

**AN EFFORT TO IMPROVE STUDENTS' READING
COMPREHENSION THROUGH RECIPROCAL TEACHING
TECHNIQUE (A CLASSROOM ACTION RESEARCH AT THE
SECOND GRADE STUDENTS' OF SMA NEGERI 1 BANYUMAS IN
ACADEMIC YEAR 2011/ 2012)**



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MOTTO

“Alloh Will Not Change the condition of a person until he/she knows what is in him/ herself”

(Q.S. Ar. Ra’d : 11)“

“Never give up, before you do your best because live is struggle “

“Talk Less Do More “

“Believe In Your faith but Be Yourself

DEDICATION

Assalamu' alaikum Wr.Wb.

Praise be to Allah SWT, shalawat and be upon our prophet:
Muhammad SAW.

This thesis dedicated to:

- My beloved father (Bpk Purwaji)
(Dad thank you for supporting and guiding me) May Allah be with you)
- My beloved mother (Ibu Sunarti)
(Mom thank you for all of your prayer, patience, love and affection to me)
- My beloved brother (Dhe Gun "Gynxzul")
(Keep your spirit!!)
- My beloved husband and daughter "Fernanda Setia Pradani"
(Thank you for loving and supporting me any time I need too)
- My beloved mom and dad- in- law
(Thank you for supporting and giving spirit)
- My beloved brother- in- law
(Mas, thank you for your help, so I can finish my thesis)

Special thanks to:

1. My best friend (Rara and Mitha) you are there when I need, you are my best friend
2. My truly friend " M. Soali English 05'., thanks for helping me any time I need...."

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And all of my friends in Muhammadiyah University, of Purwokerto who could not be mentioned one by one who have given spirit, prayer and love to the researcher.

The researcher believes that there are some weaknesses and mistakes in this thesis, but the researcher wishes that this thesis will have some values for all readers and people who are interested in English teaching practices. The researcher also welcomes any criticism and suggestion which will encourage her study further.

Wassalamu' alaikum Wr. Wb

Purwokerto, 5 January 2012

The researcher

PREFACE

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Finally, the researcher believes that this thesis is still far from being the perfect one. Therefore, the researcher would appreciate gladly to invite constructive criticisms and also suggestions from the readers. The researcher hopes that this thesis will give valuable things especially for educational field and also those who are interested.

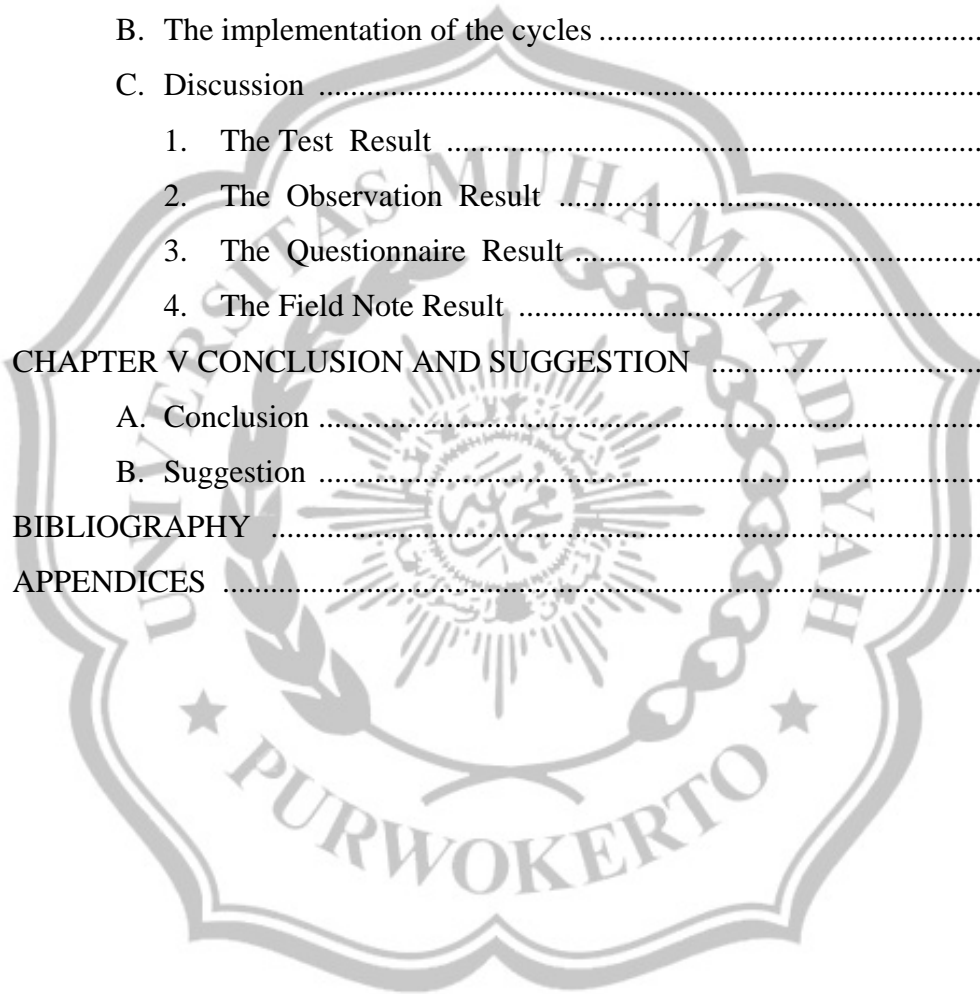
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The researcher

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ABSTRACT

AN EFFORT TO IMPROVE STUDENT'S READING COMPREHENSION USING RECIPROCAL TEACHING TECHNIQUE (A classroom Action Research at the Eight Grade of SMA Negeri 1 Banyumas in Academic Year 2011/ 2012)

By

Tusini

The research was aimed at improving student's comprehension in a reading class using Reciprocal Teaching technique. It used classroom action research (CAR) which was conducted at XI IS 2 students of SMA N 1 Banyumas in academic year 2011/ 2012 as the subject of the research. The subject of the class was 34 students. It was done for three weeks (1 August- 22 August 2011).

The researcher worked in collaboration with the English teacher in the class. The CAR was carried out based on Kemmis and McTaggart design. The researcher took two cycles with two actions in each cycle: in which each cycle consisted of planning, acting, observing, and evaluating.

The data were collected through observation, reading test, (pre- test and post- test), questionnaire, field note, and documentation. There were two kinds of data analysis: qualitative and quantitative. The qualitative analysis was gained by observation result in using Reciprocal Teaching technique that improved the students' reading comprehension in learning English. The quantitative analysis was done by accounting the percentage of indicators of activities through pre-test and post- test, and questionnaire result of students.

The result of the research showed that there was an improvement of students' reading comprehension. The improvement of students' reading comprehension in Cycle 1 and Cycle 2 could be seen from the mean of pre - test and post - test. The mean of pre - test was 78.23 and the mean of post - test in the last Cycle was 92.21 and it had reached the indicator of the action success (17.85 %). The result of students' observation in the classroom showed that there was an improvement 17.23% from the mean of students' activities in the end of the Cycle 2.