ABSTRACT


This study is based on the problem that is the low reading comprehension of the 8th grade students of SMP Negeri 1 Pekalongan in academic year 2008/2009. It is focused on improving students’ reading comprehension through reciprocal teaching technique and to find out the appropriate way to implement the reciprocal teaching. The action hypothesis of this research is that reciprocal teaching technique can improve students’ reading comprehension.

This classroom action research was conducted in class VIII A, from July to September 2008. The subject of this research is the students of class VIII A of SMP Negeri 1 Pekalongan, in academic year 2008/2009. This class consists of 40 students, 19 boys and 21 girls. The technique used in this research is reciprocal teaching technique. The procedure of this research consists of identification, planning, action, observation, and reflection. The research is applied in two cycles. The first cycle consists of four meetings and so does the second cycle. In collecting the data, the researcher uses qualitative and quantitative technique. The qualitative data are obtained from observation, notes, interview, and photograph. The qualitative data are supported by quantitative data that are the mean score of students’ pre test and post test on reading. The data are analyzed using t-test. In this action research, the researcher is as the teacher in teaching learning process. Meanwhile, the observer is the English teacher.

The results of this research are teaching reading through reciprocal teaching technique can effectively improve students’ reading comprehension, increase their vocabulary, encourage them to be active, and enhance their cooperative skills. Through this technique, the students were involved in the teaching learning process. They can share their knowledge and help each other in understanding the lesson material. The students not only learn from the teacher’s explanation, but they can learn from their friends who also learn the same thing. This technique provides opportunities for the students to understand the lesson material more by asking other group member without being ashamed and afraid, since the students are usually afraid to ask the difficulties to the teacher. Besides, the use of added medium, that is pictures, can make students understand the lesson material easily; the pictures represent the main idea of the texts so the students can get deeper understanding about the content of the texts. Therefore, the teaching learning process can run well.