



**THE USE OF RECIPROCAL TEACHING TECHNIQUE (RTT)
TO TEACH SENIOR HIGH SCHOOL STUDENTS IN
READING NARRATIVE TEXT**

**(A Quasi-Experimental Study for the Tenth Grade Students of SMAN 2
Rembang in Academic Year 2016/2017)**

A final project
submitted in partial fulfillment of requirements
for the degree of *Sarjana Pendidikan* in English

by :

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2017

DECLARATION OF ORIGINALITY

I Ainur Rosyidah Azmie Putry hereby declare that this final project entitled *The Use of Reciprocal Teaching Technique to Teach Senior High School Students in Reading Narrative Text (A quasi-experimental study for the Tenth Grade Students of SMAN 2 Rembang, Academic Year 2016-2017)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, July 7th2017



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APPROVAL

This final project was approved by Board of Examiners of the English Department of Faculty of Languages and Arts Semarang State University on July 7th 2017.

Board of Examiners

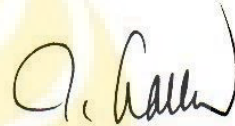
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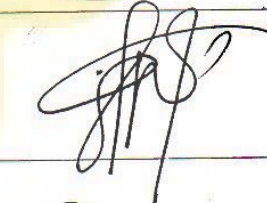
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MOTTO AND DEDICATION

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ

“And that man shall have nothing but what he has striven for.” (Q.S An Najm 53:39)



*For my beloved family,
especially my father, my
mother, my brother, my
grandfather, my grandmother,
and for all my best friends.*

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ABSTRACT

Putry, Ainur Rosyidah Azmie. 2017. *The Use of Reciprocal Teaching Technique (RTT) to Teach Senior High School Students in Reading Narrative Text (A Quasi-Experimental Study of the Tenth Grade Students of SMAN 2 Rembang in the Academic Year 2016/2017)*. Final Project. English Department. Faculty of Languages and Arts. State University of Semarang. Advisors: Drs. Amir Sisbiyanto, M.Hum and Pasca Kalisa, S.Pd, M.A, M.Pd

Keywords: Reading Comprehension, Narrative Text, Reciprocal Teaching Technique (RTT).

This final project is about the use of reciprocal teaching technique to teach senior high school students in reading narrative text. It was taken on the SMAN 2 Rembang in the academic year 2016/2017. It aims at finding the result of teaching reading narrative text by using reciprocal teaching technique for senior high school students, the result of teaching reading narrative text by using think pair share for senior high school students, and investigate how effective reciprocal teaching technique to teach reading narrative text compare to think pair share.

This study used quasi-experimental design, quantitative method and random sampling technique. The tenth grade students of SMAN 2 Rembang in the academic year 2016/2017 were chosen as the population of this study. Two classes of tenth grade students were taken as samples in this study. There were 10th Science-1 as the control class and 10th Science-2 as the experimental class. The researcher used try-out, pre-test, post-test, and questionnaire in analyzing the data.

The data showed that the mean score of pre-test in the experimental class was 76.09 and the mean score of post-test in the experimental class was 85.78. Furthermore, according to the statistical value of the comparison of $t_0 \geq t_{table}$ in the significant degree 5%, we could see the t_0 value was 4.572 and t_{table} of 19 = 2.093. We stated that $t_0 \geq t_{table}$. Based on the statistical above, it can be concluded that H_a is accepted. We also could see the line Sig. (2-tailed) = 0.00 < 0.05. So, H_0 is rejected.

In conclusions, the students' achievement in experimental class is better than control class. The students take turn the teacher's role in leading discussion and actively involved in monitoring their comprehension and thinking by using reciprocal teaching technique. Besides that, the students' responses are mostly positive towards reciprocal teaching technique. They also can increase their social relationship through communicating with each other, develop their knowledge by sharing an opinion about the material, and also build their motivation by learning material together as a teamwork. Therefore, in teaching students' reading comprehension of narrative text by using reciprocal teaching technique is more effective than using think pair share technique.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, definition of keywords, limitation of the study and outline of the report.

1.1 Background of the Study

Reading is one of important English skills that should be mastered. According to Harmer (2001), in mastering reading skill, English teachers have a great responsibility. They should make the students reach the standard score. This skill gives many benefits in our life. Through reading activity, students can earn much information. They can read and comprehend the English texts in books, magazines, newspaper, novels, etc.

