

Improved Ability to Read Text of Biography with Reciprocal Teaching Strategy

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Abstract—This research aims at improving the ability to read the biographical text through the reciprocal teaching strategy in science class grade X SMA N 1 Kalibawang. This classroom action research was done based on stages developed by Kemmis and Taggart. The design is classified into four stages namely planning, action, observation and reflexion. The subjects of the research are students of X MIPA2 SMA N 1 Kalibawang totally 30 students. This research was conducted in two cycles in which each cycle has two meeting. The object of this research is the ability to read and write the biography text. The collecting data uses assessment manual, test of learning outcome, field note and document of activities. Technique of data analysis was done by qualitative descriptive and the result of the score was analyzed quantitatively. The result of the research shows that there is an improvement in the learning process of reading biography text. It is shown by the improvement of the student's activity, enthusiasm and self-confidence during the learning process. The improvement also occurs in the outcome of the learning outcome of reading biography text from cycle I to cycle II. The learning outcome of reading biography texts of cycle I is 67% and in cycle II is becomes 83%.

Keywords—*reciprocal teaching strategies, reading skills, biographical texts*

I. INTRODUCTION

Humans are essentially individual beings and social beings. As human social beings need to communicate with others. In the world of education, to communicate efficiently, learners need four language skills of listening, speaking, reading, and writing. Reading is considered most important for students both in the context of class and extracurricular environments. Reading is even more important for high school students because they have to be very competitive in the exam. Although every student knows how to read, many have never learned good reading skills. This lack of good literacy is exacerbated by the central role of reading comprehension in higher education [1]. Given the importance of reading, the reading aspect is incorporated into the school curriculum. In addition, it is also influenced by the reading interest of the Indonesian nation which is ranked low in Southeast Asia. This is partly influenced by the implementation of the initial reading learning.

Difficulty reading to students starts with family. However, the role of teachers is very influential. Especially with regard to methods used by teachers so that students can easily learn to read.

One alternative model of learning that can encourage students to improve reading comprehension is reciprocal teaching. Reciprocal Teaching requires students to always be active in learning activities, so this makes the learners confident to appear or show his ability in front of his friends.

Reciprocal teaching is used for learning biographical texts because in biographical texts there are many things that can be obtained and imitated by the reader. The text of biography is also one of the texts used in research conducted [2]. Reciprocal teaching is more effective, using narrative and expository texts [3].

Problems in this study include the learning of Indonesian language in schools more emphasizes the ability of students to answer questions or do the questions contained in the packaged book, and less directed to the grading of language skills students. In addition, the students' language skills are still lacking, so that they are unable to understand and conclude the text of reading and reading material well and express ideas and thoughts logically and systematically, both through oral and written.

Based on the above description, it can be formulated problems, how to improve the ability to read biographical texts by using reciprocal teaching strategy in grade X students SMA N 1 Kalibawang Lesson 2017/2018?

The purpose of this study is to improve the ability to read biographical texts by using reciprocal teaching strategy in grade X students SMA N 1 Kalibawang Lesson 2017/2018.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the proposed research method. Section IV presents the obtained finding and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

This section presents the literature review used

A. Reading Comprehension

Reading is the result of decoding and understanding language [4]. The statement has a meaning, reading is a picking activity and understands the meaning or meaning contained in the language. Based on these statements, it appears that the essence of reading activity is understanding the content of the reading itself.

Reading comprehension by RAND Reading Study Group Snow in [5] is defined as "a process for extracting and constructing meaning simultaneously through interaction and engagement with written language" [2].

The reading comprehension involves more responses from the reader to the text. Reading comprehension is a multicomponent and complex process that involves a great deal of interaction between the reader and what they bring to the text (prior knowledge, strategy use) as well as variables related to the text itself (text interest, understanding of text type) [3].

B. Reciprocal Teaching-Learning strategy

Reciprocal teaching is an instructional procedure designed to improve students' reading comprehension by using four strategies: (a) generate questions, (b) summarize, (c) clarify, and (d) predict [6]. The teacher initially led the dialogue and modeled the implementation of this strategy to give meaning to the written word and monitor one's thinking and learning from the text. Over time, the students increased their responsibility to lead the dialogue. With reciprocal teaching, students read the expository material section, paragraph by paragraph. While reading, they learn and practice how to generate questions, summarize, clarify the meaning of words and text that is confusing, and predict the next paragraph.

