A COMPARATIVE STUDY BETWEEN RECIPROCAL AND PEER TUTORING STRATEGIES ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT (A STUDY AT THE ELEVENTH GRADE OF SMA NEGERI 6 PADANGSIDIMPUAN)

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Abstract

The objectives of this research are to find out: a) the students' reading comprehension of descriptive text taught by using reciprocal strategy, b) the students' reading comprehension of descriptive text taught by using peer tutoring strategy, c) whether there is a significant comparison between reciprocal and peer tutoring strategies on students' reading comprehension of descriptive text of the eleventh grade students of SMA Negeri 6 Padangsidimpuan . This research in SMA Negeri 6 Padangsidimpuan . The writer used the experimental method in collecting data from the field.. The technique of collecting data is by giving test to measure the students' reading comprehension of descriptive text. The test consist of 20 items in multiple choices form that should be answered by the students of both classes. To test the hypothesis, the formula of t_{test} was applied.

After collecting and calculating the data, it was found the mean score of the students' reading comprehension of descriptive text taught by using reciprocal strategy is 74.02. It can be categorized "good". Meanwhile, the mean score of the students' reading comprehension of descriptive text taught by using peer tutoring strategy is 69. It can be categorized "enough".

After analyzing the data using the formulation stated, it was found that the value of t-test is 5.52 and the value of ttable is 1.99. The writer states that the score of t-test is greater than the score of ttable (5.12 > 1.99) on the students' reading comprehension of

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui: a) kemampuan siswa di dalam membaca pemahaman teks deskriptif dengan menggunakan strategi *reciprocal*, b) kemampuan siswa di dalam membaca pemahaman teks deskriptif dengan menggunakan strategi *peer tutoring*, c) apakah ada terdapat perbandingan yang signifikan antara strategi *reciprocal* dan *peer tutoring* pada pemahaman membaca siswa dalam teks deskriptif pada siswa kelas XI SMA Negeri 6 Padangsidimpuan. Penelitian ini dilaksanakan di SMA Negeri 6 Padangsidimpuan. penulis menggunakan metode eksperimen dalam mengumpulkan data dari lapangan. Teknik pengumpulan data yang dilakukan dengan memberikan tes untuk mengukur kemampuan membaca siswa dalam teks deskriptif. Tes terdiri dari 20 item dalam bentuk pilihan ganda yang harus dijawab oleh siswa dari kedua kelas. Untuk menguji hipotesis, maka digunakan rumus t-test.

Setelah mengumpulkan dan menghitung data, ditemukan nilai rata-ra-ta membaca pemahaman siswa tentang teks deskriptif yang diajarkan dengan menggunakan strategi *reciprocal* adalah 74,02. Hal ini dapat dikategorikan "baik". Sementara itu, nilai rata-rata membaca pemahaman siswa tentang teks deskriptif diajarkan dengan menggunakan strategi *peer tutoring* adalah 69. Hal ini dapat dikategorikan "cu-kup"

Setelah data dianalisa dengan menggunakan rumus, maka ditemukan bahwa nilai t-test adalah 5.52 dan nilai t-tabel 1,99. Penu-

descripttive text. It means, there is a significant comparison between reciprocal and peer tutoring strategies on students' reading comprehension of descriptive text of the eleventh grade students of SMA Negeri 6 Padangsidimpuan. In other words, the hypothesis is accepted.

Keyword : Problem Based Learning, Learnning Achievement

lis menyatakan bah-wa skor t-test lebih besar dari skor t-tabel (5.12> 1.99) dalam membaca pemahaman siswa tentang teks deskriptif. Artinya, ada perbandingan yang signifikan antara strategi *reciprocal* dan *peer tutoring* pada pemahaman membaca siswa dalam teks deskriptif siswa kelas XI SMA Negeri 6 Padangsidimpuan. Dengan kata lain, hipotesis diterima.