Based on *Permendiknas No. 23 2006* as cited in Wiyasa (2015), the aim of reading in the curriculum is to make students able to comprehend the meaning of written language, both interpersonal and transactional. Students are directed to understand many kinds of text types such as recount, descriptive, and narrative. They are also expected to gain knowledge and information from the texts. The fact implies that one of the requirements to reach success in comprehending reading text and teaching reading is the use of teaching reading strategy.

Similarly, Renandya as cited in Cahyono and Widiati (2006), indicates that English instruction in the school system in Indonesia aims to provide sufficiently

well-developed reading skills among Indonesians to read science-related texts written in English. As clearly stated in the English curriculum, other language skills are not neglected. However, Renandya as cited in Cahyono and Widiati (2006) argues that reading ability has always been the primary objective of English instruction.

In Indonesia, reading is one of the English skills that every student has learned since they were in junior high school. Although students have learned it for many years, some of them still have low reading comprehension ability. Based on the interview with some English teachers in SMAN 2 Rembang, the students have difficulties in mastering reading skill. The teacher said that students' reading comprehension is low. The teacher added that they still need guidance while they are reading a text. Some students have difficulties in comprehending text especially narrative text. The teacher often helps students by discussing a text together before the students read the text. However, the effort is not enough to improve students' reading comprehension.

Besides that, students are lack of confidence. Most of the time, they are afraid to ask about what they do not understand yet. They just keep silent and let the teacher continue the material. They are not interested in practicing reading. They do not have motivation to practice reading. They just do an exercise without any strategy. Furthermore, they depend on their dictionary.

Therefore, the researcher did a study dealing with reciprocal teaching technique to improve students' reading comprehension of narrative text. This teaching technique was developed by Palincsar and Brown in 1984. According to

them, this technique was designed to improve students' reading comprehension for students who could decode the text but got difficulties in comprehending the text effectively.

Reciprocal is the activity which provides students have an opportunity to take the role of leader in the group after someone read some part of the text, another student as a volunteer gives oral summarization, other group members add information, group members give prediction, and the last ones give questions. In this activity, students are divided into small groups and lead by a leader (Willis, 2008).

Here, teacher and students have the same role. They contribute and help each other. The teacher helps the students to accomplish their comprehension skill in reading and the students help the teacher to make her goal success. This teaching technique facilitates students with reading strategies and reading activities in the form of discussion or dialogue. The students learn reading using some strategies. Moreover, the students have a chance to interact with their friend and the teacher. The advantages of this technique are engaging students and the teacher, making all of students have the same portion in class to comprehend the text, and guiding students to do the activity which improve reading comprehension skill.

In this research, the researcher used narrative text to show whether it was effective towards students' reading comprehension or not. The researcher chose narrative text and senior high school to differentiate with the previous studies. The previous studies used report text and expository text. They also used primary school and junior high school in their researches.

1.2 Reasons for Choosing the Topic

Some reasons why the researcher chooses the topic “The Use of Reciprocal Teaching Technique (RTT) To Teach Senior High School Students in Reading Narrative Text” are:

As Renandya cited in Cahyono and Widiati (2006), argues that reading ability has always been the primary objective of English instruction. It can be assumed that reading is one of English skills that should be mastered.

Based on the interview done in SMAN 2 Rembang, the researcher found that reading comprehension only focus on the discussion between the teacher and the students in the classroom. Narrative text is stated to be the most difficult one among the other text types for the students. They are difficult in comprehending narrative text. They depend on the teacher’s guide and dictionary. Furthermore, they are lack of confidence and afraid to ask what they do not understand yet.

To overcome this problem, the researcher manages this problem by implementing reciprocal teaching techniques. It is applied as an alternative technique that enables the students to comprehend the content of the text easily.

1.3 Research Problems

Referring to the issue above, the researcher formulated the research problems are:

- a. what is the result of teaching reading narrative text by using reciprocal teaching technique for senior high school students?
- b. what is the result of teaching reading narrative text by using think pair share for senior high school students?

- c. how effective is reciprocal teaching technique to teach reading narrative text compare to think pair share?

1.4 Objectives of the Study

Based on problem statement above this research aims:

- a. to find out the result of teaching reading narrative text by using reciprocal teaching technique for senior high school students.
- b. to find out the result of teaching reading narrative text by using think pair share for senior high school students.
- c. to investigate how effective reciprocal teaching technique to teach reading narrative text compare to think pair share.

1.5 Statement of Hypotheses

There are two hypotheses in this research. These hypotheses have a function to give a tentative answer for research question in this study:

1. H_0 : There is no significant difference of using Reciprocal Teaching Technique (RTT) compare to Think Pair Share towards students' reading comprehension of narrative text.
2. H_a : There is significant difference of using Reciprocal Teaching Technique (RTT) compare to Think Pair Share towards students' reading comprehension of narrative text.

