

*Penelitian Internal*

**THE EFFECT OF RECIPROCAL QUESTIONING PROCEDURES ON  
TEACHING READING COMPREHENSION**

**Peneliti:**

**Herman S.Pd., M.Hum**

**Harpen H.P Silitonga, S.Pd., M.Hum**

**Emawati Tampubolon S.S., M.Pd**



**LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT**

**UNIVERSITAS HKBP NOMMENSEN**

**MEDAN**

**2015**

## PENGESAHAN PENELITIAN

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1. a. Judul Penelitian : The Effect of Reciprocal Questioning Procedures on Reading Comprehension  
b. Bidang Ilmu : Pendidikan Bahasa Inggris  
c. Kategori : Penelitian untuk Mengembangkan Fungsi Kelembagaan Perguruan Tinggi
- 

### 2. Peneliti

#### 1. Ketua

- a. Nama Lengkap dan Gelar : Herman S.Pd., M.Hum  
b. Jenis Kelamin : Laki-laki  
c. Golongan/Pangkat : Pembina/ III C  
d. Jabatan Fungsional : Asisten Ahli  
e. Jabatan Struktural : Dosen Tetap Program Studi Bahasa Inggris  
f. Fakultas/Program Studi : FKIP / Bahasa Inggris  
g. Pusat Penelitian : Program Studi Pendidikan Bahasa Inggris FKIP Medan.

#### 2. Anggota

- a. Nama Lengkap dan Gelar : Harpen H.P Silitonga, S.Pd., M.Hum  
b. Jenis Kelamin : Laki-laki  
c. Golongan/Pangkat : -  
d. Jabatan Fungsional : -  
e. Jabatan Struktural : Dosen Tetap Program Studi Pendidikan Bahasa Inggris  
f. Fakultas/Program Studi : FKIP / Pendidikan Bahasa Inggris  
g. Pusat Penelitian : Program Studi Pendidikan Bahasa Inggris FKIP Medan.

- a. Nama Lengkap dan Gelar : Ernawati Tampubolon S.S., M.Pd  
b. Jenis Kelamin : Perempuan  
c. Golongan/Pangkat : -  
d. Jabatan Fungsional : -  
e. Jabatan Struktural : Dosen Tetap Program Studi Pendidikan Bahasa Inggris  
f. Fakultas/Program Studi : FKIP / Pendidikan Bahasa Inggris  
g. Pusat Penelitian : Program Studi Pendidikan Bahasa Inggris FKIP Medan.
-

3. Susunan Tim Peneliti

- a. Ketua : Herman S.Pd., M.Hum  
b. Anggota : 1. Harpen HP Silitonga, S.Pd., M.Hum  
2. Ernawati Tampubolon S.S., M.Pd

4. Lokasi Penelitian : FKIP Universitas HKBP Nommensen

5. Biaya Penelitian Merupakan Kerjasama dengan Instansi Lain

- a. Nama Instansi :  
b. Alamat :

6. Lama Penelitian : 3 (tiga) bulan

7. Biaya Penelitian : Rp. 4.500.000 (Empat juta lima ratus ribu rupiah)

8. Sumber Dana : Lembaga Penelitian Universitas HKBP  
Nommensen

Medan, Maret 2015

Peneliti

Herman S.Pd., M.Pd

Mengetahui

Wakil Dekan Khusus Bidang Akademik



Drs. Juliper Nainggolan, M.Si

Menyetujui

Ketua Lembaga penelitian,



Prof. Dr. Monang Sitorus, M.Si

*Penelitian Internal*

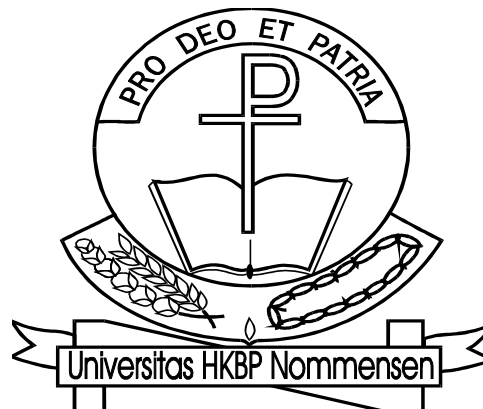
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- a. Nama Lengkap dan Gelar : Ernawati Tampubolon S.S., M.Pd  
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Nommensen

