

CHAPTER III

RESEARCH METHODOLOGY

A. Form of Research

The form of research that was implemented in this research was experimental research. Singh (2006:135) stated that experimental method is a scientific method, it is oriented to the future in the sense that the researcher is seeking to evaluate something new. Another expert, Ary *et al* (2010: 265) states, the goal of experimental research is to determine whether a casual relationship exist between two or more variables. An experimental research is used to establish possible cause and effect between the independent and dependent variables.

The kind of experimental research which is used by the researcher in this research is pre-experimental research by using one group pre-test and post-test design. A pre-test is a test given before the experimental treatment in order to see if the groups are equal, the groups are then post-test with an alternate form of the same test, while a post-test is a test given after the experimental treatment (Lodico, Spaulding, and Voegtler, 2010:228).

In this research the researcher was going to take one classes to know the students' reading comprehension. The researcher gave the pre-test before giving the treatment and after that the researcher gave the treatment for students to know the effectiveness of Reciprocal Teaching strategy in reading comprehension. Afterward, the researcher gave post-test to the students in order to know the result before and after giving the treatment.

The reason of choosing this strategy was to find out whether the strategy that was going to use in this research effective or not. Ary *et al* (2010:303) mentioned that, the one group pre-test and post-test design usually involves three steps (administering a pre-test measuring the dependent variable (2) applying the experimental treatment *X* to the subject and (3) administering a post-test, again measuring the dependent variable.

Furthermore, to explain about how the design works the researcher will adopt the experimental design by Ary *et al* (2010:304), as follow:

Table 3.1

Diagram of One-Group Pretest-Posttest

Pretest	Independent	Posttest
Y1	X	Y2

(Taken from Ary *et al* 2010:304)

In this research, the procedures of pre-experimental research used One-Group Pretest-Posttest design are:

1. Administering a pretest measuring reading comprehension of VIII A class at SMPN 1 Selimbau. First researcher absences the students and then explains the meaning of reciprocal teaching, after that the researcher given the pre-test questions, finally the researcher discusses the pre-test questions with students.
2. Applying the experimental treatment teaching reading by using reciprocal teaching to the subjects (VIII A class at SMPN 1 Selimbau). First researcher absent students as usual and then the researcher explains how to learn by using reciprocal teaching strategy and divides students into group, after that the researcher begins to treatment the students.
3. Administering a posttest measuring reading comprehension of VIII A class at SMPN 1 Selimbau. First researcher absent the students as usual and then the researcher giving a post-test question, finally the researcher say thanks to the students and teachers for being allowed to do research in VIII A class at SMP Negeri 1 Selimbau.

The score of pre-test and post-test will be different. The conclusion of research determined by comparing these score. In this study, the researcher wants to know the effectiveness of using reciprocal teaching in student's reading comprehension. The effectiveness will be known by the researcher after significant differences achievement between students before and after being taught by using reciprocal teaching.

B. The Research Population and Sample

1. Population

According to Sukmadinata (2013:250) “Population is a big group and region which become a range of research”. In this study the population was the Eighth grade students of SMPN 1 Selimbau in the academic year 2018/2019. The total numbers of eighth grade student of SMPN 1 Selimbau in the academic year of 2018/2019 are 35 students.

2. Sample

Sample is a part of population which studied to gain information about the whole. In this study the sample was the Eighth grade students of VIIIA class at SMPN 1 Selimbau. This class has 35 students and researcher just conducted in this class.

3. Sampling

According to Cohen *et al* (2005:93) defines that “Sample is a small group that is observed”. This research will apply cluster random sampling and chooses one class as the sample of this research. The sample in this research was represented the population. In this research the researcher took the sample through cluster random sampling technique by choosing the classes of the population randomly as the experimental class. Class VIIIA with 35 students was selected as the sample of this research.

C. Technique and Tool of Data Collection

1. Technique of Data Collection

In this research the researcher applied measurement technique to find out the effectiveness of Reciprocal Teaching towards students’ reading comprehension.