The criterion of was accepted if $t_0 \geq t_{table}$ in the *significant degree 5%*.

1.6 Significance of the Study

Basically, there are three kinds of research significance: the theoretical significance, the practical significance, and the further research and development.

The significances are:

1. Theoretical significance

Theoretically, this study finds out how effective the use of Reciprocal Teaching Technique to teach reading narrative text. The result appears after doing a treatment in the experimental group.

2. Practical significance

Practically, this study might give references of media for teaching reading narrative text by using Reciprocal Teaching Technique. This technique can be used to enrich teacher's teaching media so that students might not be bored in learning English especially narrative text.

3. Pedagogical significance

Pedagogically, Reciprocal Teaching Technique can enhance student's learning activity. It is easier for students to have deeper understanding of what they are going to read and how they are interpreting what are the texts talking about.

1.7 Definitions of the Key Words

1. Reading Comprehension

According to Olson and Diller (1982), what is meant by reading comprehension is a term used to identify those skills needed to understand

and apply information contained in a written material (p. 42). This statement is supported by Harris and Sipay (1980), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language (p. 179).

2. Narrative Text

According to Anderson (1997), a narrative is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener (p.7). Someone tells a narrative text in order to entertain, to stimulate emotion or to teach. That is why, a narrative has a social function to amuse, to entertain and to deal with actual or various experience in a different way.

3. Reciprocal Teaching Technique

Reciprocal Teaching Technique (RTT) is an instructional activity that takes the form of a dialogue between teachers and students regarding segments of text for the purpose of constructing the meaning of the text. Reciprocal Teaching is a reading technique that is thought to promote students' reading comprehension. A reciprocal approach provides students with four specific reading strategies that are actively and consciously used to support comprehension: Questioning, Clarifying, Summarizing, and Predicting (Pallincsar, 1984).

4. Think Pair Share

According to Adolescent Literacy (2016), Think Pair Share (TPS) is a collaborative learning strategy in which students work together in pairs to

answer a question which is given by the teacher based on the passage. This technique ask students to think individually first about the question. Next discussing the answer in pairs. Then sharing the answer in the whole class.

1.8 Limitation of the Study

This study only limits on:

1. The works that are analyzed are from the data resources of Tenth Grade Students of SMAN 2 Rembang in academic year 2016/2017.
2. The genre text that is used as materials in collecting data is narrative text.

1.9 Outline of the Report

This study is divided into five chapters. Chapter I presents the introduction that includes the background of the study which describes the general area of reading and reciprocal teaching technique as one of the reading techniques to be studied, reasons for choosing the topic which explains why this area is important to the general area under study, research problems which states the questions that arise due to the topic of this study, objectives of the study which consists of statements to answer the research problems, significance of the study that explains the study significances and why it is significant, definitions of the key words which explains a brief definitions related to the key words of this research, limitation of the study which limits the research area, and outline of the study which presents the outline of this study briefly.

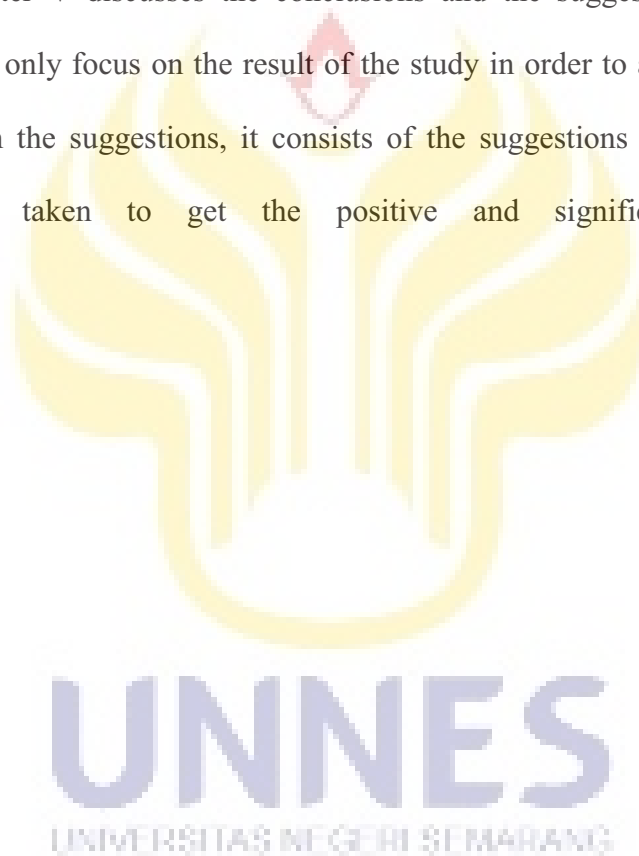
Chapter II discusses review of the related literature that underlines this research. The discussion of this chapter is divided into three main parts: previous studies, theoretical reviews, and theoretical framework. In the previous studies, it discusses several critical studies that have already been done in this area. Then in the theoretical review, it discusses some theories that are related to the study. The last part is theoretical framework where the theory is related to the concept of the study.

