in a research. It is all the elements when doing a research Wallace (1998: 258) states that “a group of people that you want to find out about by doing your research”. The population is the third grade of SMP N 1 Labuhan Deli. There are ten classes in the semester and the amount of the students are 290 students with every class consist of 29

Sample is a small element in doing research. Arikunto (2006: 131), sample is a part of the representation of population that will be observed. The sample to be investigated is taken randomly. According to Arikunto (2010: 171), “random sampling is done by the writer by mixing all off the subject research in one population and then the writer chooses the samples”. As the sample, The writer will take from 29 students of eight grade of SMP N 1 Labuhan Deli.

3.3 The Instrument for Collecting Data

The data was collected by using quantitative and qualitative design.

a. Quantitative

In quantitative data, the writer was use reading test as the instrument to measure their reading ability. It would analysis students learning level and principle for the class team study formation in reciprocal teaching technique the writer would ask students to answer the task. the writer would ask students to read a text and answer the text with multiple choice. The writer will give a text and the students must present it in group as their reading test then performance it in front of class.

b. Qualitative

In qualitative research, there are some test that can be used in analyzing data, namely:

1. Diary Notes

It would be used to record everything that will happend during teaching-learning process including reflecting and evaluation of the teaching learning process.

2. Observation sheet

It would be used by the writer to observe class participation and atmosphere during teaching learning.

3. Interview

To obtain information about students weakness, feelings problems in teaching speaking learning process through reciprocal teaching, data will be collected by interviewing the students.

The writer will interview students randomly.

3.4 The Procedure of Collecting Data

This research consists of two cycle : cycle I and cycle I, each will be having planning, action, and reflection. According to Kemmis in Arikunto (2006; 93), the procedure of teaching and learning in this research is conducted by three meetings in two cycles which each cycles consists of two meetings. Each cycle would contain four steps, they are: planning, action, observation, and reflection. There is orientation test in first meeting before conducting the cycles in order to get the information of the students reading skill will also test in the end of the cycle.

a. First Cycle

The first cycle is doing for three meetings. The research starts with the identification phases in order to find the problem of the students in the class during the study. The procedure of the first cycle can be seen as follows:

1. Planning

Planning is arrangement all the activities that will be done. In planning, its consider everything which is related to the action that done and it is also prepares everything that need in teaching learning process. Some activities that the teacher will be done in planning namely:

1. Preparing lesson plan
2. Conducting the test before done cycles as the instrument to know students basic skill in reading before giving treatments.
3. Preparing the teaching facilities, for example technique in teaching
4. Preparing the assessment in this cycle.

5. Preparing the interview, questionnaire and observation sheet which is used to know students reaction and class condition as a whole, and also to see the development that was exist since applying the technique.
6. Interviewing students to obtain their comments about speaking and the problem could be predicting.
7. Determining the collaborator who helped the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process.
8. Planning and designing the application model of teaching learning of reading skills by using reciprocal teaching.

2. Action

In action, scenario in teaching learning process that would be arranged for implementation in classroom. This cycle will be done in three meetings.

Table 3.1 Teacher's and Student's Activities in Cycle 1

Teachers activities	For Students activity
1. The teacher explains the topic to the students.	1. The students listen to the teachers explanation.
2. The teacher asks the students opinion.	2. The students answer the teacher question.
3. The teacher asks the students to pronounce some new words.	3. The students pronounce some new words.
4. The teacher divides the students into five groups.	4. The students do the teacher says.
5. The teacher asks the students to find the meaning of difficult words.	5. The students look for the meaning of difficult words.
6. The teacher tells the information to the students.	6. The students listen to the teacher.
7. The teacher asks the students to read in front of the class to state the information.	7. The students give their opinion.
8. The teacher gives comment to the students performance	8. The students read in front of the class.
	9. The students listen to teacher's comment.
	10. Students get the text from the teacher.
	11. The students read the text in front of the class.

<p>9. The teacher give the text to the students .</p> <p>10. The teacher asks the students to read the text in front of the class.</p> <p>11. The teacher concludes the material.</p>	<p>12. The students listen to the teacher.</p>
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3. Observation

The writer uses observation sheet that would be arranged before and the result from the observation sheet use as reflection in doing the next cycle. There are many things that will be observed as follows:

1. Students attention while in the learning process.
2. Students motivation in learning English.
3. Students interesting to the technique of reciprocal teaching.
4. Students comments, opinions or suggestions to their friends performance.

4. Reflection

The reflection is feedback process from the action that has been done. It is very necessary to help the writer to make decision for what to do or to revise. From the result of the observation later, the problem that existed, the causes of the problem will analyze. Because from the first cycle doesn't unreachable.

b. The second cycle

Based on the first cycle, the writer decides to do the second cycle in learning process. The writer makes planning based on the difficulties in reading test. In this case, the writer find that the students score is still low. Because the teacher does not explain how to apply reciprocal teaching clearly and does not pay attention to all the groups. The second cycle gives information to students moreover in the second cycle need collaboration between the teacher and the writer to

find some weakness in teaching learning process. cycle II is follow up of cycle I. It also involve four stages namely, planning, action, observation, reflection. In the second cycle the writer is able to increase the responsiveness of students to what is in the activity. This cycle is focused in solving the problems that is found in first cycle.

1. Planning

Based on the reflection in the first cycle, researcher rearrange the plan based on the students needs. Many activities that are done in the phases, they are:

1. Preparing and designing lesson planning.
2. Preparing the topic of the reading material.
3. Asking the students to reading text.
4. Asking the students to answers of question that have been given by teacher.
5. Making questionnaire sheet to know the frequency of the students interest in learning.
reading comprehension through attainment model.
6. Preparing and designing text that will be used during the cycle.
7. Making an evaluation and improvement toward the students problem.
8. Giving more explanation about the technique and make sure all students understand.

2. Action

Action was the text process after planning was done. It was a process of doing or implementing what has been discussed in planning. But, researcher should e aware and flexible

about the changing of school condition in doing action. In this research, the researcher was used reciprocal teaching to improve students in reading.

The following is the teaching activities:

1. The teacher greets the students.
2. The teacher explains again about reading comprehension.
3. The teacher explains more about reciprocal teaching and make sure and makes sure all students understand the problem.
4. Teacher gives reading text to readers.
5. The teacher asks the students to do the test to see the improvement of the students.
3. Observation

The purpose of observation found out the information in action, such as the students attitude those are happend. The observation was conducted to all the process and activities of teaching-learning process through attainment model. It is necessary to do, because it is collected as the data are used as a basic of reflection. It means that, the condition and even the obstacles those are happend are during the teaching learning process.

4. Reflection

In this phase, the researcher concludes that the result of the second cycle reaches the goal determined, because the students show the improvement and give good score that is shows most of the students understand and comprehend the text

3.5 The Technique for Analyzing Data

The data is analyzed by employing the implementation of reciprocal teaching to improve students reading skill.

To prove the data in this research, the writer, doing the data analysis follows the procedure :

1. Scoring the students test in pre test, cycle I and cycle II.
2. Tabulating the students score i.e. pre test, cycle I and cycle II
3. Comparing the students scores of pre test, cycle I and cycle II
4. Calculating the percentage of students scores
5. Making the conclusion.

To know mean of the students score of each cycle the writer applies that formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = The mean of the students

$\sum X$ = The total Score

N = The number of the students

To categorize the number master students use :

$$\frac{R}{T} \times 100\%$$

%: the percentage of students who get 75

R: the number of the studnets who get the point above 75

T: the total number of the students who do the test.

