

IMPROVING ENGLISH LEARNING OUTCOMES THROUGH THE APPLICATION OF RECIPROCAL TEACHING APPROACH TO CLASS VII STUDENTS OF UPTD SMPN 1 PEMALI

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ABSTRACT

The learning model or approach applied was the Reciprocal Teaching approach. Reciprocal Teaching is an approach to teaching students about learning strategies. Reverse teaching is a constructivist approach based on the principles of making/asking questions. The problem in this research was how to apply the Reciprocal Teaching approach to seventh grade students at UPTD SMPN 1 Pemali. This study aimed to improve English learning outcomes through the application of the Reciprocal Teaching Approach to seventh grade students of UPTD SMPN 1 Pemali. This research is Classroom Action Research conducted in two cycles. Each cycle consisted of 4 stages. The research procedure included planning, implementing actions, observing and reflecting. The subjects of this study were seventh grade students at UPTD SMPN 1 Pemali, a total of 37 students. The data collection technique used was observation and test. Observation was carried out to observe directly the object of research to take a close look at the activities being carried out. Observation of the learning activities of elementary school students after the observation method had been applied, so that it could be processed into qualitative data and tests as data collection instruments for the purpose of measuring knowledge, intelligence, abilities, or talents possessed by individuals or groups through a written test given to research subjects, then to be processed as quantitative. The results of this study indicated that in cycle 1 the average obtained was 62.70 while in cycle 2 obtained 80.00 of 37 students, where in cycle 1 it was in the low category while in cycle 2 it was in the high category. Based on the results of the research above, it can be concluded that the results of English learning in class VII students at UPTD SMPN 1 Pemali through the applications of the Reciprocal Teaching approach has increased.

Keywords: Learning Outcomes, Reciprocal Teaching Approach.

INTRODUCTION

The goal of national education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty,

have noble character. They are healthy, knowledgeable, capable, creative and become citizens who are democratic and responsible. Starting from the basic goals of national education it becomes clear that the Indonesian people who are to be formed through the educational process are not just knowledgeable people but at the same time forming Indonesian people who have the personality of democratic and responsible Indonesian citizens.

Students' interest in learning English needs special attention because interest is one of the factors supporting the success of the learning process. Besides that, interest that arises from student needs is an important factor for students in carrying out their activities or business.

Therefore, students' interest in learning must be considered carefully. This is to make it easier to guide and direct students to study, so that students have encouragement and are interested in learning.

To find out the process of implementing English learning that occurs in the field, the author made observations in class VII UPTD SMPN 1 Pemali. Based on preliminary data, so far, the learning of English for seventh grade students of UPTD SMPN 1 Pemali is still monotonous and less interesting, so that every lesson takes place, students become less interested in following their lessons. In addition, in English learning they still face many obstacles. The obstacles referred to include:

First, teachers teaching English subjects still experience difficulties in activating students to be directly involved in the process of extracting and studying subject matter.

Second, the learning process is faced with the fact that the existence of learning facilities and infrastructure is inadequate, so that this also causes the teacher to be less able to recognize the attitudes and behavior of individual students properly. This can have an impact on the lack of student attention to learning material.

Third, some students study Citizenship Education as a conceptual and theoretical subject. As a result, when students take English lessons, they feel it is enough to record and memorize the concepts and theories taught by the teacher, the structured assignments given are done usuriously and when it is done even just to fulfill the formality.

The constraints in implementing English learning as referred to have an influence above clearly on the quality of the process and learning outcomes. Such conditions are certainly not in line with the spirit of creating meaningful learning for students. This less meaningful learning will be more widespread and if the learning process is still applying conventional learning

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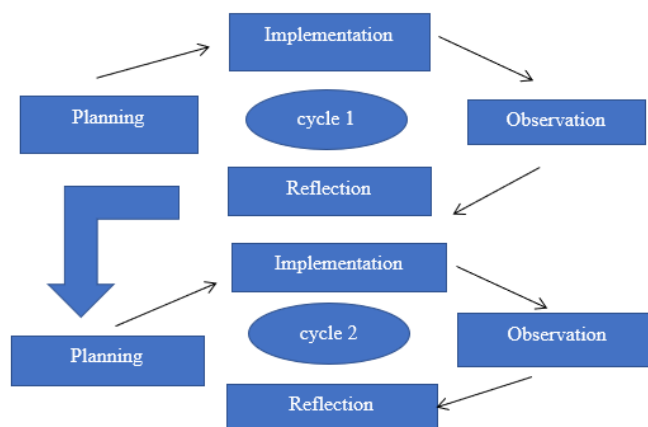
strategies and approaches that view students as objects, communication takes place more in one direction, and assessments place more emphasis on cognitive aspects which will result in English learning outcomes not reaching the KKM standard set by the school. The KKM set by the school is 65.

In the English learning process, what is desired is English learning patterns that can make English easy and fun. For this reason, a new strategy is needed in the form of an approach that is more empowering for students. One of them is the Reciprocal Teaching approach. Reciprocal Teaching is one approach to teaching students about learning strategies.

METHODS

This type of research is Classroom Action Research which involves repeated reflection and consists of four stages: Planning, Action, Observation/observation, Reflection. This research is a classroom action research consisting of two cycles, each cycle consisting of four stages, namely: planning, implementation, observation and reflection

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FINDINGS AND DISCUSSION

Findings

Before conducting the research, the researcher first held consultations with the principal of UPTD SMPN 1 Pemali in terms of conducting research. After that the researcher held discussions with the class VII teachers to get an idea of how to implement English learning through the application of the Reciprocal Teaching approach. During the

meeting the researcher and Class VII teachers agreed to carry out cycle 1 and cycle 2 actions. In addition, researcher also made initial observations on the implementation of English learning through the application of the Reciprocal Teaching approach in class so they could understand the characteristics of learning and an overview of the implementation of learning through the application of the Reciprocal Teaching approach. used in carrying out the action.

1. Cycle data exposure 1

a. Cycle I Planning

After being determined by researchers and class VII teachers that the solution to the problems faced by class VII UPTD SMPN 1 Pemali in English learning is to apply the reciprocal teaching approach, then the next activity is to prepare all the things needed in English learning using a reciprocal teaching approach. After consulting with the supervisor, the principal of UPTD SMPN 1 Pemali, class VII teachers and colleagues, the researcher did the following:

- 1) Create a lesson implementation plan (RPP) in accordance with the steps in the reciprocal teaching approach to cycle I action
- 2) Create student worksheets (MFIs) in observing the selected material.
- 3) Make observation sheets for researchers and students during the implementation of the learning process in the classroom.
- 4) Prepare necessary and useful learning tools to make it easier for students to understand the material being taught.
- 5) Create an evaluation tool for the action test cycle.

b. Implementation of Cycle I Actions

The implementation of learning in the first cycle is carried out at UPTD SMPN 1 Pemali. With the theme "Central Government" The stages of teaching and learning activities carried out by teachers are as follows:

1. preparatory stage of English learning using a reciprocal teaching approach.
2. The stage of implementing English learning using the Reciprocal teaching approach.

Student Learning Outcomes After a Reciprocal Teaching Approach.

Student Learning Outcomes Test in Cycle I

This cycle I test is carried out after the presentation of the sub-subject, namely English. The data on student learning outcomes scores from the first cycle test can be seen in the table! As follows:

Table 1 Statistics of Student English Learning Outcomes Scores in Cycle I

Statistik	Nilai Statistik
Sample size	37
Highest score	85
Lowest score	45
Ideal Score	100
Score Range	40
Average score	62,70
Standard Deviation	9,39
Variance	88,32

If the student English learning outcomes scores taught using the reciprocal teaching approach are grouped into five categories, then the frequency and percentage distribution is obtained as in the following table:

Table 2 Frequency Distribution and percentage of Student Learning Completion

Score	Category	Frequency	Percentage(%)
0-54	Very low	7	18,91%
55-64	Low	11	29,72%
65-79	Keep	17	45,94%
80-89	haigh	2	5,40%
85-100	Very high	0	0%
Sum		37	100%

Based on tables 1 and 2 above, information was obtained that the average score of student English learning outcomes after the first cycle of action using a reciprocal teaching approach was 62.70. The score achieved by the largest student of the lowest score possible was 45 to the highest score possible, which was 85, a score range of 40 and a standard deviation of 9.39. Of the 37 pupils, 7 students (18.91%) were in the very low category, 11 pupils (29.72%) were in the low category, 17 pupils (45.94%) were in the medium category, 2 pupils (5.40%) were in the high category, and no one (0%) was in the very high category.

Based on the results of data analysis in table 1, the average score of student learning outcomes in the first cycle was 62.70. If the average score of the student is included in table 4.2, then the average score of the student is in the low category.

This means that the average increase in learning outcomes of grade VII students of UPTD SMPN 1 Pemali after English learning using a reciprocal teaching approach is in the low category.

Student Learning Outcomes Test in cycle II

This cycle II test is carried out after the presentation of the sub-subject matter, namely English. This test is the last test in the study. The data on student learning outcomes scores from the second cycle test can be seen in table 3 as follows:

Table 3 Statistics of students' Social Studies Learning outcomes scores in Cycle II

Statistics	Statistical Value
Sample size	37
Highest score	95
Lowest score	65
Ideal score	100
Score range	30
Average score	80,00
Standar deviation	7,21
variance	52,08

Discussion

Based on the results of the descriptive analysis, it shows that the learning outcomes of English in class VII students of UPTD SMPN 1 Pemali through the application of the Reciprocal Teaching approach from cycle 1 to 2. The average score of learning outcomes in cycle 1 is 62.70 from the average score possible to achieve that is 100, with a standard deviation of 9.39. Based on the average score of student learning outcomes are in the low category.

In cycle 2, the average score of student learning outcomes is 80.00 of the average possible score of 100, with a standard deviation of 7.21. Based on the average score of student learning outcomes in cycle 2, it is in the high category. So, the learning outcomes of English in class VII UPTD SMPN 1 Pemali through the application of the Reciprocal Teaching approach showed an increase from 62.7 in cycle 1 to 80.00 in cycle 2.

CONCLUSION

Based on the results of data analysis and research in learning, several conclusions can be drawn that The application of the Reciprocal Teaching approach in English learning can improve student learning outcomes at UPTD SMPN 1 Pemali. And the application of the reciprocal teaching

approach in learning can increase student activity. Analysis after the research, the results in cycle I through face-to-face and evaluation achieved an average score 62.70 while in cycle II through face-to-face and evaluation it achieved an average score of 80.00 The Reciprocal Teaching approach can improve the learning outcomes of English class VII UPTD SMPN 1 Pemali. This is stated based on the acquisition of student scores using the Reciprocal Teaching approach which has increased. Other indicators of this increase can be observed based on the learning outcomes from cycle 1 and cycle II which experienced changes, especially in changes in attitude, motivation, enthusiasm, and student learning values in understanding material social problems in society.

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