First, the researcher gave a pre-test to find out the basic knowledge of reading from students. Creswell (1994:297) states, ‘A pre-test provides a measure on attribute or characteristics that you asses for participants in an experiment before they receive a treatment’. The participants, in this case the students will read the narrative text for three time. The students will be asked

to find the purpose of the text and choose the best answer to the question that given by the researcher.

The second is treatment. The researcher gave the students the treatment. The researcher explained about some narrative text and given the example for the students. After giving the treatment, the researcher will test the students again with the similar test item in pre-test, in this context is the post test. Creswell (2012:297) states, “A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment”.

2. Tool of Data Collection

The tool of data collecting in this research is written test. The test divided into pre-test and post-test. The post-test used the same material with pre-test. The form of the test is multiple choice that consist of 35 items with four option a, b c, d. Written test form of multiple choice to observe how far does the effectiveness of Reciprocal Teaching strategy towards student’s reading comprehension in the Eighth Grade Students of SMP N 1 Selimbau.

To analyze the students’ Reading comprehension through Reciprocal Teaching strategy, the researcher focused on how many items that they have the true answer from the students’ answer, which is formulated as:

$$Students'score = \frac{B}{N} X 100$$

B = The Number of Answer

N = The Number of Multiple choice Items

(Taken fromAry *et al* 2010:308)

To find out whether test item is qualified as good instrument in the research or not before used to measure students’ reading comprehension skill, previously try out test must be held. Try out test is implemented to find out the validity, reliability, level of difficulty, and discriminating power of test item. After validity, reliability, level of difficulty, and discriminating power of test item were found out, then choose test item

which is qualified to be used as instrument for measuring the students' reading comprehension skill. And the steps are as follow:

1) Validity of test

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, "a test is valid if it measures what it purpose to be measured".

The validity of an item can be known by doing item analysis. It is counted using product – moment correlation formula:

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

r_{xy} = the coefficients of correlation between X and Y

n = the total of subject of experiment

$\sum X$ = the sum of score X item

$\sum Y$ = the sum of score Y item

2) Reliability of test

It means consistent. Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is K - R. 20.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{Vt - \sum pq}{Vt} \right)$$

r_{11} = Instrument reliability

k = The number of items in the test

Vt = Total variance

P = The proportion of students who give the right answer

Q = The proportion of students who give the wrong answer

3) Degree of test difficulty

A good question is a question which includes cognitive aspect and not to easy or too difficult. Too easy question is not stimulate learners to enhance efforts to solve it, otherwise a question that is too hard

will cause students to become desperate and do not have the spirit to try again because out of reach . To determine the level of difficulty of questions can be used the following formula:

$$P = \frac{B}{JS}$$

Where :

P = The difficulty's index

B = The number of students who has right answer

JS = The number of students

The criteria are :

P = $0,00 \leq p \leq 0,30$ Difficult question

P = $0,30 \leq p \leq 0,70$ Sufficient

P = $0,70 \leq p \leq 1,00$ Easy

4) Discriminating power

The discriminating power is a measure of the effectiveness of a whole test. The higher and low values of discriminating power are more effective the test will be.

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

D = discrimination index.

JA = member of student in upper group.

JB = member of student in low group.

BA = member of students in upper group who answer the item correctly.

BB = member of students in low group who answer the item correctly.

The criteria are :

$D < 0.2$ is poor.

$0.2 < D \leq 0.4$ is fair.

$0.4 < D \leq 0.7$ is good.

$0.7 < D \leq 1$ is very good.

