Improving the Students Ability in Reading Coprehension through Narrative Text by Using Reciprocal Teaching at the Eight Grade of SMP Negeri 5 Gunungsitoli in 2022/2023

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Abstrak

Pemahaman membaca adalah salah satu keterampilan penting yang harus dipelajari oleh siswa. Namun, siswa memiliki beberapa masalah dalam pembelajaran pemahaman membaca teks naratif yang menyebabkan KKM tidak dapat dicapai oleh siswa. Permasalahan tersebut adalah kurangnya vocabulary siswa, tidak mampu menemukan gagasan utama, dan tidak mampu mngidentifikasi struktur generik teks naratif. Oleh karena itu, tujuan dari penelitian ini untuk meningkatkan keterampilan pemahaman membaca siswa dalam teks naratif melalui Reciprocal Teaching. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari beberapa prosedur yaitu perencanaan, tindakan, observasi, dan refleksi. Instrumen penelitian menggunakan lembar observasi, lembar evaluasi dan catatan lapangan. Hasil Siklus I menunjukkan bahwa sebagian besar siswa belum mampu mencapai KKM. Nilai rata-rata siswa adalah 50,66. Ada 20 siswa yang tidak lulus dan 10 siswa yang lulus KKM. Terdapat 8 siswa (26,66%) termasuk dalam tingkat gagal, 12 siswa (40,10%) termasuk dalam tingkat kurang baik, 4 siswa (13,34%) termasuk dalam tingkat cukup, 3 siswa (10%) termasuk dalam tingkat baik. dan 3 siswa (10%) termasuk dalam kategori sangat baik. Sedangkan Pada Siklus II, menunjukkan bahwa seluruh siswa telah mencapai KKM. Nilai rata-rata siswa adalah 92,33. Tidak ada siswa yang dikategorikan ke dalam kategori kurang, gagal, dan cukup. Terdapat 8 siswa (26,66%) yang termasuk dalam kategori baik, dan 22 siswa (73,33%) termasuk dalam kategori sangat baik. Berdasarkan hasil diatas terlihat bahwa Reciprocal Teaching mengalami peningkatan keterampilan pemahaman membaca siswa dalam teks naratif.

Kata Kunci: *Pemahaman Membaca, Teks Naratif, Reciprocal Teaching*

Abstract

Reading comprehension is one of the important skills that must be learned by students. However, students had several problems in learning reading comprehension of narrative texts which caused the MCC not to be achieved by students. These problems are lack of vocabulary, unable to find students' main ideas, and unable to identify the generic structure of narrative text. Therefore, the purpose of this research is to improve students' reading comprehension skills in narrative texts through Reciprocal Teaching. This research was conducted in two cycles. Each cycle consists of several procedures, namely planning, action, observation, and reflection. The research instrument used observation sheets, evaluation sheets and field notes. The results of Cycle I showed that most of the students had not been able to reach the MCC. The average grade of students is 50.66. There were 20 students who failed and 10 students who passed the MCC. There were 8 students (26.66%) in fail level, 12 students (40.10%) in less level, 4 students (13.34%) in enough level, 3 students (10%) in

Good. and 3 students (10%) in very good category. While in Cycle II, it shows that all students have achieved MCC. The average grade of students is 92.33. There were no students who were put into the less, fail, and enough categories. There were 8 students (26.66%) in good level, and 22 students (73.33%) in very good level. Based on the results above, it can be seen that Reciprocal Teaching has improve students' reading comprehension skills in narrative texts.

Keywords: Reading comprehension, Narrative text, Reciprocal Teaching

Introduction

In the process learning English, students are expected to be able to master all language skills of English; listening, speaking, writing, and reading. English reading becoming increasingly important in international communication. However, English teachers often overlook the importance of reading in the classroom. Whereas, students need reading skill to get information from books, magazines, novels, essays, and internet. Therefore, the need for reading and taking out the information from various text above seems to be extremely important.

According Palani (2012) in Masita (2020) reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. In short, reading is an active process which involves making sense and deriving meaning from printed or written word as a means of understanding what has been read. Furthermore, Danny (2008) in Siti Rahmadani Rangkuti (2018) states that reading refers to the ability to comprehend or make meaning from written text. Reading is not the only process to read a text, but the important things is the ability to understand and interpret the meaning of the text. Supported by Harmer (2003) in Nurdianti Santi, et al (2019) reading texts provide opportunities to study language: vocabulary, grammar, pronunciation, and the way we construct sentences, paragraphs and texts.

Namara (2012: 6) in Hidayat Andi et al (2018) states that"Reading comprehension is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Sadiku (2015) in Camelia Parameswara (2022) stated that reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspect of comprehension . Thus, it can be concluded that reading comprehension is the process of understanding the text, and to comprehend the written material reader must use variety of skills, such as reader must be able to draw conclusions, identify main ideas, and recognize details from the selection.