Chapter III deals with the methodology of the study. It discusses how the researcher gets the data. It is a description of how the researcher would go about collecting the data and testing the questions the researcher examined. This chapter consists of research design which is about the description of correlation study used to investigate this research, subject of the study which is about the participants of the study, population and samples that is about whom the researcher would test, research variables and hypotheses which describe the variables and hypotheses of this research, type of data which describes the quantitative data the researcher had identified, instruments for collecting the data that explain what kind of instruments are going to be used and why it was done, method of collecting the data which describes the rethorical steps in gaining the data, method of analyzing the data that explains the methods and ways of scoring the students' tests to analyse the data, and triangulation which support validity of the data.

Chapter IV discusses the analysis of the data. It contains three parts: descriptions of the data, hypothesis testing, and discussion. The descriptions of the

data explain the students' score of control class, the students' score of experimental class, and data testing. The hypothesis testing explains what the result of the data calculation. Discussion explains what the result of research findings and connects it with the previous studies to strengthen the hypothesis testing.

Chapter V discusses the conclusions and the suggestions of the study. Conclusions only focus on the result of the study in order to answer the research problems. In the suggestions, it consists of the suggestions of any actions that should be taken to get the positive and significant achievement.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the previous studies and literature review related to the topic of the study namely the implementation of English in senior high school curriculum, general concept of reading, definition of reading comprehension, objectives of reading, definition of narrative text, definition of reciprocal teaching technique, purposes of reciprocal teaching technique, and strategies of reciprocal teaching technique.

2.1 Review of Previous Studies

There are some previous studies related to the field in reading comprehension of narrative text and reciprocal teaching technique. Anam (2014) revealed the condition before and after reciprocal teaching technique was being taught in the second grade students of SMAN 7 Kediri. The result showed that students could understand the text, improved the vocabulary, and identified main idea, topic, and detail information of the text. In addition, reciprocal teaching strategy is significant for the students of SMAN 7 Kediri.

Besides that, Freihat and Al-Machzumi (2012) also conducted a research about the effect of reciprocal teaching procedure on enhancing EFL students' reading comprehension behavior in a university setting. The purpose of this research was to investigate the effect of reciprocal teaching procedure, reading comprehension instructional technique, on the reading comprehension behavior of

a sample of English as a Foreign Language (EFL) in Jordanian University students. The finding showed that reciprocal teaching guided the students to interact with reading text in more sophisticated ways and lead to significant improvement in the quality of their reading comprehension behavior. Their reading teacher played less dominant role and they developed the ability to work cooperatively with peers. Furthermore, reciprocal teaching procedure also increased English vocabulary knowledge, fluency, thinking, and communication. By those explanations, reciprocal teaching is success in developing students' reading skill and their achievement.

Next, Febriyani (2011) revealed a study that teaching reading through reciprocal teaching technique could improve students' reading comprehension in Mts. Hidayatul Umam. The researcher took a sample at VII-5 class. Based on the research result, the comprehension of students in the text through reciprocal teaching technique had been improved. This technique stimulated students' mind and corrective feedback; also students could understand text better. It can be concluded that reciprocal teaching technique is significant to improve students' reading comprehension.

In addition, Ghorbani, Gangeraj, and Alavi (2013) revealed a study about reciprocal teaching of comprehension strategies improves ELF learners' writing ability. This study investigated the effect of reciprocal teaching of reading comprehension on the writing performance among female students at the intermediate level in Amol, Iran. Primary data were collected by a placement test, a pre-test, and a post-test. The result of independent samples t-test analysis from

the post-test administration indicated that the experimental group had a better performance than the control group. Writing is such a skill that provides strategy to plan, interpret, and organize. While reciprocal teaching emphasizes on four strategies namely summarizing, questioning, clarifying, and predicting. Those strategies are related to writing skill; which help learners not to wonder off or miss the meaning of the text. Its implementing could improve writing ability indirectly. The students could be motivated to read more because they realize the importance of reading in improving their writing performance. In other words, the use of reciprocal technique of reading comprehension also has significance effect towards students' writing ability.