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Medan, Maret 2015

Peneliti

Herman S.Pd., M.Pd

Mengetahui  
Wakil Dekan Khusus Bidang Akademik

Menyetujui  
Ketua Lembaga penelitian,

Drs. Juliper Nainggolan, M.Si

Prof. Dr. Monang Sitorus, M.Si

## **KATA PENGANTAR**

Penelitian ini dapat terlaksana dengan baik kiranya atas berkat Tuhan yang berkecukupan. Penelitian ini diharapkan dapat menjadi contoh bagi mahasiswa yang menjadi objek penelitian khususnya, dalam membuat penelitian sebagai skripsi untuk mempertahankan gelar Sarjana Pendidikan di Universitas HKBP Nommencen. Penelitian ini dapat terlaksana juga atas partisipasi berbagai pihak, diantaranya:

1. Bapak Rektor Universitas HKBP Nommencen (UHN)
2. Dekan/Wa.Dekan Fakultas Keguruan dan Ilmu Pendidikan UHN
3. Ketua Lembaga Penelitian UHN

Semoga penelitian ini dapat menjadi referensi bagi mahasiswa dan dosen dalam pembelajaran, baik sebagai mahasiswa yang kelak menjadi guru dan dosen sebagai pengajar bagi mahasiswa di dalam kelas untuk kemajuan kualitas lulusan Universitas HKBP Nommencen.

Medan, September 2015

**Tim Peneliti**

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 The Background of The Research**

Learning English as a foreign language is not easy, there are four language skills that should simultaneously be achieved by the students, namely listening, speaking, reading, and writing. They should be taught intensively because in Indonesia English has been declared as the foreign language learned at school until university and become one of the important subjects. From the four skills, according to Reinking and Scheive in Saragih(1983) reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Mackay in Saragih(1979) also says reading is an active process which means that the readers bring to the task a formidable amount of information and ideas, attitudes and beliefs. Referring to the above definitions, reading is considered as a complex activity as it should be followed with thinking process.

Burns(1984:10) says that reading is a thinking process. The act of recognizing words requires interpretation of graphic symbols. In order to comprehend a reading selection thoroughly, students must be able to use information, to make inferences and to read critically and creatively to understand figurative language, to determine the authors' purpose, to evaluate the ideas presented, and to apply the ideas to actual situation. All these skills involve thinking process. The ability of the students in looking for the information



through the thinking process is assumed as the common reading ability that the students use in reading task at school.

Most of students do reading as a passive activity. Reading is done by reading text from the beginning until the end of a text. When students found unfamiliar words then reading is stopped by looking for the words' meaning in dictionary. The worse is happens during the finding of the meaning translation is done by using word per word translation. Students find it is difficult to comprehend the text this way. This situation turns the class activity into a boring one. Burns(1984: 4) says that in teaching reading comprehensions the most important thing is to build up students' confidence and interest in reading, signing, enjoying listening to the text, being able to retell the text, etc.

Reciprocal Questioning(Re-Quest) procedures as a variation of reciprocal teaching strategies requires students' role in formulating their own list of questions about a reading selection. Manzo the originator of Re-Quest procedures suggests that teacher ask question to students, which is focused to the text and after that teacher develops students' abilities to ask their own questions and to set their own.

Referring to Manzo's theory of Re-Quest procedures, this research is conducted to find out the effect of the Re-Quest procedures to the students' reading comprehension. An experimental research will be applied to students majoring in English Teaching at Faculty of Teaching UHN.

## **1.2 The Problem of the Research**

In conducting research, the problem is stated clearly in order that the objectives of the study and the method used can be meaningful. In reference to the background of the study the study is focused on the use of Re-Quest procedures and students' reading comprehension. Specifically, the problem is formulated in question as the following:

“Does the use of Reciprocal Questioning procedures significantly affect the students' reading comprehension?”

### **1.3 The Scope of The Research**

Based on the pattern elaborated in the problem of the research; this research is limited on the effect of using Re-Quest procedures to the students' reading comprehension. The considerations to limit the study are as the following:

1. There are many parts of English that the students need to achieve especially the students are the next becoming teacher that have to teach their students to read.
2. There is a need of interest in learning reading comprehension.

### **1.4 The Objective of the Research**

The objective of the research is to find out whether the application of Re-Quest procedure is affecting students comprehension in reading. In other way, the objective of this research is the answer to the question in research problem.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Background**

##### **2.1.1 Learning and Teaching Theories**

According to Kimble and Germezy in Principles of Language Learning and Teaching, learning is a permanent change in behavioral tendency and it is the result of reinforced practice. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Learning is a process of operant conditioning through a carefully paced program of reinforcement, and in the second language learning as a deductive rather than an inductive process.

##### **2.1.2 Reading**

Kolker as quoted by Alexander(1988:3), reading is an activity to perceive the potential meaning in written messages and to relate this potential meaning to cognitive structure(what is already known) in order to comprehend it. It means that it is an interacting activity with the printed text and getting comprehension to establish the meaning. In this case, reader should employ his/her background of knowledge to understand the text.

Reading is the understanding of written text in order to get comprehension toward its content. This activity is usually considered as silent reading. Reading is also process of decoding the printed letters into sound. This activity enables the student whether he/she gets the idea (Wiranto, 2002: 162).

Goodman as Quoted by Fauziati (2002:139) stated that reading is considered “a psychological guessing game”. This activity involves an interaction between thought and language.

From definitions quoted above, it can be concluded that reading is an activity of understanding printed text in order to get the meaning toward its content, and it involves an interaction between readers’ background of knowledge and the content of the text.

### **2.1.3 Comprehension**

Comprehension is the process of obtaining the meaning from written language which involves a complex processing operation. A comprehension occurs when a reader is able to recreate the meaning intended by the writer (Heilman, Blair, and Rupley. 1981:247)

Kustartyo said that comprehension involves the understanding of meaning of written materials and covers the conscious strategies that lead to understanding. Comprehension as a final result of reading process deals with language content. It can be considered as a process of negotiating understanding between the reader and writer.

The reader comprehends by actively constructing meaning internally from interacting with the material that is read (Anderson and Pearson in A.J Estill, 1997: 160). Successful comprehension involves the reader’s discovering of the meaning needed to achieve the particular purposes set for, or by, him/her. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea, or following a set of directions. It is important to

note that kinds of mental abilities are not those measured by standardized reading comprehension tests.

#### **2.1.4 Reciprocal Questioning (Re-Quest) Procedures**

A reciprocal Questioning Procedures involves an exchange of questions between teacher and students. According to Manzo (1979) this approach is most useful for the first few paragraphs of a text. Remedial readers may take benefit from extended use of the technique, however, especially since it is aimed at developing reading purpose. Re-Quest involves silent reading of a very short passage, even as short as one sentence following the silent reading; the student asks his/her teacher a question about materials. Then the teacher and students alternate asking questions to which the other response, of course, the students is encouraged to imitate the teacher questioning technique. All questions are answered. The students must either answer or explain why s/he cannot answer the teacher's questions. The objective is to develop various skills (depending on the content of what is read) in asking questions that seek different kinds of answers. Manzo suggest that a tally be kept of questions demanding the different kinds of answer:

1. immediate reference (what happened in what we read?)
2. common knowledge (what does the author assume everyone knows about what was read?)
3. related information (what other information would help the understanding of the passage?)

4. open-ended discussion (what different opinions exist about what we read?)
5. further reference (what else can we read or observe that will increase understanding, enjoyment?)

in the Re-Quest Procedures, an individual student and teacher silently read sections of selection and then take turns asking and answering each other's questions about a section. The teacher's function is to model a good questioning behavior, to provide feedback to the student about his or her questions, and to assess whether the student has established reasonable purposes for independently completing the passage.

There are six steps teachers should follow in using the Re-Quest procedures:

1. *Preparation of material*

Preparation of material entails previewing the selection for the purpose of:

- a. selecting material at an appropriate level for the students
- b. selecting material appropriate for making predictions
- c. Identifying appropriate points within the selection where the student could possibly make predictions.

2. *Development of readiness for the strategy*

In introducing Re-Quest procedures, teacher should be aware of the need to:

- a. build student interest in the procedure
- b. introduce selected vocabulary
- c. develop some backgrounds for understanding passage

d. provide the student with an understanding of rules of Re-Quest

### *3. Development of student questioning behaviors*

At this point, both the teacher and student participate in reciprocal questioning procedures. As Manzo's protocol suggests, this entails:

a. joint silent reading.

b. student questioning

c. exchange of role.

### *4. Development of student predictive behaviors*

At an appropriate point in the procedure (i.e., when the student has read enough to make prediction about the rest of the material), the exchange of the questions is terminated. Assuming the role of agitator, teacher attempts to elicit predictions and validations from the student. If the predictions and verifications are reasonable teacher and student can move to the next step-silent reading activity.

### *5. Silent reading activity*

Teacher directs student to read the remainder of the selection. During this period, teacher can either read along with the student or stand by to assist. Manzo suggests that is important to give aid in a manner that does not disrupt student's comprehension, that is, does not destroy the student's train of thought.

### *6. Follow-up activity*

Numerous worthwhile tasks are suitable for following activities. Manzo suggests that readers might engage in activities may or apply the information gained from reading. Other useful activities may emanate from reconsideration and discussion of student to consider variations or adaptations of the story.

## **2.2 Hypothesis**

Based on theoretical framework elaborated, the hypothesis is formulated as follows, “The students’ reading comprehensions taught by using reciprocal questioning procedures is higher than those students’ taught without using reciprocal questioning procedures in reading comprehensions.



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

This research was an experimental study, with two randomized group pretest-posttest design. It deals with two variables they were: student achievement in reading comprehension as dependent variable and reciprocal questioning procedures as the independent variable. The sample was given a treatment based on the variable of research. Therefore, the sample was divided into two groups: the experimental and control group. The experimental group, which consists of 30 students, was taught by using reciprocal questioning procedure. Meanwhile, the control group, which consists of 30 students, was taught without using reciprocal questioning procedures, in this term by asking the students to read the text and discuss it in teaching reading comprehension. The design of the research was shown below:

Table 3.1 Research Design

1	Experimental group Pre-Test	Giving treatment using Reciprocal Questioning Procedures	Post-test
2	Control Group Pre-test	Without Reciprocal Questioning Procedures	Post-Test

#### 3.2 Population and Sample

The population for this research is the students of FKIP UHN majoring in English Teaching.

The sample of this research is two class of the students of FKIP UHN majoring in English Teaching that take reading subject.

### 3.3. The instrument of Collecting Data

Data for this research is obtained by giving multiple choices test to experimental and control group in pretest and post test. The multiple choices test consists of twenty items.

### 3.4. Test Scoring

In scoring the test the formula  $S = \frac{R}{N} \times 100$  is used where:

S= the score

R= the right answer

N= number of items

The range of scoring is 0-100.

### 3.5. Validity and Reliability of the Test

According to Best there are several types of validity, content validity, construct validity and criterion validity. This research concerns with content validity since the test applied based on the syllabus or instructional program.

To obtain reliability of the test, Kuder Richardson (KR-21) is applied as follows:

$$KR_{21} = \frac{k}{k - 1} \left( 1 - \frac{M(K - M)}{KS^2} \right)$$

Where: K = the number of question

M = the mean of the test

S = standard deviation

### 3.6 The Technique of Analyzing Data

In this study the data were obtained from the experimental and control groups. The data were analyzed by using t-test formula.

The formula of t-test was presented as follows:

$$t = \frac{m_x - M_y}{\sqrt{\frac{D_x^2 + D_y^2}{N_x + N_y - 2} \times \frac{1}{N_x} + \frac{1}{N_y}}}$$

Where: M<sub>x</sub> = the mean of group x

M<sub>y</sub> = the mean of group y

D<sub>x</sub> = the standard deviation of score x

D<sub>y</sub> = the standard deviation of score y

N<sub>x</sub> = total number sample of group x

N<sub>y</sub> = total number sample of group y

### 3.7 Statistical Hypothesis

Statistical Hypothesis was used in order to know the result of observation about the sample quantitatively and also to know the relationship between one or more variables. It was constructed as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 > \mu_2$$

Notes:

$\mu_1$  : The average of students' reading comprehension in experimental group

$\mu_2$  : The average of students' reading comprehension in control group

**CHAPTER IV**  
**THE DATA AND RESEARCH FINDING**

**4.1. The Data**

The data were taken from the experimental and control groups after applying the pre-test and post-test to experimental and control groups, the students' score were obtained. The result of the score from the experimental and control groups can be seen in the table 1 and 2.

Table 1

The Result of Pre-Test and Post-Test of the Experimental Group

No	Student' Initial Name	Score of Pre-Test	Score of Post-Test
1	AA	85	95
2	AJ	80	90
3	AK	85	90
4	AMS	55	70
5	AWS	75	80
6	BES	65	70
7	Da	50	75
8	DFS	45	70
9	DR	60	80
10	EMS	80	95
11	ESS	60	75
12	FM	60	80
13	Fy	50	70
14	GS	65	80
15	IHP	65	75
16	Me	70	90

No	Student' Initial Name	Score of Pre-Test	Score of Post-Test
17	MI	75	80
18	MMM	60	70
19	NES	40	60
20	NR	65	85
21	Os	50	70
22	RAG	70	75
23	SM	80	85
24	SNS	55	70
25	TH	80	90
26	TSN	70	85
27	UN	60	70
28	Wn	75	85
29	WU	70	80
30	YDT	55	75
<b>TOTAL</b>		1965	2365
<b>MEAN</b>		65.5	78.83

From the Table 1, it can be observed that in the experimental group, the lowest score for the pre-test was 40 and the highest score was 85 while the lowest score for the post-test was 60 and the highest score was 80. According to Arikunto the passing grade of the test is considered as the following:

Score	Letter	Value
80 – 100	A	Very Good
66 – 79	B	Good
56 – 65	C	Satisfactory
40 – 55	D	Poor
30 – 39	E	Fail

Based on this passing grade, it was obvious that:

- a. There were 6 students got score 80 – 100 in pre-test, it was categorized very good
- b. There were 7 students got score 66 – 79 in pre-test, it was categorized good
- c. There were 9 students got score 56 – 65 in pre-test, it was categorized satisfactory
- d. There were 8 students got score 40 – 55 in pre-test, it was categorized poor
- e. The mean of pre-test was 65.5, it was categorized satisfactory. It means the ability of the students in pre-test was satisfactory.
- f. There were 16 students got score 80 – 100 in post-test, it was categorized very good
- g. There were 13 students got score 66 – 79 in post-test, it was categorized good
- h. There were 1 students got score 56 – 65 in post-test, it was categorized satisfactory
- i. The mean of the post-test was 78.83, it was categorized satisfactory. It means the ability of the students in pre-test was good.