Kata Kunci: *Problem Based Learning*, Prestasi Belajar

INTODUCTION
Backround of The Problem

In Indonesian, English is used as a foreign language. It is function as an instrument for transferring knowledge. English has been placed at the high position and the senior language to be used for communication by most people all over the world. It means that English has served as an international language. Realizing it is important, government through the department of education, government through the English as a compulsory subject at school or collages, at present, formal education (Junior and Senior High School) makes use for of the newest curriculum, known as the curriculum.

Nowadays, reading skill and the other integrated English skills should be developed well and equally. It is supported by the purposes of teaching and learning English in the Curriculum of English for Senior High School, namely Depdiknas (2006: 308): 1) Develop communication competence both oral and written to get

information literation, 2) Realize the nature and important of English to increase nation competence in globalization society, 3) Develop students' understanding of relationship between language and culture.

Correlating to the purposes of teaching English above, the students are also expected to be able using language according to the context of situation and culture. It is popular called genre. Based on the recent curriculum, genre is learned in all language skills including in reading. There are many genres or text types in English such as, descriptive text, recount text, narrative text, procedure text, report text, and so on. In this research the writer only focuses on descriptive text.

Descriptive text is a text that describes or reports an event or events that happened in the past with the aim to inform or to entertain. Descriptive text is built by the generic structure and significant lexicogrammatical features. Yet, most of students are difficult in comprehending any kind of text such as

descriptive text.The writer also found this problem in

SMA Negeri 6 Padangsidimpuan. In SMA Negeri 6 Padangsidimpuan the eleventh grade students are expected to get the minimum criteria of completeness, " (KKM) 75 in reading English material." Meanwhile DKN, "majority of the eleventh grade students in 2013/2014 academic only get mark 70 in reading in their last examination." Their achievement is far from the expectation.

Finally, based on the explanations above, the writer is interested to conduct a research under the title "A Comparative Study between Reciprocal and Peer Tutoring Strategies on Students' Reading Comprehension of Descriptive Text (A Study at the Eleventh Grade of SMA Negeri 6 Padangsidimpuan)."

Theoretical Description and Hyopthesis
Theoretical Description
The Nature of Reading Comprehension of Descriptive Text

Reading comprehension is an activity to build a comprehension of the printed materials. Urquhart and Weir say in Esther Uso-Juan and Alicia Martinez – Flor (2006: 282), "Reading is the process of receiving and interpreting information encoded in language form via the medium of print." Meanwhile, Comprehension is defined by Harris and Hodges in Judy Willis (2008: 138) as intentional thinking during which meaning is constructed through interactions between text and reader. It means that in reading comprehension the reader can gain and interpret the information they want from the text they read.

Klingner et.al. (2007: 2) state, "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency." It means that in reading comprehension the readers are expected to construct meaning of the text they are reading about.

Based on the quotations above it can said that reading comprehension is the process of recognizing, gaining, interpreting and constructing meaning of the printed materials by the readers

When we speak about reading we usually have in mind the reading of a particular kind of text in which there are many kinds of text, one of them is descriptive text.

Descriptive text is a text that describes something, place or people. Gerot and Wignell (2003: 208) say that descriptive text is a text that describes a particular person, place or thing. Similarly, Pardiyono says, "Description is a type of written text, which has the specific function to give description about an object (human or non human)." It means that when the students intend to give a description about things, living or non living things to the readers, the students may use descriptive text. In addition, Nofri Anten argues (2003: 12), "Descriptive text is a text which says what a person or a thing is like." It means that in descriptive text the characteristics of a person or thing describe clearly.

Based on the explanation above, it can be concluded that descriptive text is a text that has a purpose to give the clear and detail description about the charac-

teristics of particular person/ thing / place/animal and so forth. Through the clear and detail description, the readers can visualize the person/thing/place/ -animal. Like the other texts, descriptive text also has three important elements, they are social function, generic structure and lexicogrammatical features.

The Element of Descriptive Text Lexicogrammatical Features

Lexicogrammatical is identic with syntax (in traditional grammar). According to Otong Setiawan (2007: 447), "Lexicogrammar mengacu pada struktur tertentu yang digunakan untuk mengungkapkan makna tertentu." It means that lexicogrammar refers to the particular structure that is used to express particular meaning. