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**ENHANCING TENTH GRADE STUDENTS' READING PROFICIENCY
USING RECIPROCAL TEACHING METHOD AT SMK N 8 BANDAR
LAMPUNG**

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Abstract: This research aimed to improve students' reading ability by using Reciprocal Teaching Strategy. The subject of this research was the tenth Grade of SMKN 8 Bandar Lampung. It consisted of 34 students. This research used Reciprocal Teaching Strategy which was consisted of 2 cycles. In this research, the writer used test and non-test in collecting data. The test used in the research was formative and summative test. Meanwhile in non-test, the writer used observation sheet. In analyzing data, this research used quantitative and qualitative data. The findings of this research showed Reciprocal Teaching Strategy successful to improve students' learning activity and reading ability. It can be seen from the average score of students' learning activity and reading ability. The average score of students' learning activity was increased from the first cycle 6.51 while in the second cycle 7.25, it was from less active to quite active criteria. Then, it was found that the average score in cycle 1 was 64.55 while in cycle 2 was 72.5. It showed that there were some positive progression that supported them in mastering in lesson. Therefore, it can be concluded that the implementation of Reciprocal Teaching Strategy is successful to improve students' reading ability at the tenth Grade of SMKN 8 Bandar Lampung.

Keywords: Action Research, Reading Ability, Reciprocal Teaching Strategy

INTRODUCTION

The reading skills becoming very important in education field, students need to be exercise and trained in order to have a good reading (Agnescia, Sutrisno & Marcela, 2022). Reading comprehension is the process of making meaning from text (Andeska et al., 2021). The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Dari et al., 2021). Another fact with resulted in lower reading skills of the students is many students did not like to read English texts. Since they did not consider reading as an exciting activity. The student would not practice their reading unless the teacher assigned them to read. In addition, the teacher dominated most of the reading activity, therefore the student were passive and dependent on the teacher in the process of comprehension (Fatmala et al., 2020).

Indonesian students often find problems in reading English texts since English is a foreign language for them and different from Indonesian (Hastomo, & Aminatun, 2023). Problems in understanding English texts also happen to the students in class X SMK N 8 Bandar Lampung. Students in this school have a low

ability in reading English text. All of the students can be read but only a few of students can comprehend or can understand what they have read especially English text (Hastomo & Zulianty, 2022). It because many factors such as the students consider that English is a subject that very difficult, bored and scares because meaning and letters are different (Indah, Jaya & Wiratno, 2022). The other factor is the teacher always uses the same strategy to teach English subject like the direct strategy (Istiara & Hastomo, 2023). So, the students were not interested in reading. They often waited for the teacher to translate the texts for them or asked the meaning of difficult words rather than tried to find it by themselves. This is affected because the student not interest in reading English text. Sometimes students just follow what the teacher says without looking at the reading text. Lack of motivation to read make the ability of the students reading becomes low (Parameswara et al., 2022).

According to the students in these schools said, they are difficult to read English text. The students also said that they are less or hardly ever open a book or read a book containing English text and also writer see the low intensity of students to communicate with their friends (Putri et al., 2023). Students also rely solely on teachers and do not want to try to solve the problems they encounter in the learning process (Supriyati et al., 2020). This is a problem that makes the students have low reading ability. Therefore to improve reading ability students need to use ways to overcome them (Sutiyono & Hastomo, 2022). Considering the fact above, the strategy of teaching English is very important to improve the students reading ability. A strategy can help students in learning English. So to improve the students' reading ability, the writer use reciprocal teaching strategy. It is supported by (Hamra & Syatriana, 2010, p. 27), since English in Indonesia is a foreign language, most students at any levels of education get difficulty in reading English text. (Kweldju, 2000, pp. 20–24), added that many students are likely to be reluctant readers because they suffer from low reading motivation that causes them to be incompetence readers.

Reciprocal teaching is a strategy which enables the students to improve their reading ability by having a structured dialogue between the students and the teacher using the four strategies: summarizing, questioning, clarifying, and predicting (Yulistiani et al., 2020). This strategy requires the interaction among the students to enable them to gain the feedback of the activity by making a text to be discussed. Based on the problem above, writer will conduct research in improving students' reading ability through Reciprocal Teaching Strategy at the tenth grade student of SMK N 8 Bandar Lampung.

METHOD

This research aimed to find students' perceptions on reciprocal teaching, in order to find out the result the writer used mixed method approach, mix method approach is an inquiry that involves collecting data either simultaneously or

sequentially to best understand the research problem. The data collection involves both numeric information as well as text information (Creswell, 2003, pp. 18–20). This study is conducted through Classroom Action Research (CAR) method. (Kemmis & McTaggart, 2014, p. 15), “action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice”. Ebutt 1985, cited in (Hopkins, 2008, p. 48), “CAR is the effort to improve the teaching learning process by a series of practical actions and to reflect toward the result of actions”. This design is used when teachers have specific educational problems to solve in particular scope in educationa setting such as classroom.

FINDING AND DISCUSSION

Finding

The writer used Reciprocal Teaching Strategy in this research. The strategy was expected to help the students to improve their reading ability. Based on the result of the research, it can be seen that there was an increase in the teaching and learning process. The data of the first cycle can be seen on the table below:

Table 1. Result in First Cycle

No	KKM	Cycle 1		Criteria
		The number of Students	Percentage	
1	≥ 75	21	61.76%	Passed
2	< 75	13	38.24%	Failed

From the table above, it can be seen that the percentage of the number of students who passed the KKM were 61.76%, and the number of students who did not pass were 38.24%.

The Reciprocal Teaching Strategy in Cycle II was successful because it gained the successful criteria of learning outcomes. The result of the data in cycle 2 can be seen on the tables below:

Table 2. Result in First Cycle

No	KKM	Cycle 1		Criteria
		The number of Students	Percentage	
1	≥ 75	28	82.36%	Passed
2	< 75	6	17.64%	Failed

From the table above, it can be seen that the percentage of the number of students who passed the KKM were 82.36%, and the number of students who did not pass were 17.64%.

Discussion

Based on the result of this research, the result from each cycle that applied reciprocal teaching strategy to improve learners reading comprehension could be categorized as improving. This shows that the reciprocal teaching strategy can improve reading comprehension of class X students of SMKN 8 Bandar Lampung. The good result and responses of students during exercise of reciprocal teaching

strategy proved the potency of reciprocal teaching strategy and it is a good strategy to improve students reading comprehension at X grade of SMKN 8 Bandar Lampung. Students were easier to recognize the text by using this strategy when reading. Because of the strategy itself, students could understand the information of reading text start from make prediction, clarification, question, and summarization of text. Furthermore, the improvement of students in reading comprehension could not be separated from successful treatment from the teacher in applying reciprocal teaching strategy (Maximilian, 2021). Firstly, teacher should focus on solving the class management problem in order to create conducive situation in teaching learning process. This way make students can enthusiastically ask the teacher whenever they found some problems in reading. This is the goal of applying reciprocal teaching strategy, to encourage students to be enthusiastic, more active and be attentive during learning by reading (Maximilian, 2020).

CONCLUSION

Based on the result of the research, it can be concluded that the students' reading ability in the Tenth Grade of SMK N 8 Bandar Lampung improves after being taught using Reciprocal Teaching Strategy. It can be seen from the students' score in reading test. The result of the score in the first cycle showed that there were 61.76% of the students who passed the minimum completeness criteria of the English subject. Meanwhile, the result of the score in the second cycle showed that there were 82.36% of the students who passed the minimum completeness criteria of the English subject. It showed that there was a significant improvement of the students' score after using Reciprocal Teaching Strategy in teaching and learning activity. The students be more active and enjoyed in following the lesson. It meant that there were some positive progressions that supported the students to master the lesson after being taught using Reciprocal Teaching Strategy.

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