After that, Utami (2013) found that reading comprehension of SMP N 13 Yogyakarta students had been improved after conducting actions as long as teaching learning process. She gave evidence of findings that the process was interesting and enthusiastic in their involvement. The reciprocal teaching provoked curiosity and caused them to engage with the ideas within the readings. Students enjoyed applying the reciprocal teaching. They felt that it helped them. Students appeared to implicitly see the process of reading as more than the decoding of the text. It had become a way of deciphering the meaning implied by the readings. Therefore, reciprocal technique is significant to increase students' reading comprehension. They become more motivated in reading a text.

Besides that, Ahmadi (2012) revealed a study about reciprocal teaching strategy as an important factor of improving reading comprehension. One solution to solve the problem of poor reading comprehension skill was the explicit

teaching of reading comprehension strategies. The findings showed that reciprocal teaching strategy effects strongly on reading comprehension and students' metacognitive reading strategies. Reciprocal teaching improved reading proficiency of both the proficient and less proficient readers. Readers used sub-sections of reciprocal teaching strategies (predicting, questioning, clarifying, and summarizing) and knew how to use (when, why, and how). Reciprocal teaching helped the students to think and plan about their reading process, improve activities, monitor and evaluate their reading while reading a text in order to understand the message of the author. By using reciprocal teaching strategies, readers would become independent readers and could reach the goal of teaching reading for EFL students. In conclusion, reciprocal teaching gives significant improvement on students' reading comprehension.

Then, Sholeh and Muhaji (2014) made a reciprocal teaching activity in reading comprehension course. It was really helpful in creating deeper and meaningful learning. The students were enthusiastic to comprehend the texts because they worked in groups in summarizing and discussing the contents of the texts. Each member of the groups had the same chance to read, summarize, discuss, and ask questions. They became more active and showed more interest in the course. There had been an atmosphere of enjoyment and enthusiasm in the class. The result showed that the class was dynamic and alive, thus students' motivation increased. Furthermore, students' achievement was significantly improved. From the explanations above, it can be concluded that reciprocal teaching activity is significant to teach reading comprehension.

In addition, Walidaini (2015) also got an empiric evidence of reciprocal technique towards students reading comprehension on report text at eleventh grade students of SMAN 3 South Tangerang in academic year 2014/ 2015. The students became more confidence and deeply understanding the texts. The students did not afraid to ask a question and to argue something. Their achievement was better than before. In other words, the use of reciprocal technique has significance effect towards students' reading comprehension.

Moreover, Oczkus (2013) also revealed a study about the use of reciprocal teaching as powerful hands-on comprehension strategy. He used a variety of hands-on tools. For each hand-on tool, the students would find a quick adaptation for various grade levels. Using hand gestures along with the metaphors actively engaged students for their thinking. Students became more independent when they employed the hand gestures. In predicting, students pretended to rub a crystal ball. Next, in questioning students made a fist for a microphone. Then, they made circles with their fingers for "glasses" to clarify. At last, they pretended to wield a lasso around above their heads as they round up the main idea to summarize the passage. The research above showed students' understanding in comprehending text was improved. Each of groups became more independent because it thought by itself. It can be concluded that reciprocal teaching has significant effect on comprehension strategy.

Besides that, Komariah, Ace, and Maya (2015) made a research about Improving Reading Comprehension through Reciprocal Teaching Method (RTM). The research discovered the benefits of reciprocal teaching method in the reading

classroom. The result showed that students were more active and productive in the reading classroom after reciprocal teaching method sessions and their reading proficiency improved. They learnt how to apply several of strategies from RTM while reading. The result also showed that they preferred this method for teaching reading compared to conventional one. By those explanations, reciprocal teaching is success in developing students' reading skill and their achievement.

Then, Pilten (2016) also revealed a study about the evaluation of effectiveness of reciprocal teaching strategies on comprehension of expository texts. The research was undertaken in the primary school, Konya province. The finding showed the students' achievement of reading comprehension was improved. Most of them thought the strategy was more effective than the strategy they encountered in their past experiences (projected in the curriculum). Students believed reciprocal strategy was easier due to peer support, constant guidance, and extra time provided for comprehension. It motivated students because the teacher also provided positive contribution. Therefore, reciprocal technique has significant improvement on students' reading comprehension.