D. Technique of Data Analysis

1. The students' score of pre-test and post-test

To analyze the students' individual score of pre-test and post-test, the researcher used the formula as follow:

$$X_1 = \frac{A_1}{N_1} \times 100$$

$$X_2 = \frac{A_2}{N_2} \times 100$$

Note:

X_1 = Students' individual score for pre-test

A_1 = The students' right answer for pre-test

N_1 = The number of test items for pre-test

X_2 = Students' individual score for post-test

A_2 = The students' right answer for post-test

N_2 = The number of test items for post-test

Taken from Cohen et al (2007: 423)

2. The students' mean score of pre-test and post-test

To analyze the students' mean test, the researcher used the formula as follow:

$$M_1 = \frac{\Sigma X_1}{N_1} \times 100$$

$$M_2 = \frac{\Sigma X_2}{N_2} \times 100$$

Note:

M_1 = Students' mean score for pre-test

ΣX_1 = The total students' indiidual score for pre-test

N_1 = The total number of the students pre-test

M_2 = Students' mean score for post-test

ΣX_2 = The total students' indiidual score for post-test

N_2 = The total number of the students post-test

Taken from Singh (2006: 138)

3. Standard Deviation

Standard deviation is statistic's value to determined the spread of the data in sample. Standard deviation is the square root of the mean of the squared deviation scores (Ary *et al*, 2010:176). Standard deviation has a function that to find out t-test score.

The formula of standard deviation as follow:

$$SD = \sqrt{\frac{\Sigma d^2}{N - 1}}$$

Where:

d^2 = The deviation of the score from the mean (average), squared

Σ = The total value of

N = The number of subject

Taken from Cohen et al (2007:512)

The formula of the total value the deviation of the score from the mean (average), squared as follow:

$$\Sigma d^2 = d^2 + d^2$$

$$d^2 = d \times d$$

$$d = x_1 - x_2$$

Where:

d = different between score for pre-test and for post-test

x_1 = students' individual score for pre-test

x_2 = students' individual score for post-test

Taken from Cohen et al (2007:512)

4. Normality Test

One of the requirements needed in parametric method that the data should distribute normally. Before doing t-test, the researcher checks the normality of the data both pre-test and post-test. According to Dowdy *et al* (2004:75) the chi square distribution can be used to decide wether or not a set of data fits a specified theoretical probability model-a "goodness-of-fit" test. A data is normal distribution if the sum of mean score upper and under mean

score is same and the standard deviation score too, the formula that researcher used in normality test is chi square as formula:

$$X^2 = \sum \frac{[(f_o - f_e)^2]}{f_e}$$

Taken from Dowdy *et al* (2004: 98)

Where:

X^2 = Chi-square

f_o = The frequencies observed

f_e = The frequencies expected

Σ = The “sum of”

In this research the researcher used Chi-square that available in SPSS Explore to find out the normality of the data. The criteria that is using to accepted and refused that normality og the data as follow:

If p – value > α , the H_0 accepted

If p – value < α , the H_1 accepted

Where:

H_0 = the data of population normal distributed

H_1 = the data of population not normal distributed

α = 0,05

5. Testing Hypotheses

To test the hypotheses and to answer the research question number one, the researcher used t-test. The requirement to use t-test formula in statistic parametric is the data should normal. The t-test formula as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \left(\frac{\sum d}{N}\right)^2}{N(N-1)}}$$

Where:

t = the t-value for correlated means

Md = the mean of gain score between score pre-test and posttest

$\Sigma X^2 d$ = the number of deviation that are squared

N = the number of students

N-1 = degree of freedom

(Taken from Singh, 2006: 237)

6. Analysis the Effect Size on the Treatment

The function of effect size is to measure the effectiveness of treatment. Cresswell (2012: 188) states that effect size is for identifying the practical strength in a population differences or relationship between variable that exist. To know the significant effect of the treatments, the researcher comparing the mean $X_2 - X_1$ to determine whether the treatments have different effect on the students. If the score different is homogeneous and natural, then it examined the influence. The next stage is analyzing the effect of treatments, which is called Effect Size.

