



**THE EFFECT OF USING RECIPROCAL TEACHING STRATEGY ON THE  
ELEVENTH YEAR STUDENTS' READING COMPREHENSION  
ACHIEVEMENT AT SMAN 1 BONDOWOSO IN THE 2013/2014  
ACADEMIC YEAR**

**THESIS**

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LANGUAGE AND ARTS DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2014**



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**Composed to Fulfill One of the Requirements to Obtain S1 Degree  
at the English Education Program, Language and Arts Education Department  
The Faculty of Teacher Training and Education  
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2014**

## **STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, June , 2014

Cindy Febri T  
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## **DEDICATION**

This thesis is honorably dedicated to:

*My beloved father, Sutrisno and my beloved mother, Lastriani,  
and my lovely sister, Kismy Septya T*

## MOTTO

Reading is a discount ticket to go everywhere. <sup>\*)</sup>

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<sup>\*)</sup> Schmich, M. 2014. Reading is a Discount Ticket to Everywhere. [Online]. [www.brainyquote.com/quotes/m/maryschmic100479.html&source=s&q=Reading+is+a+discount+ticket+to+everywhere&sa=X&ei=IDOSU9PrJ8gX2toCYDg&ved=OCsQFjAB](http://www.brainyquote.com/quotes/m/maryschmic100479.html&source=s&q=Reading+is+a+discount+ticket+to+everywhere&sa=X&ei=IDOSU9PrJ8gX2toCYDg&ved=OCsQFjAB). [Retrieved on June 4<sup>th</sup>, 2014].

## CONSULTANT'S APPROVAL

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I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will provide some advantages to the readers.



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## SUMMARY

**The Effect of Using Reciprocal Teaching Strategy on the Eleventh Year Students' Reading Comprehension Achievement at SMAN 1 Bondowoso in the 2013/2014 Academic Year;** Cindy Febri T, 100210401046; 2014; 42 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is an active process to construct meaning. The main purpose of reading is to understand the text. But the fact shows that the students cannot understand very well about the text given. This condition may be the result of the lack of vocabulary, the difficult text, lack of background knowledge and inappropriate teaching and learning strategy. In order to solve this problem, the teacher may use a strategy to enhance the students' understanding in reading comprehension.

One of the strategies that can be used by the teacher is Reciprocal Teaching Strategy because in this strategy, the participants will be able to respond to the other(s). This strategy consists of four strategies that are: predicting, questioning, clarifying and summarizing. The teacher may introduce this strategy and give model to the students how to use it in the beginning and try to ask them to apply this strategy by themselves, with and without the teacher's guide.

Quasi-Experimental research with Posttest Only Design was used in this research as the purpose of this research was to investigate whether Reciprocal Teaching Strategy could affect the students' reading comprehension achievement or not. The researcher chose SMAN 1 Bondowoso as the research area because Reciprocal Teaching Strategy has never been used. The respondents of this research were XI Science 1 as the experimental group and XI Science 2 as the control group.

There were two kinds of data used in this research, that are, the primary data and the supporting data. Primary data were gained from the students' score on post test. While supporting data were used to gain the data about the names of the respondents, the number

of the respondents, the text book used, and the teaching strategy used by the English teacher in the classroom.

Based on the analysis of the students' post test score, it showed that the value of t-test (3,428) was greater than the value of t-table (2,0066). This result showed that the null hypothesis ( $H_0$ ) was rejected while the alternate hypothesis ( $H_1$ ) was accepted. It means that there is a significant effect of using Reciprocal Teaching strategy on the eleventh year students' reading comprehension of narrative texts at SMAN 1 Bondowoso in the 2013/2014 academic year.

After that, the researcher continued the data analysis of post test scores to the Degree of Relative Effectiveness (DRE) to know how far Reciprocal Teaching Strategy affected the students' reading comprehension achievement. The result of DRE was 14%. It means that Reciprocal Teaching Strategy was 14% more effective than Question and Answer technique that was used to teach the control group.

Based on the result of the research, some suggestions are proposed to the English teacher, the students, and the other researchers. For the English teacher, it is suggested that the English teachers of SMAN 1 Bondowoso use Reciprocal Teaching Strategy in teaching reading to increase the students' reading comprehension achievement because it was proved that Reciprocal Teaching strategy gave significant effect on the students' reading achievement. For the students, it is suggested that they actively involve themselves in teaching learning process by practicing their English by using Reciprocal Teaching Strategy. For the other researchers, hopefully it can be used as a consideration to conduct further research dealing with similar topic by using different text genre like hortatory exposition or recount text, different research design like a classroom action research to improve the students' reading comprehension, or in different research area like at junior high school levels.