Abstract

Reciprocal teaching technique is a technique that can help the students improve their reading comprehension by using four strategies. Namely, questioning, clarifying, predicting, and summarizing. This study investigated the effectiveness of reciprocal teaching technique in improving reading comprehension. This research was conducted at SMP Muhammadiyah 1 Gamping. This research employed quantitative approach using quasi-experimental with non-equivalent groups design. The groups consisted of an experimental group and a control group. In the experimental group, the researcher used reciprocal teaching technique as a treatment and in the control group, the researcher used teacher-centered teaching technique. The population in this study was all of students at SMP Muhammadiyah 1 Gamping in grade VIII. The samples were 66 students in two classes, comprising of class VIII D with 33 students and class VIII B with 33 students determined by simple random sampling. The instrument of this study was reading comprehension test which was used for the pre-test and post-test. The test consisted of 20 multiple choice items based on narrative text. Also, the technique of data analysis was inferential statistical analysis, using t-test. The result of the data analysis showed that t-value is 5.967, it is higher than the t-table for df64 which is 1.671 (5.967 > 1.671), meaning that the result was significant. Besides, the result of significant value was 0.019 and it is lower than 0.05 (0.019 < 0.05). Also, the result of significant value in 2-tailed was 0.000 which is lower than 0.05 (0.000 < 0.05), meaning that this research was significant. The conclusion of this research is the null hypothesis

(Ho) is rejected which means there is significant different between experimental group and control group. Reciprocal teaching technique is effective and has moderate effect in improving reading comprehension in comprehending narrative text at SMP Muhammadiyah 1 Gamping.