**ABSTRAK**

**SUMARNI.** *Pengaruh Pengajaran Timbal Balik terhadap Pemahaman Membaca Siswa Tingkat kesebelas di SMA I Pallangga Gowa Tahun Ajaran 2013/2014* (dibimbing oleh M. Asfah Rahman dan Kisman Salija).

Penelitian ini diselenggarakan untuk mengetahui pengaruh penggunaan strategi pengajaran timbal balik terhadap peningkatan pemahaman membaca siswa serta ingin mengetahui tipe membaca komprehensif yang mana yang terpengaruh secara dominan. Penelitian ini meliputi pemahaman siswa di level literal, inferential, dan critical.

Penelitian ini menggunakan model *Quasi-Experimental* yang terdiri dari dua kelompok; kelompok Experimental dan kelompok control. Setiap kelompok terdiri atas 36 siswa. Sample dipilih dengan menggunakan teknik acak dengan cara di undi. Kelas experimental diajar menggunakan strategi pengajaran timbale balik sedangkan kelas control diajar menggunakan metode pengajaran langsung.Data dikumpulkan melalui tes pilihan ganda diantara kedua kelompok yaitu pretest dan posttest. Tes dibagikan dua kali untuk kedua kelompok sebelum dan sesudah perlakuan. Perlakuan diselenggarakan selama delapan kali pertemuan di kelas experimental dan kelas control. Data dikumpulkan melalui tes membaca dianalisis dengan menggunakan SPSS versi 20.0.

Hasil penemuan menunjukkan bahwa rata-rata score dan standar deviasi di post test dari setiap grup, yang mendapatkan kategori cukup untuk pemahaman membaca mereka mengindikasikan bahwa kedua grup, grup eksperimen yang menggunakan pengajaran timbal balik dan grup control yang menggunakan metode pengajaran langsung meningkat secara bersamaan secara signifika ( t penelitian = 1.729 < t table = 1.999 dan nilai signifikansi p=0.08 > 0.05). Selain itu ketiga level dari pemahaman membaca siswa meningkat secara signifikan. Perbedaan peningkatan score di setiap level berbeda dan menunjukkan adanya perbedaan yang signifikan terhadap level inferensial dan level kritikal (p= 0.03). Walaupun penelitian ini menunjukkan sedikit peningkatan di grup eksperimen akan tetapi hasil penelitian tetap dipercayai bahwa pengajaran timbale balik secara dominan meningkatkan pemahaman inferensial dan kritikal siswa. Ini berarti bahwa strategi ini mendukung pembaca untuk mendapatkan kemampuan membaca secara komprehensif untuk jenis bacaan apapun.

**ABSTRACT**

**SUMARNI.** *The Effect of Reciprocal Teaching on Reading Comprehension to The Eleventh Grade Student of SMA I Pallanga Gowa in Academic Year 2013/2014. (Supervised* by M. Asfah Rahman and Kisman Salija)

This research was conducted to know the effect of using Reciprocal Teaching Strategy to improve the students’ reading comprehension and also to know what type of reading comprehension are dominantly affected by using Reciprocal Teaching. It covered students’ literal comprehension, inferential comprehension, and critical comprehension.

The research applied *Quasi-Experimental* design. This research was designed into two groups; Experimental group and Control group. Each group consisted of 36 students. The sample was chosen by using simple random technique which used lottery technique. The experimental class was taught by using reciprocal teaching strategy while control class was taught by using directed reading activity method. The data were collected through multiple choice reading test both in experimental group and control group namely pretest and posttest. The test was distributed twice for both groups before and after treatment. The treatment was conducted for eight meetings in experimental group and control group. The data collected through reading test were analyzed by using SPSS 20.0 version.

The research findings showed that the mean score and standard deviation for each group, getting fair classification on their posttest result, means that both experimental which uses Reciprocal Teaching Strategy and control group which uses Direct Teaching method in measuring students’ reading ability have same improvement or there was no difference significantly between both of them*(t observe= 1.729< t table = 1.999 and p=0.08 > 0.05)*.Besides, all three levels of comprehension improved. It was proven by comparison of mean score of pretest and posttest on all level of both groups. The difference of pretest and posttest mean score both of groups was statistically significant to inferential and critical level (p=0.03). Although, this research have a little bit of improvement in experimental group but the result still be believed that using reciprocal teaching affect dominantly in improving inferential and critical comprehension. It means that this strategy can support reader to get the comprehensible one of different genre of reading text.