

TEACHING READING COMPREHENSION ON DESCRIPTIVE TEXT BY USING RECIPROCAL METHOD

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Abstract

This research began with students who had problems in understanding descriptive reading material. Overcoming students' difficulties in understanding descriptive reading by applying the reciprocal teaching method. The objectives of this research were 1) to determine the scenario and implementation of learning descriptive text for reading comprehension using reciprocal methods, 2). To find out the responses of teachers and students on learning comprehension of reading descriptive texts using reciprocal methods, 3). Identifying student difficulties in learning Reading Comprehension using the reciprocal method. This research uses a qualitative method, the instruments used in this study are observation, questionnaires, interviews. The research results obtained that: 1) the planning and application of reciprocal methods on descriptive text material run well to provoke student to become an active on learning process. 2) the teacher's gave a good response to the scenario and implementation on learning reading descriptive text using reciprocal techniques. 3) the students have difficulty on finding vocabulary in descriptive text.

Keywords: Reading Comprehension, Descriptive Text, Reciprocal Method

INTRODUCTION

Reading is a constant process of guessing, and something that is brought to the text is often more important than what is found in it. This is why, from the beginning students must be taught to use their knowledge to understand the text and its context. Vassiliou states that early success in acquiring reading skills during childhood and adolescence is very important. Moreover, good literacy skills are the foundation of a child's entire school career; without it academic success will not be achieved. Students are expected to gain knowledge and information from text (Vassiliou, 2011). Accordance with that, Androulla stated that a good and correct reading is very important for children in starting life. Adolescence is a golden one on achieving good reading skills. Teaching reading and writing in schools has become a subject of great concern for educators in all regions of the world. For those who involved in the curriculum reform movement, it is proven that the effective reading is the basis of progress learning progress in other subjects (Ralph & Association, 1978).

Reading is not an easy activity for Indonesian students, of course, because English is not their native language. Indonesian and English are different; they differ in vocabulary, pronunciation, structure, and even dialect. So, reading is very complex. As noted by Scanlon in Sipayung (2018) reading is a complex process that requires analysis, coordination and interpretation of various sources of information. According to Oczkus (2010) reading is also a complex process and children react to teaching in very different ways. This situation occurs because reading comprehension does not develop naturally so it must be taught. Soemantri (2011) in EFL countries, especially in Indonesia, there are many obstacles faced by students in dealing with reading comprehension. In learning process, he found several obstacles faced by students in

reading comprehension, such as reading strategies, vocabulary mastery, bad habits, reading setbacks, and searching for key words and main ideas. Therefore, the implementation of a reading strategy must be done by all readers if they want to have optimal achievement in terms of reading.

The major problem of Indonesian student on reading comprehension is the students have not mastered lexical material such as vocabulary. If students do not master vocabulary, they cannot understand the meaning of the words, so the sentence is hard to be understood. So, reading activity becomes difficult and boring for students (Maulizan, 2015). This research highlights the application of reciprocal teaching strategies to assist seventh grade students' reading comprehension. This research is expected to contribute in three ways; theoretical, practical, and professional. Theoretically, this research is expected to provide theoretical information regarding the development of reading comprehension skills of high school students through the reciprocal teaching strategy. Practically, the results of this research can be useful for English teachers to enrich strategies in teaching reading comprehension. Teachers are also expected to be able to apply this strategy in their class to assist students in developing their reading comprehension skill. In addition, this strategy is expected to help students on understanding a text. Professionally, it is hoped that it can be useful for policy makers and other professional institutions in the field of education to develop school curricula that help students' on improving reading comprehension skill. Based on the description above, this research is called: teach reading comprehension on descriptive texts using reciprocal methods.

There are three research problems proposed in this research, namely:

1. What is the scenario and implementation of learning descriptive text for reading comprehension using the reciprocal method?
2. How do teachers and students respond on teaching comprehension of reading descriptive texts using a reciprocal method?
3. What are the students' difficulties on learning Reading Comprehension with the Application of the Reciprocal Method?