Based on Syllabus of 2013 Curriculum at the eighth grade students of SMP Negeri 5 Gunungsitoli, reading is one skills that should be learned by the students. Basic competence expects the students are capable to comprehend the social function, text structure, and the language feature from the narrative text related. To achive the learning's goals, to school has decided the Minimum Competence Criterion (MCC) is 65 as a benchmark of students success in reading comprehension.

However, based on researcher observation at SMP Negeri 5 Gunungsitoli. The students had several problems in learning reading comprehension which caused the Minimum Competence Criterion (MCC) were not able to achieve by the students. The problems were first, the students were lack of vocabulary which make them difficult to comprehend the text. Second, students has difficulties to

understand the context, students were not able to get the main idea of the narrative text. Third students were not able to identify the generic structure of narrative text.

To solve problem above, the researcher tries to apply using the Reciprocal Teaching to improve the students reading comprehension. According Palinscar and Brown, 1984 cited in Herlina Nirma (2017) reciprocal teaching has been found as a successful teaching strategy in improving students' reading comprehension not only English as first language.

According to Oczkus (2013, p. 35) in Rodli.Moh (2017) the steps of Reciprocal Teaching 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 in decoding words in texts. They also use context to confirm or self-correct, and they reread when necessary. 4) Summarize. Students can identify main ideas and details in paragraphs and in multi paragraph texts.

Based on theory above, researchers believe that Reciprocal Teaching is the best solution to overcome students problems in reading comprehension. Researchers used Classroom Action Research (CAR) to conduct research in improving students reading comprehension skills in narrative Text. It is not only to improve students reading comprehension skills, but also to improve performance students, and teaching quality learning process by applying Reciprocal Teaching as a solution to solving students problems in to reading.

Method

Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research. Participants design a research question, collect data throughout the year, analyze what they have learned, and write about their findings. Observations, interviews, surveys and journals are typical data methods that participants use to investigate their questions. In this research, the researcher applied Classroom Action Research (CAR) to solve the student problems in reading comprehension especially narrative text.

According to Ur (1996: 328) in Khasina Siti (2013) states that classroom action research is carried out by teachers on phenomena in their own classrooms. It is meant primarily to improve the teacher-researcher's own teaching process and is done based on a cycle of investigation, action and re-investigation by two or more collaborating teachers. It can be concluded that classroom action research is a kind of research that can help the researcher to overcome or improved the students problems which is occurred in the classroom.

Furthermore, Suhardjono (2010) in Firharmawan Hastri et al (2021), the classroom action research follows the following procedures :

1) Planning
2) Action
3) Observation
4) Reflection

Supported by Kemmis (1992) in M.Pd, Alek Dr : Action research as a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of (a) their on

social or educational practices, (b) their understanding of these practices, and (c) the situations in which practices are carried out.

Based on theory above, there were procedures implemented by researcher as follow planning, action, observation and reflection.

The location of this research was UPTD SMP Negeri 5 Gunungsitoli. This school is located in JL. Pendidikan No.01,Ilir,District. Gunungsitoli City, North Sumatra. The subject the research was VIII-A (eight class A students which consisting of 30 students). There were two variables in this research dependent variable and independent variable. The dependent variable was the students' reading comprehension as variable (Y) and the independent variable was Reciprocal Teaching as variable (X). The instrument of research namely observation sheet and field notes. The observation sheet used to observe the researcher and the students' activities by the teacher-collaborator to know the activities that have been done and have not been done of the research during the teaching-learning process. Field notes is used to observe the teacher- collaborator to know the strength and weakness of the research during the teaching-learning process. In this research, data collecting techniques used by research were test.

Furthermore, the researcher analyzed the data based on the kinds of data. The qualitative data was analyzed through reduction of data, explanation of data, and conclusion. The result formula adapted from Tuckman in Nurgiyantoro (1975: 2875), as follows:

$$PD\ (\%) = \frac{F}{TA} x100$$

Which:

PD   : Percentage degree

F   :Frequency of the researcher' and the students' activities have been already done.

TA   : Whole activities of the researcher and the students

100   :Constant and maximal number of percentage

Meanwhile, the quantitative data was analyzed by the researcher based on the result of students evaluation sheet by using assesing reading comprehension include scoring rubric, formula, and classification students' score. The evaluation sheet analyzed and evaluated by scoring the right answer 1 (one), and the wrong 0 (zero) as suggested by Brown (1996:8), as follows:

$$Value = \frac{obtained\ score}{maximum\ score} x100\%$$

After getting the value, the researcher classifies the value according to degree of ability such as presented below:

0 – 39 %   : the degree of ability is fail
40 – 59 %   : the degree of ability is less
60 – 74 %   : the degree of ability is enough
75 – 84 %   : the degree of ability is good
85 – 100 %   : the degree of ability is very good

Result and Discussion

1. Cycle I

In implementing the teaching learning process in Cycle I, the researcher prepared several things, namely: syllabus, the lesson plan, the material, attendance list, evaluation sheet, and the observation sheet and field notes.

