

# **IMPROVING STUDENTS' INFERENCE SKILL IN NARRATIVE TEXT BY USING RECIPROCAL TEACHING TECHNIQUE**

A Classroom Action Research to the tenth grade Students of SMA Negeri 8  
Pontianak on Academic Year 2013/2014

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**Abstract:** The aim of this research is to improve students' reading inference skills of narrative text. This research was conducted to tenth year students of SMA Negeri 8 Pontianak in academic year 2013/2014. In this research, the Subject is class X IPS 3 that consists of 32 students. The researcher conducted a classroom action research in his research and acted as the teacher during the research period. The data were collected by using quantitative and qualitative method. The observation checklist table, field notes and video recorder were used as the tools of data collecting. Reciprocal Teaching Technique was used as the technique in this research which is conducted the research in two cycles. The research findings showed that the mean score of students' reading comprehension test in the first cycle is **64.6**, and in the second cycle is **77.18** which means it successfully passed the Kriteria Ketuntasan Minimum (KKM) in this school that was **65**. In the first cycle, the students were able to gain the implied cause-effect. In the second cycle, the students could predict the outcome, and draw conclusions. Reciprocal Teaching Technique managed to improve the students' reading inference skills in narrative text. This technique helped the students in understanding what the author meant and in drawing the conclusion from the narrative text given to them.

**Keywords:** Inference skills, Reciprocal Teaching technique, Narrative Text

**Abstrak :** Penelitian ini bertujuan untuk meningkatkan kemampuan memahami makna tersirat siswa pada teks bacaan naratif. Penelitian ini telah dilakukan terhadap siswa kelas 10 SMA Negeri 10 Pontianak pada tahun akademik 2013/2014. Dalam penelitian ini sasaran penelitiannya adalah siswa kelas X IPS 3 yang terdiri dari 32 siswa. peneliti menggunakan penelitian tindakan kelas dan berperan sebagai guru selama masa penelitian berlangsung. Data dikumpulkan dengan menggunakan tehnik kualitatif dan kuantitatif dengan menggunakan table pemeriksaan penelitian, catatan lapangan, dan rekaman video sebagai alat untuk mengumpulkan data.. Tehnik yang digunakan adalah reciprocal teaching technique dan dilaksanakan dalam 2 siklus. Hasil penelitian menunjukan skor rata-rata tes pemahaman bacaan siswa pada siklus pertama adalah **64,66**, dan pada siklus kedua sebesar **77,18** yang berarti berhasil lulus terhadap nilai Kriteria Ketuntasan

Minimum (KKM) di sekolah itu yaitu **65**. Pada siklus pertama para siswa sudah biasa memahami tentang penyebab-akibat yang tersirat. Pada siklus kedua siswa dapat memprediksi hasil dan menarik kesimpulan. Reciprocal teaching technique bertujuan untuk meningkatkan kemampuan memahami bacaan siswa terhadap teks naratif. Teknik ini membantu siswa dalam memahami maksud dan tujuan dari penulis serta membuat kesimpulan dari teks naratif yang diberikan.

**Kata Kunci : Pemahaman Bacaan yang Tersirat, Reciprocal Teaching technique, Teks Naratif.**

Teaching reading comprehension for English Foreign Language (EFL) is not an easy way to do because the EFL learners do not only use reading technique and strategies but also their knowledge such as vocabulary and grammar. Nuttal (1982:21) stated that the aim of teaching reading is to develop the students' ability to extract message from text contain. In teaching reading comprehension, the teachers are not trying to put something to the students but to help students to get the information by themselves.

One of the fundamental aspects of reading comprehension is making inferences. Inference is the process of connecting information within the text or within the text and one's knowledge base, and drawing a conclusion that is not explicitly stated in the text. Thus, making inferences is how reader could think more about the implicit meaning in a text

According to Kurland (2000) "inference is a mental process which reaches a conclusion based on the specific evidence". The writer concludes that the inference processes that are required to construct the kind of mental representation that supports deep understanding and hence learning. Inferences as the ability to make connections, possible relationship, and links between textual units like sentences and paragraph. Grimes (2006:90) stated "the power to guess the unseen from the seen one is the ability to make inferences". It means good readers infer when the author does not answer their questions directly. The inference cannot be found directly in the reading text

Based on KTSP, there are six genres of text which have to be studied; one of them is narrative text. Narrative text is a text that is used more often as a school subject material. As a fact, since the first grade of junior high school, narrative has become a reading text material. Teachers choose it because there are many valuable information and lessons inside the stories which can help the students to build their positive mindset and to create a good personality. That is why, it is important for the students to understand the story of Narrative text.

The consideration of choosing narrative text as the important genre text to be taught is that the characteristics inside of it. These characteristics are explained by Gergen (1998:4) which is called as "the cultural characteristic of narrative text". The characteristics are: first, narrative establishes a valued endpoint. This first characteristic is related to the goal of the story. The goal must be selected with the values or the moral lessons. Second, Narrative text selects events relevant to the endpoint. Once a goal is established, it serves to dictate the kinds of event that figure in the account.

However, based on the writer's observation in the teaching practice in SMA Negeri 8 Pontianak, the eleventh grade students faced difficulties in making inferences of narrative texts. Then, from researcher's discussion with the English teacher, the difficulties faced by students in inference skill dealt with predicting outcomes, determining implied cause-effects, and drawing conclusion. And also from the result of interview to some students, they felt difficult to get the implied information of the reading text. As a result, they do not know the implicit information in the text and have problems in answering the inference questions.

The researcher believes it is needed to propose a suitable strategy in order to make students understand in making inferences. Therefore, in this research, the researcher applied an active and an effective technique for the teacher; a technique that can improve the students' interest to focus on learning narrative text in order to get the implicit message of the story—Reciprocal Teaching Technique.

Reciprocal teaching technique has been used in before to improve student's reading comprehension skills. Novi Fitri in her research entitled *Increasing Student's Reading Comprehension of narrative text through Reciprocal technique* (2007) used Reciprocal teaching technique to improve student's reading comprehension skills in MA Nurul Ulum Kota Gajah, Lampong Tengah. Syed Afiad Syah in his research entitled *Improving Student's Reading Comprehension skills through Reciprocal Teaching* (2013) also used Reciprocal teaching technique to improve student's reading comprehension skill. However, in this research the researcher did not cover all aspects of reading comprehension. The researcher focused in student's inference skills.

In this research, before the students played the roles, the teacher explained how to do the strategies for the first time, and after that the students did the roles. The researcher believes that this technique has helped the students infer the ideas of the narrative text because the four strategies are very powerful to dig up the important information in the text. In conclusion, the researcher conducted this research entitled *Improving Students' Reading Inference skills on Narrative Text by Using Reciprocal Teaching Technique on the First Year Student of SMA Negeri 8 Pontianak* in order to improve the students' ability to infer the ideas in narrative text.

The question of this research was how can Reciprocal Teaching Technique improve students' ability in inferring ideas in narrative text. Especially by predicting outcomes, determining implied cause-effects, and drawing logical conclusion.

## **METHOD**

Since the purpose of this research was to improve students' inference skills in narrative text by using reciprocal teaching technique to the tenth grade Students of SMA Negeri 8 Pontianak on Academic Year 2013/2014, the researcher used classroom action research which was appropriate method to be used to solve the problem of this research.

According to Kemmis and McTaggart in Burns (2010:18), the action research process had four main stages which were planning, acting, observing, and reflecting. The description of those stages can be seen below:

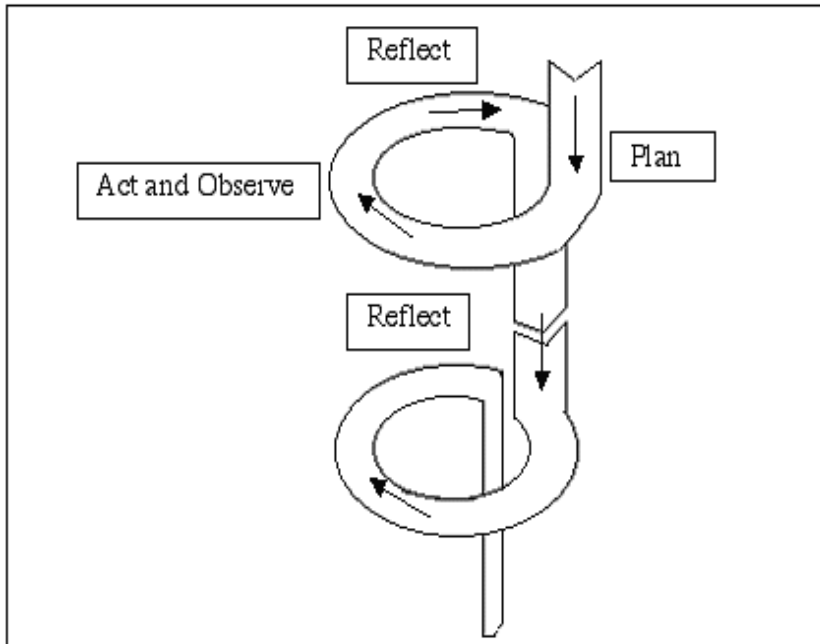


Figure 1: Kemmis and Mc Taggart (1988) cited in Burns (2010:9)

The participant in this research were the students of SMA Negeri 8 Pontianak. The data were collected from class X IPS 3 consisted of 32 students as the subject of the research.