Table 2

The Result of Pre-Test and Post-Test of the Control Group

No	Student' Initial Name	Score of Pre-Test	Score Of Post-Test
1	AAS	85	90
2	AG	55	75
3	AH	65	75
4	BFS	70	75
5	CT	70	80

No	Student' Initial Name	Score of Pre-Test	Score Of Post-Test
6	DAE	50	70
7	DC	50	60
8	FNS	75	80
9	FS	60	80
10	IG	85	85
11	In	45	65
12	ISFS	70	80
13	Ka	75	85
14	MAP	65	80
15	MPS	65	75
16	MS	55	70
17	NF	60	75
18	NL	60	65
19	Nt	65	80
20	Nu	55	60
21	Nw	40	60
22	Nz	45	60
23	PBL	50	65
24	POM	70	85
25	RRR	80	85
26	SM	75	80
27	SN	60	70
28	VLP	50	60
29	WTL	65	65
30	Yo	55	60
<b>TOTAL</b>		1870	2195
<b>MEAN</b>		62.3	73.16



From the Table 2, it can be observed that in the control group, the lowest score for the pre-test was 40 and the highest score was 85 while the lowest score for the post-test was 55 and the highest score was 90.

Based this passing grade, it was obvious that :

1. There were 3 students got score 80 – 100 in pre-test, it was categorized very good
2. There were 7 students got score 66 – 79 in pre-test, it was categorized good
3. There were 9 students got score 56 – 65 in pre-test, it was categorized satisfactory
4. There were 11 students got score 40 – 55 in pre-test, it was categorized poor
5. The mean of pre-test was 62.3, it was categorized satisfactory. It means the ability of the students in pre-test was satisfactory.
6. There were 12 students got score 80 – 100 in post-test, it was categorized very good
7. There were 8 students got score 66 – 79 in post-test, it was categorized good
8. There were 10 students got score 56 – 65 in post-test, it was categorized satisfactory
9. The mean of post-test was 73.16, it was categorized satisfactory. It means the ability of the students in pre-test was good.

Table 3

The Result of the Test of Treatment (Experimental Group)

No	Student' Initial Name	Test - 1	Test - 2
1	AA	85	95
2	AJ	80	90

No	Student' Initial Name	Test - 1	Test - 2
3	AK	85	90
4	AMS	55	70
5	AWS	75	80
6	BES	65	70
7	Da	50	75
8	DFS	45	70
9	DR	60	80
10	EMS	80	95
11	ESS	60	75
12	FM	60	80
13	Fy	50	70
14	GS	65	80
15	IHP	65	75
16	Me	70	90
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23	SM	80	85
24	SNS	55	70
25	TH	80	90
26	TSN	70	85
27	UN	60	70
28	Wn	75	85
29	WU	70	80
30	YDT	55	75
<b>TOTAL</b>		1965	2365
<b>MEAN</b>		65.5	78.83

From the data above, it was obtained that the mean of the test-1 of experimental group was 65.5 and the mean of test-2 was 78.83. It means teaching by reciprocal questioning procedures can increase students' reading comprehensions.

## **4.2. Data Analysis**

### **4.2.1. Validity and Reliability**

#### **4.2.1.1. Validity**

To ensure the validity of the test administered in this study, a content validity was used, in which the items of the test were representative both to the content of the curriculum and behavioral objectives.

In testing validity, Arikunto's formula was applied. Arikunto's recommends that the value and validity of the test formula as the following:

0.00 – 0.30    Implies that the test items are difficult

0.31 – 0.70    implies that the test items are fair

0.71 – 1.00 implies that the test items are easy

The formula applied to find out the validity of the test. The formula as follows :

$$P = \frac{\sum R}{\sum T}$$

The Mean of validity of the test is 0.67. Based on the criteria 0.67 belongs to fair in the other words the test was valid.

#### **4.2.1.2. Reliability of the Test**

In this study, to obtain the reliability to the consistency of the score  $KR_{21}$  is applied  $KR_{21} = \frac{K}{K-1} \left( 1 - \frac{M \cdot K - M}{KS^2} \right)$

Based on the score of the students, it can be calculated that: K (the number of the question) is 20, M (the mean of the test score) is 13.4, and S (the standard deviation) is 3.84. after applying the formula, the reliability of the test is obtain 0.74 (see appendix B)

The categories of coefficient correlations are as the following :

0.00 – 0.20 the reliability is very low

0.21 – 0.40 the reliability is low

0.41 – 0.60 the reliability is fair

0.61 – 0.80 the reliability is high

0.81 - above the reliability is very high

If the reliability of the test is 0.74, it means that the test had high reliability

#### 4.2.2. Analyzing the Data by Using t-test Formula

To find out whether the using of reciprocal questioning procedures had a significant effect to the reading comprehensions, the result of the test was calculated by using T-test formula was:

$$t = \frac{Mx - My}{\frac{Dx^2 + Dy^2}{Nx + Ny - 2} \times \frac{1}{Nx} + \frac{1}{Ny}}$$

From the data analysis (see appendix C)

Mx = 13.66

My = 10.83

Dx<sup>2</sup> = 3461.94

Dy<sup>2</sup> = 1054.14

Nx = 30

$N_y = 30$

After adapting the data into T-test formula, it was obtained that t-observed was 5.44.

In finding out the difference, the distribution table of t-table was used as a basis of counting t-observed value in certain degrees of freedom (df), in this study the degree of freedom was 58 (obtained from  $N_x + N_y - 2; 3 + 3 - 2 = 58$ ).

From degree of freedom of 58 at the level of significance 0.05 it was found that t-observed value  $5.44 > t\text{-table } 2.000$ . Based on the calculation, there was significant effect in the using of reciprocal questioning procedures on reading comprehension. It means that the contribution of reciprocal questioning on reading comprehension was high.

#### **4.2.3. Testing Hypothesis**

After analyzing the data, the data were applied to see whether there was significant effect of using reciprocal questioning procedures on teaching reading comprehension compared with teaching reading with using the discussion technique as describe in the hypothesis in chapter II

In relation to the observed value of the comparison, the distribution table of was used as basis of counting t-table value in certain degrees of freedom.

$H_a$  is accepted if  $t\text{-observe} > t\text{-critical value}$

$H_a$  is rejected if  $t\text{-observe} < t\text{-critical value}$

In this case, the result of computing the t-test showed the calculated t-observed was 5.44 while value was 2.000 with the degree of freedom (df) was 58 at the level of significance 0.05.

From the result of the t-test above, it can be calculated that the hypothesis which said that there was a significant effect of using reciprocal questioning procedures on teaching reading comprehension was accepted by statistical analysis in data analysis and being continued with testing hypothesis. It was found that the students who were taught reading by using reciprocal questioning procedures got higher score than those who were taught without using reciprocal questioning procedures. It was proved from the result of the t-test, in which the score of t-observed was higher than t-table ( $t\text{-observe} > t\text{-table}: 5.44 > 2/000$ ). It means that using reciprocal questioning procedures in teaching reading comprehensions gave positive affect to students' achievement. In other words, reciprocal questioning procedures affect reading comprehension

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

After analyzing the data presented in the previous chapter, the conclusion can be drawn as follow:

- 1) Based on the result of data analysis, it was concluded that teaching reading comprehension by using reciprocal questioning procedures affect the students' reading comprehension, ( $t\text{-observed} > t\text{-table}$  as the level 0.05). The calculation of t-test was  $5.44 > 2.000$  at the level of significance 0.05. The alternative hypothesis was accepted.
- 2) Students who were taught by using reciprocal questioning procedures show better improvement (the highest score was 95) than those who taught without using reciprocal questioning procedures (the highest score was 90) in their reading comprehension test.

#### 5.2. Sugestion

Based on the conclusion draw, the result of the findings contributes valuable suggestions for those interested in teaching reading.

1. Teachers had to improve their teaching reading by using reciprocal questioning procedures as a subject matter to make their students understanding about reading comprehension.
2. Students are advised to have more practice in reading by using reciprocal questioning procedures.

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