The effect size is measure of the effectiveness of the treatment. According to Creswell (2012: 188) effect size can be used to find out strength in population differences or relationship between variable that exist. The formula of effect size as Dowdy *et al* (2004: 100) is state as follow:

$$ES = t \sqrt{\frac{1}{N}}$$

Where:

ES = the effect size

t = the result of t-test

N = the number of students

After measuring the students' performance test, the size effect of the treatment. The researcher determined the size effect category of the treatment.

Table 3.2

Table Category Of The Effect Size

The category of the effect size will be classified as follow:

Effect Size	Qualification
ES 0-0.1	Weak
ES 0.1-0.3	Modest
ES 0.3-0.5	Moderate
ES > 0.5	Strong

Muijis (2004: 195)

The criteria above will be used to define the level effect of the treatment will give to the sample weak effect, modest effect, moderate effect or strong effect. If the result of effect size scores less than 0.1, it indicates that the effect of the treatment is weak effect. Furthermore, the treatment effect would be classified as modest effect if the scores as around 0.3-0.5 and it can be said strong effect if more than 0.5.

E. The Implementation of Research

There were some procedure that researcher did while conducting this research. The procedure can be explained as bellow:

1. Administration

At this stage the researcher firstly asked permission to Headmaster of SMPN 1 Selimbau to conduct the research. After gaining the permission, the researcher selected the sample from the VIII grade of A classes and contacting the teacher in charge of the class.

2. Pre-test

The second stage the researcher gave pre-test where the researcher try to find out the samples real condition before implementing the treatment of Reciprocal Teching strategy. The pre-test was held on July 22th 2019.

3. Giving Treatment

Next stage was implementing the treatment to the sample class by using Reciprocal Teaching strategy. The treatment of reciprocal teaching strategy was conducted two times. There were on July 23th, and 29th 2019.

4. Post- Test

The researcher conducted a post-test to know the result of implementing of Reciprocal Teaching strategy toward the samples' reading comprehension. The post-test was held on July 30th 2019

5. Analysing the Test Result

Last stage of the research was analysing the data collected from both pre-test and post-test using formulas in this chapter III.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher has calculated the students' individual score of pre-test and post-test, the students' mean score of pre-test and post-test, students' interval score of pre-test and post-test, standard deviation of the score, normality of the test, hypotheses testing and determining the effect size. The most of the calculation was done with help of statistical package for the social sciences (SPSS) 22.

1. The Analysis of Students' Individual Score

In calculating the students' individual score of pre-test and post-test, the researcher has conducted the calculation manually by using Ms Excel. The result of the students' individual score from pre-test and post-test was varied for each other.

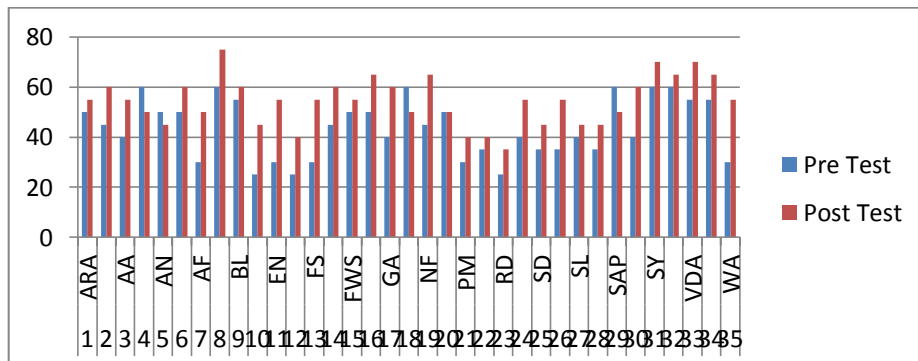


Figure 4.1

Students' Individual Score of Pre-Test and Post-Test

In the pre-test, there were three students code EP, FN and RD who got the lowest score which was 25. They got only got 9 right answers from 35 questions. They felt lack of focus and hard to follow the text, they also felt difficult to comprehend and in some question they did not know what exactly being asked because they have less of vocabulary. Moreover, many of them picked the answer randomly and got none score in the fill in the blank form because they fill with the wrong words. And there were six

students who achieved the highest score which was 60. They good enough to comprehend the text for details but they still have less of vocabulary. From the conclusion of the pre-test, the researcher found that the students still lack of vocabulary and comprehend. So, it makes them misunderstanding with the meaning.