Table 1. The Students' Reading Comprehension Through Narrative Text in Cycle I

The students value	Level	Frequency	Percentage
0-39	Fail	8	26.66%
40-59	Less	12	40%
60-74	Enough	4	13.33%
75-84	Good	3	10%
85-100	Very Good	3	10%
Total		30	100%

Based on the previous table, it explained that the students' ability reading comprehension trough narrative text by using Reciprocal Teaching in Cycle I was failed. The students could not pass the Minimum Competence Criterion (MCC) which stated at that school was 65 points. There were 8 students (26.66%) categorized into fail level, 12 students (40%) categorized into less level, 4 students (13.33%) categorized into enough level, 3 students (10%) categorized into good level, and 3 students (10%) categorized into very good level. There were 20 unsuccessful students and 10 successful students in reaching MCC. The average of the students' value was 50.66. Based on the data above, the researcher took conclusion that many students of the eight grade of SMP Negeri 5 Gunungsitoli were not able to achieve the MCC. The MCC has decided by the school especially English course was 65. Therefore, the researcher needed to continue the teaching learning process through Reciprocal Teaching in Cycle II.

2. Cycle II

As in Cycle I, the researcher prepared several things, namely: syllabus, the lesson plan, the material, attendance list, evaluation sheet, and the observation sheet and field notes.

Table 1. The Students' Reading Comprehension Through Narrative Text in Cycle II

The students' value	Level	Frequency	Percentage
0-39	Fail	-	-
40-59	Less	-	-
60-74	Enough	-	-
75-84	Good	8	26,66%
85-100	Very Good	22	73.33%
Total		30	100%

Based on the table above, it explained that the students had been able to reach MCC (Minimum Competence Criterion) in mastering vocabulary in reading, in which, it was 65 points. There were no students categorized into fail level, less level and enough level. There were 8 students (26.66%) categorized into good level, and 73.33% students (73.33%) categorized into very good level. All students reach Minimum Competence Criterion. The average of the students' value was 92.33%. Therefore, the researcher did not need to conduct the next cycle because the indicators of research had been achieved or the research was successful.

Discussion

In the cycle I, the result of the students' evaluation were 8 students' (26,66%) in the Fail level, 12 students' (40,10%), Less level, 4 students' (13,34%) Enough level, 3 students' (10%) Good level

and 3 students (10%) Very Good level. The average of students' value is 50,66%.The students' activity in this Cycle I still got difficulties in teaching learning process for example, some of students' were confused to reading comprehension about narrative text, some of students' cannot composed organization like their main idea in reading because of lack vocabulary and not understand comprehend the text. The research had to took full preparation and pay more attention to the students' in next meeting , such us : The researcher explained more about implement of Reciprocal Teaching, the researcher explained to determine important thing based on the text, the researcher guided the students' motivate to added their vocabulary. Based on the result above, the students' ability in reading comprehension were improved but the MCC could not achieved, and then the researcher continued the research.

In the Cycle II the result of students' evaluation paper there were no students' in the Fail level, Less level and Enough level anymore. There were 8 students' (26,66%) in the Good level and 22 students' (73,33%) in the Very Good level. The average of the students' value is 92,33%. The students' able to reading comprehension through narrative text by using Reciprocal Teaching was successful. Based on the result above, the students' ability in reading comprehension was improved with MCC could be achieved, and then the researcher stopped the research.

Conclusions

In this research, the researcher conducted the research in two cycles. The avarage of Cycle I was 50,66, highest value was 65. The percentage of students reading comprehension in narrative text in Cycle I showed that there was no student in (26,66%) in the Fail level, 12 students' (40,10%), Less level, 4 students' (13,34%) Enough level, 3 students' (10%) Good level and 3 students (10%) Very Good level. Furthermore the researcher continued searching the students ability reading comprehension to Cycle II because most students were not able to achive the MCC.

The avarage Cycle II was 92.33, the result of the students' evaluation were 8 students' (26,66%) in the Good level and 22 students' (73,33%) in the Very Good level. The students' able to reading comprehension through narrative text by using Reciprocal Teaching was successful. Based on the result above, the students' ability in reading comprehension was improved with MCC could be achived, and then the researcher stopped the research. The expectation of syllabus is achieved and the problems have been solved. In conclusions, Reciprocal Teaching improve the students' ability Reading Comprehension through Narrative Text by using Reciprocal Teaching at the Eight Grade of SMP Negeri 5 Gunungsitoli in 2022/2023.

Based on the result of research above, the researcher gives some recommendation as follows.
1. The English teachers in SMP Negeri5 Gunungsitoliare encouraged to apply Reciprocal Teaching to improve the students' ability in reading comprehension.
2. In reading comprehension by using Reciprocal Teaching, the teacher should select the reading material for the students to make them interest and active in the teaching-learningprocess.
3. In order to achieve students' high interest in learning English especially in reading comprehension it's better to apply some effective.

4. Further expectation for the next researcher and teacher to use Reciprocal Teaching in teaching reading comprehension in the other skills.

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