METHOD

This study uses a qualitative method. According to Sugiyono (2018) the qualitative method is a research method based on the philosophy of postpositivism, used to examine the condition of a natural object (as opposed to an experiment) where the researcher is the key instrument, the sampling of data sources is done purposively and snowball. The collection technique uses triangulation (combined), data analysis is inductive / qualitative and the results of qualitative research emphasize the meaning rather than generalization. Research instruments are: observation, questionnaires and interviews.

RESULTS AND DISCUSSION

Results

The research result is obtained from the observation of two English teacher who do the observation as long as the learning process held. From the observation, it can be concluded that the application of the reciprocal method on descriptive text the material run well. The steps of learning process able to help students to be active in learning. This finding is accord to Sukmadinata (2008), Observation or observation is a data collection technique by observing and recording student behavior directly. Observations can be made when students learn in class, during discussions, and work in groups. This statement ia also accord with Nasution (2017), in

general, observations can be made in 2 ways, namely by following the observer as a non-participant. Observation as a participant means that the researcher is part of the group researched, while non-participant observation means that the researcher is not part of the group researched. From the results of the research the students' responses to the scenario and the implementation of reading descriptive text learning using reciprocal techniques were obtained. Based on the results of the questionnaire research, it can be concluded that learning with a reciprocal model on descriptive text material can create a conducive learning atmosphere. It is seen from the average percentage of student responses to learning using the reciprocal method that is positive with an average of 3.33.

This finding is accord with Sukmadinata (2008), the reciprocal method of students being more motivated in reading activities, because they can work together with their friends. It makes them feel less pressure from the activity. It also increases student interaction in class. Students must socialize with their friends in the learning process. In addition, 119 activities were also focused on students' attention in discussing with their friends. That is, the reciprocal method can reduce unwanted student behavior. The research is focused on improving students' reading comprehension skills using reciprocal methods. Based on the research result, the major problem of mastering reading comprehension skill is the lack of student vocabulary, its proved by the low of vocabulary score: 10 to 50. To reduce that problem, the researcher use reciprocal method. The results showed that this method succeeded in improving students' learning abilities. Researchers asked students to work in groups in applying reciprocal methods, this activity allows students to work together and exchange ideas.

Discussion

Based on these findings, it prove that the reciprocal method helps students to understand the text. As proved by the research of Chudowsky et al. (2011) Giving reciprocal methods also provides opportunities for all students to be active and take part in the learning process in reading comprehension practice. Therefore, all students are free to learn and have the opportunity to practice reading comprehension

This finding is accord to Omari & Weshah (2010) applying the reciprocal method to help students understand a text. The reading strategy makes it easy for students to find important details or information, the meaning of difficult words, main ideas of the text, the topic of the text, and the content of the text. Students can understand the text better than before after they apply the reading strategy. That is, the reading strategy using the reciprocal method is very helpful in improving students' reading comprehension as stated by Richards & Renandya (2002), some students are too noisy when discussing. Another group complained about this situation, because it disturbed their concentration. Furthermore, some students became passive in class discussions. This is caused by several factors. Students admit that they lack confidence in presenting the results of their discussion. They are also not sure if their answer is correct. They are afraid of making mistakes. To solve this problem, researchers take new actions that can solve it in one action. Then the researcher gave an award to the best group who was able to work in a compact, active and well-behaved manner.

CONCLUSION

Based on the research and observations conducted by the two English teacher, it can be concluded that the planning and application of reciprocal methods of descriptive text material is run well, the students are very enthusiastic in discussion process, they express their opinions, they also ask and answer questions actively. The results of interviews with teachers indicate

that some students have good responses during the teaching and learning process. It can be said that learning the descriptive text using the reciprocal method works well and effectively because in the learning activities the teacher mastered the class and able to motivate the students to increase their self-confidence to express the opinions, asking and answering the questions given by the teacher or friends. The research proved that the student have many difficulties in mastering English vocabulary, its prove by the low score of it: average 2 to 10. Trought this research, We can prove that the Reciprocal Method can be used to minimalize the students difficulties on finding English vocabulary especially on Descriptive text material.

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