Meanwhile, in the post-test after treatment has been given to the students, the lowest score achieved by the students' code RD was 35. Most of the students were found good at paying attention but weak in comprehension and vocabulary. This indicated that the students needed more to practice reading narrative text and increase the vocabulary.

Based on the result of the whole calculation of students individual pretest and posttest score the researcher analysed the score of pretest and posttest by computing the data into SPSS statistic 22. The result could be seen on the following table 4.1:

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Sum
Nilai Pre-test	35	25	60	43.57	11.604	1525
Nilai Post-test	35	35	75	54.43	9.531	1905

Based on the table 4.1 the researcher would like to interpret the result of the analysis of students pretest – posttest as follow :

a. The Score of Pretest

The sum score of the total score of students' pretest was 1525 which was obtained from 35 students. It can be seen that the lowest score of pretest score was 25 and the highest score of the pretest was 60.

b. The Score of Posttest

The sum of the total score of students' posttest was 1905 which was obtained from 35 students. It can be seen that the lowest score of posttest score was 35 and the highest score of posttest was 75.

Those numbers indicated that there were an increasing score from pre-test to post-test.

2. The Analysis of Students' Mean Score of Pretest and Posttest

After the researcher calculated the whole individual score then the next step is to calculate the mean score of the individual score. The mean score is the sum of all the score in a distribution divided by number of students. Based on the table 4.1, it showed that the mean score of pretest was 43,57 and the mean score of posttest was 54,43. The comparison of the students' mean score in pretest and posttest can be seen in the figure 4.2 below:

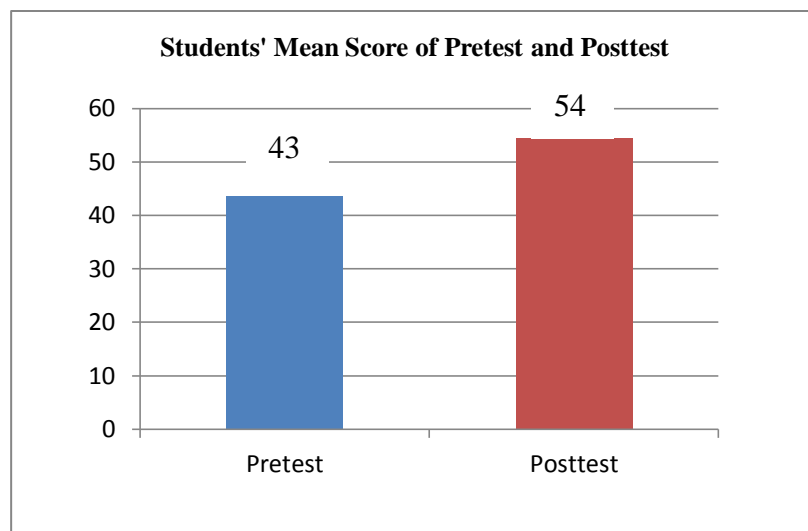


Figure 4.2

Students' Mean Score of Pretest and Posttest

From the data showed of the figure 4.2, the mean score of pretest was 43,57 and the mean score of posttest was 54,43 which gave the range of the different in number was 10,86.

3. The Analysis of Students' Interval Score of Pretest and Posttest

After having the students' mean score for pretest and posttest, the researcher has analysed the students' interval score. The calculation of students' interval score was done manually, it could be described as follow:

$$\begin{aligned}\bar{D} &= \bar{X}_2 - \bar{X}_1 \\ &= 54,43 - 43,57 \\ &= 10,86\end{aligned}$$

Based on the result, it can be seen the interval score between pretest and posttest was 10,86. It showed there were range between the pretest and posttest score, means that the treatment was given by the researcher to the students influenced the students' score of pretest and posttest. However, further evidences should be gathered to support this improvement; therefore, the researcher had to continue the calculation.

