THE EFFECT OF USING RECIPROCAL TECHNIQUE ON READING COMPREHENSION ACHIEVEMENT OF 8th GRADE STUDENTS

A THESIS

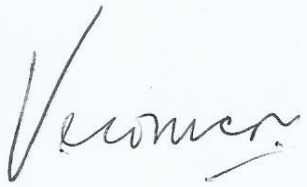
In Partial Fulfillment of the Requirements for
the *Sarjana Pendidikan* Degree in
English Language Teaching

By:
Yenny Kristiana Dewi
1213013024

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2017

APPROVAL SHEET (1)

This thesis entitled **The Effect of Using Reciprocal Technique on Reading Comprehension Achievement of 8th Grade Students** prepared and submitted by **Yenny Kristiana Dewi** has been approved and accepted as partial fulfillment of the requirements for the *Sarjana Pendidikan* Degree in English Language Teaching by the following advisor



Prof. Dr. Veronica L. Diptoadi, M.Sc

Thesis Advisor

APPROVAL SHEET (2)

This thesis has been written and submitted by Yenny Kristiana Dewi (1213013024) for acquiring *Sarjana Pendidikan* Degree in English Language Teaching by the following Board of Examiners on oral exam with the grade of ___ on May 31st, 2017.

Dr. Ruruh Mindari, M.Pd

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M. G. Retno Palupi, M.Pd

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Dean of Faculty of

Teacher Training and Education

P. Hady Sutris Winarlim, M.Sc

Head of English Department

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Bersama ini saya:
Nama : Yenny Kristiana Dewi
Nomor Pokok : 12130130 24
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

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Dosen Pembimbing II,

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Nomor Pokok	:	12130130 24
Program Studi Pendidikan	:	Bahasa Inggris
Jurusan	:	Bahasa dan Seni
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NRP 12130130 24

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ABSTRACT

Dewi, Yenny Kristiana. 2017. *The Effect of Using Reciprocal Technique on Reading Comprehension Achievement of 8th Grade Students*. S-1 Thesis. English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

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Keywords: reciprocal technique, reading comprehension, achievement.

The objective of this research is to find out whether there is a significant difference on the reading comprehension achievement between the students who have not been taught using reciprocal technique and who have already been taught using reciprocal technique. The steps of the research were conducted within 7 meetings: 1 meeting for pre-test, 5 meetings for treatments, and 1 meeting for post-test.

The design of this study is a pre-experimental study. The study was conducted in one of junior high school, Surabaya. The population of the study is a group consisted of two classes of 8th grade students in the academic year of 2016/2017. This group is selected using the purposive sampling technique from the population, i.e. Class VIII A and Class VIII B. After analyzing the students' score from the latest final exam by using ANOVA, there was no significant difference from the four classes. So, the researcher randomly chose the group for conducting the research.

There were 61 students who were followed this research. The group was taught by using reciprocal technique. The instrument that was used in this research is reading test. The data are analyzed using T-test. The data of this research was quantitative data which is obtained by holding a pre-test and post-test to see the improvement score of students' reading comprehension. The researcher analyzed the validity and reliability of the instrument. She also calculated the item difficulty and item discrimination of the instrument. There were 10 items that should be removed because they were not required to be the questions of the instrument.

The results of the data analysis are as follows. First, the mean score of the post-test (74.96) is higher than that in the pre-test (64.92). Second, there is a significant difference in the reading comprehension achievement between both groups indicated by the T-test results. With the level of significance at 5%, the t observation (to) was 4,38 and the t_{table} was 1,98. The to (4,38) is greater than t_{table} (1,98). Therefore, the hypothesis of this research "There is a significant difference between the students' reading comprehension achievement before and after being taught using reciprocal technique" is accepted. Finally, it can be concluded that reciprocal technique applied in teaching reading is effective for improving the students' reading comprehension achievement.