Furthermore, Setyaningsih (2011) investigated a reciprocal method could help students to improve their ability in reading and how the significant improvement could be achieved by using this method. The subject of this research was the second year students of SMA Negeri 1 Pegandon, Kendal. The higher achievement of the experimental group indicated that the use of digital story with reciprocal method was effective and gave a great contribution to improve reading narrative skill. From the explanations above, it can be assumed that reciprocal

method is significant to improve students' ability in mastering reading comprehension.

Based on the previous studies above, it is important to use them as the references of this research because all of them focus on the reciprocal technique and reading comprehension that is similar with the topic discussion of this research. To make different with another research, the researcher wants to find out whether reciprocal teaching technique is effective to enrich students' reading comprehension of narrative text or not. The researcher uses quasi-experimental design that consists of two classes. There are experimental class and control class. In the experimental class the researcher uses reciprocal teaching technique whereas in the control class the researcher uses conventional technique.

2.2 Implementation of English in Senior High School Curriculum

As a foreign language, English is used to communicate both spoken and written forms. In other words, the goals of communication are to communicate ideas, feeling, etc. In spoken and written English accurately, fluently, and in acceptable manners.

In senior high school curriculum, English is taught as a compulsory subject. The ultimate goal is the students are able to participate in discourse. The ability to communicate in the intact meaning is said as Discourse Competence. To achieve discourse competence, the materials are based on Core Standards (KI) and Basic Competence (KD) including interpersonal conversation, essays in various genres, etc.

In senior high school curriculum, there are many text types in English. They are narrative, recount, report, procedure, descriptive, hortatory exposition, analytical exposition, explanations, news item, etc. Because of the amount of the texts is very broad, researcher chooses narrative text. Narrative text is included in Core Competence 3.10 and Basic Competence 4.15.

2.3 General Concept of Reading

Reading is one important skill in learning language especially English. By reading, the reader is also doing recreation and enjoyment. At the same time it also enriches information and knowledge. In developing reading skill, it is important for the readers to read many kinds of written materials. Students should not only develop their reading skill through formal education and assignment in various school textbooks, but they also should read other references which can upgrade their knowledge.

For people who do reading, they actually need to catch the meaning or the idea of the text. It means that they do not only interact with the written symbol, but they also use the knowledge to catch the meaning.

2.4 Definition of Reading Comprehension

Pradana (2011) has an argument that reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquire in the cover and on the part of experience, understand, and interprets its meaning.

2.5 Objectives of Reading

Reading is an activity with a purpose. When somebody reads something, he/she has a purpose why he/she reads it. Grabe and Stoller (2002), state that the following purpose of reading are searching for simple information, skimming quickly, learning from the texts, integrating information, writing (or searching for information needed for writing), criticizing texts and for general comprehension.

The first thing that the reader must set out when he/she is reading, is determining the objectives. The objectives lead the reader to the result, which they get after reading. A person may read in order to gain information or verify existing knowledge, criticize a researcher's ideas or writing style, enhance knowledge of the language being read, guide the reader's selection of the texts, determine the appropriate approach for reading comprehension and a person may also read for enjoyment. The researcher can conclude that the reader reads because of different purposes. The different purposes come into different results. Generally the objectives of reading are to get general and specific information of the text, and also to get pleasure.

2.6 Definition of narrative text

Story genres have at least one thing in common: they all tell what happened. Events come one after another. Like other genres, the patterning in stories is influenced and constrained by social expectations. People have been making stories over and over again using their language in a particular way to serve their individual and social purposes. As Hartono (2005), states that genre is a kind of

text which defined in term of its social purposes, also the level of context dealing with social purposes.

In addition, Meyers (2005), states that narrative is telling a story and a good narration should has exciting content. Because of narrative is one of the most powerful ways to communicating with others, it let the reader to respond and understand some events in text. The action details and the dialogue put the readers in the scene and make it happen for them. Narrative that is composed in any medium which describes a sequence of real or unreal event derives from the Latin verb *narrare*, which means “to recount” and it is related to the adjective *gnarus* that means knowing or skilled.

According to Anderson (1997), narrative is type of text that explains a story and entertains the readers. Someone tells a narrative text in order to entertain, stimulate emotion or teach. That is why; a narrative has a social function to amuse, entertain, and deal with actual or various experiences in different ways.

Just like a building, an artifact, music score or any other form of artistic media, a narrative also has a shape, a structure or a pattern. Neo (2003), add a Freytag Triangle. It can be represented graphically in this way:

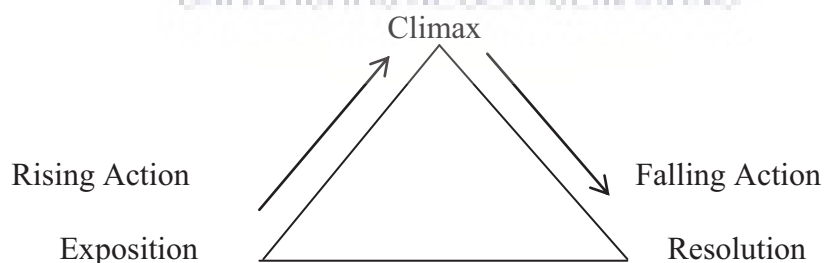


Figure 2.1 Freytag Triangle (Adopted from Neo, E, 2003, *Narrative for O' Level English*, p. 2).

The Freytag Triangle consists of the exposition, establishes the characters and situation; rising action, refers to a series of complication leading to the climax; the climax, is the critical moment when problems/conflicts demand something to be done about them; falling action, is the movement away from the highest peak of excitement; the resolution of denouement or conclusion, consists of the result of outcome.

Sadler and Hayllar (2000), state that narratives are telling story, seeking to instruct, giving an explanation for natural events or teach moral lesson. It is looks like “(Anderson, 1997)” that narrative is complex text type. The steps for constructing a narrative are an orientation (can be a paragraph, a picture or opening picture) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening; a sequence of events where the characters react to the complication; a resolution in which the characters finally sort out the complication; a coda (an optional step) that provides a comment or moral based on what has been learned from the story.

A narrative also has some linguistic features. Hartono (2005), states that the linguistic features of a narrative are narrative focus on specific participants; use of past tense; use of temporal conjunctions and temporal circumstances; and use of material and mental process. There are many types of narratives including humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventures (C. Anderson, 1997).

2.7 Definition of Reciprocal Teaching Technique

Reciprocal teaching was originally designed to improve comprehension for middle school students who could decode but had difficulty comprehending text. In this technique students learnt through four steps like prediction, summarization, questioning, and clarifying) students learnt in a group and the teacher had the same role with the students during the activity.

According to Farris (2004), Reciprocal is a process in four steps activity (predicting, summarizing, questioning, and clarifying) in a group activity in primary school students. Each group must have a leader to lead all of the process above.

2.8 Purposes of Reciprocal Teaching Technique

Mastering reading comprehension is one of some problems for students who are low proficiency in reading comprehension skill. To solve this problem, teacher should realize what the students' need. Reading text in a foreign language gives some students difficulty. Hence, some students can do it well. The low achiever students should get more attention from the teacher. Actually it is because they need more treatment or helping. The students want or need some guidance. However, the guidance here not only comes from the teacher but also the others students. Reciprocal is one of the techniques in teaching reading comprehension that offering the solution to solve the problem. Reciprocal technique made students and teacher take turns or contribute in teacher's role in leading discussion.

2.9 Strategies of Reciprocal Teaching Technique

Understanding the strategy inside the reciprocal is the important thing. According to Adolescent Literacy (2016), reciprocal teaching has some steps:

a) Predicting

One of group members has to predict what the text tell us about or what is going on. He or she anticipates what might come next then writes down the predications.

b) Question Generating

One of group members arranges some questions going through her or his head such as who, when, where, and how.

c) Clarifying

A clarifier makes a list of any unfamiliar words related to what he or she has already known, clarifies the meaning of those words explicitly. The other group members may also ask other unfamiliar words. The teacher may help the clarifiers if they get any difficulties in answering the questions.

d) Summarizing

In this step, one of group members summarizes the main points of the text. It can be one or two sentences then shares them to her or his small group.

2.10. Definition of Think Pair Share

According to Facing History (2016), Think, Pair, Share is a strategy in which students write and discuss their ideas with a partner before sharing them with the larger group. This format gives students the opportunity to thoughtfully respond

the questions in written form and to engage in meaningful dialogue with other students about these issues. It is a helpful way to give students time to compose their ideas before sharing with them in the whole class. The Think, Pair, Share strategy helps students build confidence, encourages greater participation, and makes results in more thoughtful discussions.

2.11 Strategies of Think Pair Share

According to Teacher Vision (2016), The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

2.12 Theoretical Framework

The researcher used some of previous studies and theoretical studies as the references in making the research. There were also some arguments from some

specialists who support this research. Both of previous and theoretical studies were very important. Below was the theoretical framework of this research. The researcher could have a perspective point of view in doing the research, so the research were based on the scientific method and were done significantly.

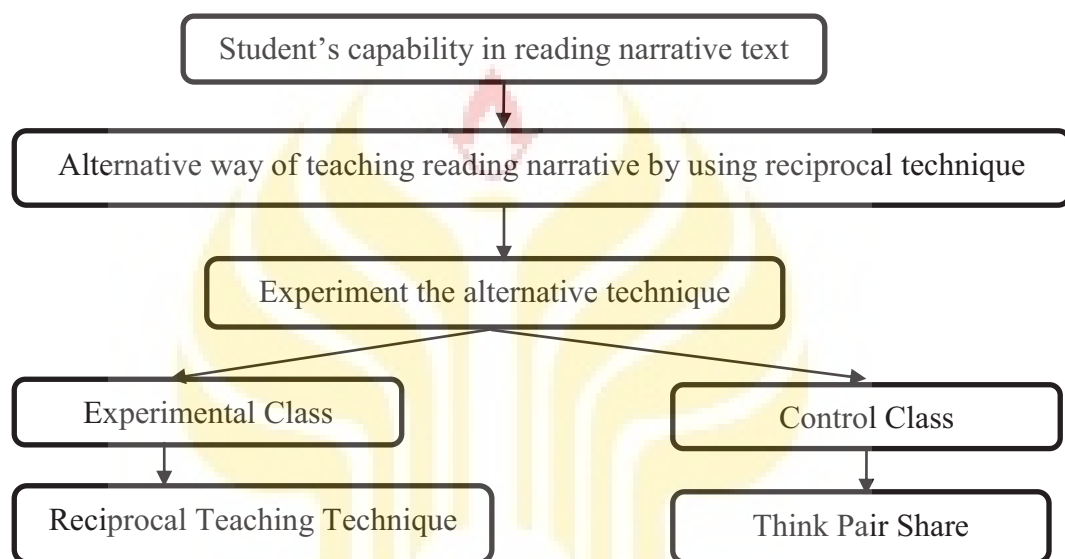


Figure 2.2 Theoretical Framework

Relating with this, student got new ability in reading comprehension and made reading activities more interesting. As the result, Reciprocal technique gives the students chance to improve their achievement in reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and several suggestions for the readers, the teachers, and the further researchers.

5.1 The Conclusions

This research reveals the differentiate of teaching students' reading comprehension of narrative text in the tenth grade of SMAN 2 Rembang by using reciprocal teaching technique and think pair share technique. The result of teaching reading narrative text by using reciprocal teaching technique are the students take turn the teacher's role in leading discussion and actively involved in monitoring their comprehension and thinking. Besides that, they become more active. Everyone has something to contribute (nobody is slacking off). They get more ideas and insight because they work in four or five people and switch roles often. They become more confident because they are not afraid to communicate with the members of the group. They are motivated in delivering their opinion. The students also can understand text better. They can understand the difficult words and the main idea of each paragraph so they can understand the text deeper.

On the other hand, the think pair share cannot support the students' achievement in reading narrative text effectively. There are still some of disadvantages by using those technique such as the teacher's role is as the leader in the class. The ideas are limited because they work in pairs. Moreover, because

of many groups in the class, the researcher cannot assist all of them during discussion. It is also time consuming.

In conclusions, the students' achievement in experimental class is better than control class. Besides that, the students' responses are mostly positive towards reciprocal teaching technique. Most of them are interested in reciprocal teaching technique because it is unique and understandable. It has four steps such as predicting, questioning, clarifying, and summarizing which the other techniques do not have. There have been an atmosphere of enjoyment and enthusiasm in the class. They also can increase their social relationship through communicating with each other, develop their knowledge by sharing an opinion about the material, and also build their motivation by learning material together as a teamwork. Therefore, in teaching students' reading comprehension of narrative text by using reciprocal teaching technique is more effective than using think pair share technique.

5.2 Suggestions

Based on the conclusions above, it can be delivered some suggestions from this research for people who have interested in doing the experiment in the same field.

Here the suggestions as follows:

1. For Teachers

This study might give references of media for teaching reading narrative text by using Reciprocal Teaching Technique. This technique can enrich teacher's

teaching media so that students might not be bored in learning English especially narrative text.

2. For Students

Reciprocal Teaching Technique can enhance student's learning activity. It is easier for students to have deeper understanding of what they are going to read and how they are interpreting what are the texts talking about. This technique also expected to increase the students' confidence and bravery to ask a question, show their argument, and build their thinking skill.

3. For Further Researchers

It is better if the further researchers use a limitation of subject when using this technique because it helps the teacher to actively involve in monitoring the students' comprehension and students' behavior during learning process.

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