4. The Analysis of Students' Standard Deviation

Standard deviation represents the deviation of the values of a set of data from its average or mean. Based on the table 4.1, the data showed that the standard deviation of pretest was 11,604 and the posttest was 9,531, it showed that the standard deviation of posttest lower than the pretest, it can be concluded that the students' score in pretest was scattered far from the average value. Meanwhile, the students' score in posttest was close to average value after the treatment by using Reciprocal Teaching.

5. Normality of the Test

Before the researcher did the research analysis, the data must be verified. The purpose of conducting normality test was to determine whether the data of pre-test and post-test are normally distributed or not. The researcher used statistical analysis to find out the distribution of the data. If the data from normality test indicated that the data is normal, the researcher would apply the parametric statistic t-test for the next calculation. On the other hand, if the normality test showed that the data is

not normal, the researcher would apply non-parametric statistic Wilcoxon signed-rank test.

The data indicated as normal distribution if the significance score was more than α ($> 0,05$). Meanwhile, the data indicated as not normal distribution if the significance score was less than α (< 0.05). The normality test of data pre-test and post-test used in this research was Kolmogorov-Smirnov. The calculation was showed by SPSS 22. The result can be seen in table 4.2.

Table 4.2 One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
Normal Parameters ^{a,b}	N	35	35
	Mean	43.57	54.43
	Std. Deviation	11.604	9.531
Most Extreme Differences	Absolute	.139	.124
	Positive	.113	.105
	Negative	-.139	-.124
	Test Statistic	.139	.124
	Asymp. Sig. (2-tailed)	.086 ^c	.192 ^c

From table 4.2. The Asymptotic Significance (Asymp. Sig.) 2-tailed score of pre-test was 0,086 and the significant score of post-test was 0,192 in which each of the score subsequently was greater than 0.05. This result indicated that the both pre-test score and post-test score was normally distributed. Therefore, in order to conduct hypotheses test, paired samples t-test was used by the researcher.

6. Testing Hypotheses

As mentioned above, the data or score of pre-test and post-test was normally distributed which required the researcher to conduct paired samples t-test to test the hypotheses. Additionally, the final result would be based on the paired samples t-test result of significance value (sig) compared to the α value. If the value of significance from the paired

samples t-test was higher than the α (0,05), H_0 was accepted. On the other hand, if the value of sig from the paired samples t-test was lower than the α (0,05), H_a was accepted. The result of computing the data into SPSS 22 was showed as follow:

Table 4.3

Paired Samples Test Result

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Nilai pretest – Nilai posttest	10.857	9.586	1.620	14.150	7.564	6.701	34	.000

Based on the table 4.3 above, it could be seen that the t-test score of sig. (2-tailed) was 0.00 which was smaller than the α (0,05). Moreover, the value of t-test is higher than t-table. It shows that the mean score of post-test and pre-test of experimental have significant differences. The calculation of t-test was 6,701. The test table 5% with df (degree of freedom) = 34. It indicates that t-test is higher than t-table $6,701 > 2.030$. Therefore, teaching reading comprehension by using Reciprocal Teaching strategy was effective to the students. It means that the null hypothesis (H_0) which say “The use of Reciprocal Teaching as Strategy to teach reading comprehension is not effective to improve students reading skill in the eighth grade students of SMP N 1 Selimbau in academic year of 2018/2019” was rejected and alternative hypothesis (H_a) was accepted.

