

# Efektivitas Reciprocal Teaching dan Buddy Reading untuk Meningkatkan Strategi Metakognitif pada Siswa Sekolah Menengah Atas (SMA) dengan Kesulitan Pemahaman Bacaan = The Effectiveness of Reciprocal Teaching and Buddy Reading to Improve Metacognitive Strategies of High School Students with Reading Comprehension Difficulties

Rizki Mustika, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20455054&lokasi=lokal>

---

## Abstrak

Penelitian ini ditujukan untuk mengetahui apakah pemberian program intervensi dengan pendekatan reciprocal teaching dan buddy reading dapat meningkatkan strategi metakognitif yang digunakan siswa ketika membaca. Penelitian ini merupakan penelitian dengan desain subyek tunggal pada siswa kelas X SMA dengan kesulitan pemahaman bacaan. Program berlangsung selama 6 hari, dan terdiri dari fase baseline dan fase treatment. S

elama fase baseline, dilakukan persiapan terhadap subyek, persiapan buddy, serta pengukuran strategi metakognitif subyek sebelum diberikan intervensi. Dalam fase treatment, subyek diberikan intervensi berupa program belajar dengan pendekatan reciprocal teaching dan buddy reading, kemudian diukur strategi metakognitifnya.

Hasil penelitian menunjukkan peningkatan penggunaan strategi metakognitif pada subyek, baik dari segi jumlah, keberagaman, dan tingkat efektivitas strategi metakognitif yang digunakan ketika membaca.

.....The objective of this research is to examine whether intervention program with reciprocal teaching and buddy reading can improve metacognitive strategies used by student. This research is conducted using single subject design on high school student with reading comprehension difficulties. The program was administrated in 6 meetings and consisted of two phases baseline and treatment.

During the baseline phase, researcher prepared subject and buddy for intervention, and measured metacognitive strategies used by subject before intervention. During the treatment phase, subject received learning program with reciprocal teaching and buddy reading, then his metacognitive strategies was measured.

The result showed that there is improvement in the variety, and effectiveness of metacognitive strategies used by subject while reading.