Brown and Palincsar in [6], add in an article reported by Hacker and Tenent [7] "Reciprocal teaching is an instructional procedure in which small groups learn to improve their reading comprehension through the instructional scaffolding scheme of understanding comprehension" [1]. Jones in [4] defines reciprocal teaching (RT) as a metacognitive training program that has proven to improve reading comprehension since the 1980s. Four strategies: predicting, clarifying, questioning and summarizing are taught, so students can gradually control teaching in small, heterogeneous groups until they are actively involved in constructing the meaning of the text.

According to Huda in [8], communication-based learning approach enables students to be able to read and write well, able to learn with others, able to use the media, able to receive information, and able to convey information. In this approach, there are 12 learning methods, one of which is the reciprocal teaching method.

From the above definition, it can be concluded that the teaching of reciprocal teaching is a method of discussion of scaffolding which is based on strategies of reading comprehension, scaffolding and modeling, and social interaction. This instruction allows a teacher to set an example and give students enough practice on four key strategies to build the meaning of the text in the social environment. Students monitor their own thoughts through the reading process. Reciprocal teaching develops reading comprehension and encourages readers to better read and help them achieve the most important goal of reciprocal teaching, becoming independent readers.

Teachers need to apply this method to develop higher-order student thinking skills Brown and Palincsar in [9] as quoted in [10]. This is seen in the component stages of predicting, clarifying, and making inquiries. Students are asked to predict the meaning of reading, interpreting difficult words or phrases that have been found, and answering questions that have been compiled. Students in one group will help each other and exchange information to

complete the task so that there is a process of socialization between students with one another [11].

As for the intended biographical text is the text of exposure written by others. This text is written with the aim of conveying the things that can be exemplary of the person. The text of this biography is usually the exposure text of famous personalities. The process of preparing this text was not arbitrary but through the search for accurate data.

The biography contains a character's leading character. There are two ways to describe the character of superior characters, directly, writers or narrators directly mention the character of the character and indirectly through the dialogue of characters and dialogue of other figures, and what other characters do [12].

The text of the biography is included in the narrative text. Therefore, the structure of biographical texts is also like other story text such as short stories and saga.

- a. Orientation or setting (aim), contains information about the background story or events that will be told next. Orientation is the part that describes the character recognition, contains an initial description of the characters told in the biography.
- b. Important events (record events), contains sequences of events arranged chronologically, in order of time, which includes the main events experienced by the character, including in containing the problems he has faced in achieving the goals and ideals. The exciting, impressive, memorable and moving things the characters have experienced are also described in this section.
- c. Reorientation, containing evaluative comments or concluding statements about a series of events that have been told before. Reorientation is the closing part. This section contains about the author's view of the character who is told. Reorientation is optional, which means it can exist or not.

III. RESEARCH METHOD

This research is conducted to improve students' ability in understanding the content of biography text. The stages of the research are divided into several stages: (1) planning (2) action (3) observation (4) reflection.

This research was conducted in class XMIPA2 SMA Negeri 1 Kalibawang. Research is done by preparing learning tools. Learning scenarios are carried out as arranged in the RPP. After the teacher distributes the LKS containing the biography text to the students then the students start doing the stages in doing the reciprocal teaching strategy. The researcher is a writer who is an Indonesian teacher in SMA Negeri 1 Kalibawang. This study was conducted in 2 cycles. Each cycle consists of two meetings. The time of each meeting is 2 X 45 minutes. At the implementation stage as well as observation. The observer is a colleague. The Observer records all student activities during the research process. An important stage of the research is a reflection, which is done directly after the research. The researchers and observers discussed the findings of the observer during the research phase. The observer conveys some important things that are encountered during the lesson. The researcher recorded the

input from the observer that will be made in the improvement of cycle 2.

IV. FINDING AND DISCUSSION

This section presents the finding used and the proposed discussion

A. Finding

The results of the research conducted in these two cycles showed an increase in each cycle. Pre-action test results indicate, students' reading comprehension ability is still low. The classical comprehension of reading comprehension ability in the students of grade XMIPA2 SMA N 1 Kalibawang in the 2017/2018 academic year is 46.67% (14 students), while 53.33% (16 students) is still under 64 (KKM). The average value of classical reading comprehension skills of 63.17. Predavers reading comprehension reading can be seen in the following Table I.

TABLE I. PERCENTAGE OF STUDENT'S COMPLETED VALUES

Completeness	Pre-action			Cycle 1			Cycle 2		
	The number of student	Percentage	Average	The number of student	Percentage	Average	The number of student	Percentage	Average
Complete	14	46,67 %	63,17	22	75,86 %	67,67	25	83%	76
Not Complete	16	53,33		8	24,14		5	17%	
Tally	30	100%		30	100 %		30	100%	

Based on the data in the table above can be seen also that in the first cycle of 8 students or 24.14% of students under the KKM (64), while 22 students or 75.86% has reached 64 (KKM). The average value of classical reading comprehension is 67.67. The study continued to cycle II because the research performance indicator, which is 75% of students reaching KKM, has not been achieved. The value of reading comprehension in cycle II shows an improvement. The result of reading comprehension test of cycle II can be seen in the table above.

The result of reading comprehension test has fulfilled the research performance indicator, that is 75% of students reach 64 (KKM), so the research is stopped until cycle II.

B. Discussion

Based on the test results, observation, and data analysis, there is an increase in reading comprehension skills in grade XMIPA2 SMA N 1 Kalibawang students through the implementation of reciprocal teaching-learning strategy every cycle. In the initial condition, the average score of comprehension ability is 63.17 with the classical completeness reach 46.47% or only 14 students complete, while 53.33% or 16 students get the value under KKM. Based on these results, classroom action research was conducted to improve reading comprehension skills in XMIPA2 students of SMA N 1 Kalibawang in academic year 2017/2018.

Based on the results of research that has been implemented, obtained data that cycle I happened to increase the ability of reading comprehension of students. It is shown from 30

students there are 22 students whose value is ≥ 64 , with classical mastery 75.86% and average class 67.67. In the second cycle that got ≥ 64 reach 25 students with 83% classical completeness. However, still 17% or 5 students who have not finished because they play alone during group work, so the difficulty in doing the evaluation questions, especially in summarizing. The average grade value in cycle II is 76.

Furthermore, from the results of observation and reading comprehension ability test results can be seen an increase in the ability to read comprehension, increased student activity. Indonesian learning using reciprocal teaching-learning strategy is done in groups. During the learning process, students perform activities predicting the contents of biographical texts, making inquiries about reading after a short glance, answering questions and retelling using their own language, and making a summary after intensive reading. After that, students do individual evaluation tests.

The results of research conducted by researchers supported by the results of research conducted Zulaihah, *et al.* in [13]. It is showed that reciprocal teaching-learning strategy improve ability can improve learning result and student learning independence in every cycle. In pre-cycle average score of student ability 75,34 with 71,42% completeness value with $KKM \geq 71$. In cycle, I, the average score of student's abilities is 85.71%. In cycle II, the average score of student's abilities is 87,83%.

Then, the research results are also reinforced by research conducted by Purwoko, *et al.* in [14]. It also shows that Reciprocal Teaching improves students' reading comprehension skills in each cycle. At the time of put the average value of 5.7. In the first cycle increased to 6.7. In cycle II it increased to 7.6. In addition, reciprocal teaching can motivate students to be active during the learning process.

Furthermore, the results of this study are also reinforced by research conducted by Noriasih in [15]. The study shows that based on questionnaires, observations, and interviews, reciprocal teaching influences students' mastery of reading. For students who have the high self-concept, both for Reciprocal Teaching and conventional learning model is still superior to students who have the low self-concept.

Of the three studies that support the above, it can be concluded that the learning model of reciprocal teaching is a learning model that can improve students' reading comprehension skills, as well as improve student learning activities. Improved reading comprehension and learning activities are also proven in this study. Reciprocal teaching-learning strategy improves reading comprehension and learning activities in X MIPA2 students of SMAN 1 Kalibawang year 2017/2018.

Through reciprocal teaching-learning strategy, students' learning activity is increasing. In addition, variations of learning activities make students more enthusiastic follow the learning process. The reciprocal teaching-learning strategy makes it easier for students to understand the content of the reading through the steps of learning activities. Application of reciprocal teaching strategy teaching, in fact, can be one of learning strategy that can improve reading comprehension ability.

The statement is like the opinion expressed by Huda [8] which states that this learning strategy to improve reading comprehension. Reciprocal teaching is a learning model that helps high school students get an impression of reading in reading comprehension

V. CONCLUSION

Based on the results of research that has been carried out by the researchers, it can be concluded that the learning strategy of reciprocal teaching can improve the ability to read comprehension in grade X students MIPA2 SMA N 1 Kalibawang year 2017/2018. This increase is evidenced by an increase in the average value of students' reading comprehension skills in each cycle.

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