7. Effect Size

The last part of the data analysis would determine the level of the effect size of the treatment. By acknowledging the value of the calculation it would yield the answer for the second question of this research. This effect size was mean to be used to find out the practical strength of the result of the treatment. The researcher used Cohen's effect size which the calculation was done manually. Based on the information of the table 4.1, the researcher calculated the data which the result of the calculation was presented as follow:

$$d = X_2 - X_1 / SD$$

$$d = (54,43 - 43,57) / (9,531 + 11,604)$$

$$d = 10,86 / 21,135$$

$$d = 0.51$$

Note :

d : Cohen's d effect size

X_2 : Mean score of posttest

X_1 : Mean score of pretest

SD : Standard deviation

Taken from Cohen (2007: 521)

The result of the effect size calculation was 0,51 which according to Cohen's effect size is 0,51 – 1,00 it was considered as moderate effect. Moderate effect means that Reciprocal teaching not too weak or too strong to uplift the students' reading comprehension. In the other words, the effect of Reciprocal Teaching was considered successful enough in teaching reading skill to the eight grade of SMP Negeri 1 Selimbau.

Table 4.4
Qualification of Effect Size

Value of Effect Size	Qualification
0 – 0.20	Weak Effect
0.21 – 0.50	Modest Effect
0.51 – 1.00	Moderate Effect
>1.00	Strong Effect

Taken From Cohen *et al* (2007: 521)

Based on the table, the effect size score that the researcher have calculated was 0,51. It can be concluded that the treatment has been applied by researcher to the research had a moderate effect to the students.

B. Discussion

This part highlights the discussion based on the research findings from the research:

1. The first research question of this research was about whether Reciprocal Teaching Strategy is effective in teaching reading comprehension. In order to answer this research question, the researcher calculated the students' individual score and the mean score where it showed that post-test higher than pre-test, it indicated that the implementation of Reciprocal Teaching strategy is affected to the students' reading comprehension. The effect that shown at the end of this research surely because Reciprocal Teaching helped students can review their reading comprehension skill. By using Reciprocal Teaching strategy makes students easily to understand the text that they had learn in previous lesson.
2. The second research question was about how effective is the Reciprocal Teaching Strategy for teaching reading comprehension. In order to find out how strong the effect of the treatment is, the researcher found that the using reciprocal teaching strategy was effective in teaching reading comprehension to the eight students SMPN 1 selimbau and its effect was categorize as moderate effect. It means that Reciprocal Teaching helped

the students learn to be better at reading skill and also improve their reading comprehension.

The findings of this research was supported by the research conducted by Biggs *et al* (2009), who was showed that using Reciprocal teaching strategy can gave all students chance to be active and take their role in learning process in practice reading comprehension. Therefore, all of students were free to learn and had a chance to practice their reading comprehension. In addition, Marzano *et al* (2010) also showed that the use of reciprocal teaching could be one of the strategy for English teacher when teaching reading skill and it also improved students interaction in the class. Students had to socialize with their friend in the learning process.

Furthermore, the activity also focused on students attention on having discussion with their friends. It meant that reciprocal teaching could decrease the students undesirable behaviour. Implementing Reciprocal Teaching helped students in comprehending a text. The reading strategies facilitated students in finding the details or important information, the meaning of the difficult words, the main idea of the text, the topic of the text, and the content of the text. Students could comprehend the text better than they did before after they applied the reading strategies. It meant that the reading strategies of Reciprocal Teaching was helpful in improving students reading comprehension as it is stated by Janzen in Richards and Renandya (2002: 287-288).

The discussion of the findings above confirms the theory which proposed by some experts related to the effectiveness of Reciprocal Teaching strategy to teach reading comprehension. The students could get more new vocabulary through defining the text. Thus, students acquire the new vocabulary and the language by linking them to objects and events from the real world around them. Reciprocal teaching also helps the students developing reading and speaking skills.

In other words, Reciprocal teaching in teaching reading skill could attract the students became more active, enthusiasms learning the material and easier for understanding the material by the students. Thus, Reciprocal Teaching Strategy was successful to assist the Eight grade students of SMP Negeri 1 Selimbau and the treatment gave the students learn to be better at reading skill.