THE USE OF RECIPROCAL TEACHING TECHNIQUE TO IMPROVE READING COMPREHENSION IN RECOUNT TEXT OF THE EIGHTH GRADE STUDENTS OF SMP 1 JATI KUDUS IN ACADEMIC YEAR 2012/2013

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SKRIPSI

Presented to the University of Muria Kudus in Partial Fulfillment of the Requirements for Completing the Sarjana Program in English Education

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2013
MOTTO AND DEDICATION

MOTTO:
☞ Perbedaan itu indah
☞ Life is a choice
☞ We live for a reason
☞ For we walk by faith, not by sight

This final project is dedicated to:
☞ God who always gives the best in my life.
☞ The writer’s beloved father and mother (Widodo, S.Pd and Jumini, S.Pd), thank you for your love and your support.
☞ The writer’s dearest brother (Anjar Kristianto, S.Pd)
☞ The writer’s lovely best friends and colleagues: Kave, Nita, Toro, Sugeng, Endah, Dwi, Farida, Ratih, Ayux, and all GLT crew who always support the writer.
ADVISOR'S APPROVAL

This is to certify that the Sarjana Skripsi of Desi Wulandari has been approved by the skripsi advisors for further approval by the Examining Committee.

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Hopefully, this skripsi will be useful for the readers and English education. Thanks for everyone who involved in order making this skripsi better.

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ABSTRACT

Wulandari, Desi. 2013. *The Use of Reciprocal Teaching Technique to Improve Reading Comprehension in Recount Text of the Eighth Grade Students of SMP 1 Jati Kudus in Academic Year 2012/2013*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Dr. H. A. Hilal Madjadi, M.Pd, (2) Ahdi Riyono, S.S, M.Hum

**Key words:** Reading Comprehension in Recount Text, Reciprocal Teaching Technique.

Reading is one of the language skills which must be taught in English subject. Through the teaching and learning of reading, the students are expected to be able to comprehend the reading passages they read. However, based on the Preliminary study, it was found that the students of SMP 1 Jati Kudus still faced some difficulties finding general information in the passage, finding specific information, identifying main ideas, identifying explicit and implicit information. This condition was caused by several factors such as: students' low motivation in learning English, students' lack of vocabulary, students' low ability in mastering the reading ability, the materials of the reading text, and the monotonous teaching methods. Accordingly, for the improvement of the students' reading comprehension ability, the implementation of an appropriate technique in teaching reading is urgently needed. Reciprocal Teaching Technique with its four strategies: predicting, clarifying, questioning, and summarizing, therefore, is applied to cope with their problems in reading comprehension.

The objective of this research is to find out if Reciprocal Teaching Technique can improve reading comprehension in recount text of the eighth grade students of SMP 1 Jati Kudus in academic year 2012/2013.

This research used a collaborative classroom action research design in which the researcher and collaborative teacher worked together in preparing a suitable procedure of RT technique, designing the lesson plan, determining of the criteria of success, implementing the action, observing and doing reflections. The subjects of this research were 34 students of grade VIII E at SMP 1 Jati Kudus in the academic year of 2012/2013. This research was conducted in 2 cycles; each cycle comprised two meetings.

The researcher found that the students’ reading comprehension in recount text improved from cycle I up to cycle II. In cycle I, the average score of the reading comprehension in recount text is 79.5 as good category with 28 students (82.35%) who could reach the KKM. In cycle II, the average score of reading comprehension in recount text is 89.1 as excellent category with 34 students (100%) could reach the KKM.

Based on the result above, the writer concludes that Reciprocal Teaching Technique can improve reading comprehension of recount text of the eighth grade students of SMP 1 Jati Kudus in academic year 2012/2013. For the teacher and the other researcher, Reciprocal Teaching Technique can be applied as an activity in teaching learning process step by step based on the students’ characteristic.
ABSTRAKSI


Kata Kunci: Pemahaman Membaca Teks Recount, Teknik Reciprocal Teaching.

Membaca adalah salah satu keterampilan yang harus diajarkan dalam pelajaran Bahasa Inggris. Melalui kegiatan belajar mengajar dalam membaca, siswa diharapkan mampu memahami bagian-bagian dari bacaan yang mereka baca. Bagaimanapun juga, berdasarkan hasil penelitian dari studi pendahuluan, ditemukan bahwa siswa-siswa di SMP 1 Jati Kudus masih menemui kesulitan dalam menemukan informasi secara umum dan khusus, menemukan ide utama, dan mengidentifikasi informasi baik secara tersirat ataupun informasi yang sudah ada secara jelas di dalam teks.

Tujuan dari penelitian ini adalah untuk menemukan apakah penggunaan teknik Reciprocal Teaching dapat meningkatkan pemahaman membaca teks recount siswa kelas delapan SMP 1 Jati Kudus pada tahun ajaran 2012/2013.

Penelitian ini menggunakan desain penelitian tindakan kelas yang bersifat kolaboratif yang mana peneliti dan kolaborasi guru bekerja bersama dalam menyiapkan prosedur yang sesuai, mendesain RPP, menentukan kriteria keberhasilan, melakukan tindakan, mengamati dan melakukan refleksi. Subjek dari penelitian ini adalah siswa kelas VIII E di SMP 1 Jati Kudus tahun ajaran 2012/2013.

Peneliti menemukan bahwa kemampuan pemahaman bacaan teks recount siswa meningkat dari siklus 1 sampai siklus 2. Pada siklus 1, rata-rata siswa dalam pemahaman membaca teks recount adalah 79,5 yang tergolong dalam kategori baik, dengan 28 (82.35%) siswa dapat mencapai KKM. Pada siklus 2, rata-rata siswa mencapai 89.1 dan tergolong dalam kategori unggul dengan 34 siswa (100%) dapat mencapai KKM.

Berdasarkan hasil penelitian diatas, penulis menyimpulkan bahwa teknik Reciprocal Teaching dapat meningkatkan pemahaman bacaan teks recount siswa kelas delapan SMP 1 Jati Kudus pada tahun ajaran 2012/2013. Bagi guru dan peneliti lain, teknik Reciprocal Teaching dapat diterapkan sebagai aktifitas dalam proses belajar mengajar tahap demi tahap disesuaikan dengan karakter siswa.
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