There were two kinds of techniques used by the researcher. They are observation technique and measurement techniques. Observation checklist and field note and video recorder were used for the observation technique. As to measure the students' achievement, the researcher used multiple choice test items. Observation checklist was used to observe students' and teachers' behavior while the teaching process where conducted. It was filled by the collaborator. Field note and video recorder is used to record the aspect that was not provided in the observation checklist. It was filled by the collaborator whereas the unpredictable things happened during the teaching process.

## FINDINGS AND DISCUSSION

The researcher conducted this research in 2 cycles. During applying the cycles, the researcher and collaborator cooperated to record all the process actually happened in the classroom using field notes and video recorder. The researcher asked the student to have a group. The group was a small group consists of four students. After giving the students' worksheet, the researcher computed the students' total score based on the scoring table and classified the main score into qualification. The researcher reflected students' behavior during the teaching learning process whether it had been in line with the planning. In addition, collaborator helped the researcher find out what happened in the class to obtain objective data. Those entire steps were done to obtain the research finding.

The researcher computed the students' total score based on the scoring table, and then computed the students' mean score. Then, the researcher elaborated the

result of mean score and what was written in the field note in order to achieve the contrast in the research findings. The explanation as follows:

***First cycle (January 20<sup>th</sup> 2014)***

From the research finding and the data analysis on the first cycle of the research, the researcher concluded that it was not satisfying. There were some obstacles happened in this cycle. More efforts would be needed to achieve the goals of the technique applied. The researcher decided to conduct the second cycle. The reflection of the first cycle was as follows: 1) The students were able to imply cause-effect from the narrative text that they had read. 2) Setting which was in the narrative text still became the difficulties for students in answering the questions. 3) The students seemed confused in predicting outcomes and drawing conclusions from the narrative text.

After collecting the students' task, both the teacher and collaborator worked together to compute the individual students score to obtain the students' mean score. The students' meanscore in the first cycle was not really good. it was only 64.66 and it did not achieve the standar minimum score of this school

***Second cycle (January 27<sup>th</sup> 2014)***

In this cycle, the students' meanscore showed a significant improvement. The result was also satisfying, 77.18, it showed the students could achieve the standard minimum score in this school. The researcher and the collaborator concluded that the problems were solved well. The students were not confused in predicting outcomes, implying cause-effect and drawing conclusions. Their score were also improved. It meant that the cycles could be stopped.

This research was conducted in two cycles. Each cycle consisted of four stages which were planning stage, acting stage, observing stage and reflecting stage. In conducting the research, the writer acted as the teacher who implemented the Reciprocal Teaching technique and for the collaborator, he asked an English teacher to become the collaborator who observed the teaching learning process.

In this research, the teacher's performance improved from the first cycle to the second cycle. In the first cycle, the teacher faced some problems to conduct the discussion by using strategies of reciprocal technique; there were two students absent in the first cycle. In the beginning, the teacher decided to divide the students into some groups of four members; and on the last group, and there were only two members. Then, the teacher decided to ask them to have double roles. Finally, the members of the two groups had double roles; the questioner was also the clarifier, and the predictor was also the summarizer.

Besides the presence of the students, the teacher also faced the problem of time. The lesson was started at 07.10 because the learning aids had not ready yet. Indeed, the announcement from another teacher also took time that made the students lost their concentration to focus on the learning. Consequently, the teacher had to repeat and re-trigger them to focus on the teaching learning process. This also took more time.

However, in the second cycle, the teacher had already prepared the solutions from the possibilities, as in the first cycle. The teacher also had told the students to prepare the infocus before she came to the classroom; and it worked. The students followed the teacher's instruction as they had prepared the infocus

before the teacher came. Moreover, the teacher had prepared another plan if there were other disturbances from other students or teachers. The teacher had decided to conduct another meeting for the second cycle, so that the teacher would not be in rush.

In the second cycle, the teaching learning process ran smoothly. There were no disturbances from others, and all the students were present. The teacher also had more preparation rather than in the first cycle. The improvement of teacher's performance was also a proof that the teaching learning process had been running smoothly.

In the first cycle, the students were able to predict outcomes of the narrative text. But the students were still difficult in implying cause-effect and drawing conclusions. The students also found it difficult in doing reciprocal teaching technique.

The third cycles, the obstacles could be tackled well. The students were able to imply cause-effect and drawing conclusions of the narrative text. Reciprocal Teaching technique worked well for the students. They managed to improve their inference skills in predicting outcomes, implied cause-effect and drawing conclusion.

The researcher computed the students' individual score and the mean score. The research findings showed that the students' mean score in the first meeting is 64.66. It is qualified "poor to average". It means that the researcher had to think the better preparation for the next cycle. In the third meeting, the students' mean score is 77.18. It is qualified "good". The percentage of students' achievement of each question was presented as follows: Based on KKM (Kriteria Ketuntasan Minimum) of English subject is this school, 90.62% of students passed the indicator of success which is 65.

Furthermore, the result of the observation, field notes and video recorder can be described as follows:

On the first cycle, the preparation was quite good. The researcher made the lesson plan. The tools to assist the teaching learning process was narrative text. Some of the students were active in the groups but some other students were not active. They did not pay attention much to the discussion of the group. The teacher and the collaborator checked the students' answers and compute the individual students score to obtain the students mean score. The result was not good and did not achieve the indicator of success. From the reflection, it could be concluded that the students could imply cause effect, but they were still difficult in predicting outcomes and drawing conclusion of the narrative text.

On the second cycle, the students were enthusiastic in the groups in this meeting. The students also saw a video about reciprocal teaching technique which was prepared by the researcher. They participated well in the discussing and evaluating the work. The students played their roles in the groups. They gave opinions and suggestion for their groups. The students showed good improvement and the result was satisfying. The students achieved the indicator of success. They improved their inference skills in predicting outcomes, implied cause-effect and drawing logical conclusion.

The explanation and description of the improvements above, led the researcher to the conclusion that this Classroom Action Research could be only conducted in two cycles because there happened significant improvements from

the first cycle to the second cycle. By using Reciprocal Teaching technique, the student's reading inference skills in a narrative text better than without using this technique. The improvements were the evidences that this technique had successfully helped the student's reading inference skills of a narrative story. These could be seen on the subject of students' achievement in answering the test which was shown by the mean score of each cycle, the students' achievement in reading inference skills of the story which was shown by the result of the analysis of the item of specification, the students' performance during the teaching learning process which was shown by the result of observation checklist and also the description of field note, and the teacher's performance while the process of teaching learning was running which was also described in the field note and resulted in the result of the observation checklist.

In conclusion, the researcher determined that this research was satisfactory. Through Reciprocal Teaching technique, the student's reading inference skills of the narrative story increased. Therefore, the researcher has concluded the action hypothesis which states "Reciprocal Teaching Technique can improve the ability in inferring ideas on narrative text on the first year students of SMA Negeri 8 Pontianak in academic year 2013/2014" is proven.

## **CONCLUSION**

Based on the research finding, the researcher concluded that there was an improvement of students' meanscore after applying Reciprocal Teaching technique. This classroom action research was conducted in two cycles with four stages—planning, acting, observing, and reflecting. The students kept improving step by step in each cycle until they achieved the standard of minimum score. In the first, the students did not achieve the standard minimum score (KKM) in this school. In the first cycle, the students' meanscore was 64.66, it was categorized as poor. Therefore, based on the reflection from the first cycle, it was necessary to conduct the second cycle. In the second cycle the indicators of success were fulfilled and the action was stopped. The students' meanscore in this cycle was 77.18.

Based on the analysis of qualitative data of the observation checklist and field note, in the first cycle, the student's performance was categorized as a poor performance, there were some students who did not focus on the teacher. The students did not do the discussion good enough. There were only some students who seem motivated while doing the discussion. And some students seem a bit confused of the Reciprocal strategy. In the second cycle, there were many improvements based on the observation checklist and field note. The student's performance categorized as a very good performance. In the second cycle, most of the students seem motivated when listening to the teacher, doing the test and the discussion. From the pre-activity to the post-activity, the students are more active than the first cycle

In conclusion, the activities and the result of the test of the first cycle and the second cycle have improved. Therefore, the action hypothesis of this research that has been predicted is proved that Reciprocal teaching technique can improve students' ability in inferring ideas on narrative text on the first year students of SMA Negeri 8 Pontianak.

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