

ABSTRAK

Pauziansah, Eki. 2026. *Efektivitas Penggunaan Strategi Reciprocal Teaching terhadap Kemampuan Pemahaman Membaca Siswa pada Teks Prosedur di Kelas XI*. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing: Gatot Subroto, S.S., M.Pd. dan Hanifah, S.Pd., M.Pd.

Kata Kunci: Strategi Reciprocal Teaching, Pemahaman Membaca, Teks Prosedur.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan strategi Reciprocal Teaching Strategy terhadap kemampuan pemahaman membaca siswa pada teks prosedur di kelas XI SMA negeri 5 Tanjungpinang. Penelitian ini menggunakan pendekatan kuantitatif dengan quasi experimental berupa nonequivalent pre-test and post-test control group design. Populasi penelitian berjumlah 128 siswa XI. Sampel penelitian dipilih menggunakan teknik cluster random sampling yang terdiri dari 27 siswa pada kelas eksperimen dan 27 siswa pada kelas kontrol. Instrumen penelitian yang digunakan adalah tes pemahaman membaca berupa 20 soal pilihan ganda tentang teks prosedur. Kelas eksperimen diberikan perlakuan menggunakan Reciprocal Teaching Strategy, sedangkan kelas kontrol menggunakan Question-Answer Relationship Strategy (QARS). Data dianalisis menggunakan statistic deskriptif, uji normalitas, uji homogenitas, dan uji independent sample t-test yang dibantu dengan IBM Statistics versi 27.0. Hasil penelitian menunjukkan bahwa rata-rata nilai kelas eksperimen meningkat dari 53.15 pada pre-test menjadi 81.48 pada post-test, sedangkan rata-rata nilai kelas kontrol meningkat dari 42.78 menjadi 60.19. Hasil uji independent sample t-test menunjukkan bahwa nilai signifikansi (Sig. 2-tailed) lebih kecil dari 0.05 ($p < 0.001$). Dengan demikian, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dapat disimpulkan bahwa Reciprocal Teaching Strategy efektif digunakan dalam pembelajaran pemahaman membaca teks prosedur pada siswa kelas XI SMA Negeri 5 Tanjungpinang.

ABSTRACT

Pauziansah, Eki. 2026. *The Effectiveness of Using Reciprocal Teaching Strategy on Students' Reading Comprehension in Procedural Text at Eleventh Grade*. English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Advisor I: Gatot Subroto, S.S., M.Pd., MCE. Advisor II: Hanifah, S.Pd.I., M.Pd.

Key words: Reciprocal Teaching Strategy, Reading Comprehension, Procedural Text.

This study aimed to determine the effectiveness of the Reciprocal Teaching Strategy on Student's Reading Comprehension of Procedural Text in the eleventh grade at SMA Negeri 5 Tanjungpinang. This study employed a quantitative approach using a quasi-experimental design, specifically a nonequivalent pre-test and post-test control group design. The study population consists of 128 eleventh grade students. The sample was selected using a cluster random sampling technique, comprising 27 students in the experimental class and 27 in the control class. The research instrument used was a reading comprehension test consisting of 20 multiple-choice questions based on procedural texts. The experimental class was taught using the reciprocal teaching strategy, while the control class used the question-answer relationship strategy (QARS). The data were analyzed using descriptive statistics, normality tests, homogeneity tests, and an independent sample t-test, with the assistance of IBM Statistics version 27.0. The results of the study show the average score of the experimental class increased from 53.15 on the pre-test to 81.48 on the post-test, while the average score of the control class increased from 42.78 to 60.19. The results of the independent samples t-test indicate that the significance level (Sig. 2-tailed) is less than 0.05 ($p < 0.001$). Thus, the null hypothesis (H_0) is rejected and the alternatif hypothesis (H_a) is accepted. It can be concluded that the reciprocal teaching strategy is effective for teaching students in the eleventh grade at SMA Negeri 5 Tanjungpinang to comprehend procedural texts.