

ABSTRACT

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Effectively reciprocal teaching to increase the ability of reading comprehension in the seventh grade junior high school. (Sri Tiatri, Ph.D. Psi.); Magister degree, Psychology Programme, University of Tarumanagara. 94 pages, R1 – R4

The purpose of this study was to examine the effectively of reciprocal teaching to increase reading comprehension in the seventh grade junior high school. The text they are reading are becoming more complex. As readers, they will be asked to think through complex themes. They need strategies that they can use on their own as they read and guide them through the reading process. Reciprocal teaching creates interactive learning activities and help the students to understand the text through predicting, questioning, clarifying, and summarizing activities. These forth strategies involve activating students background knowledge. This study evaluated unit test scores, pretest, intervention, posttest scores, and evaluated attitudes of students toward the intervention. Permission was obtained from the State Junior High Schools X to conduct this study. Consent was received and each participant assigned to one of two groups (control and experiment). The sampling technique used is purposive random sampling. Results of the study demonstrated students gained score in the experiment groups higher than in the control group. The result of test, $p = 0,008 > 0,01$. The hypothesis is accepted. So after that, reciprocal teaching effective to increase reading comprehension in the seventh grade junior high school.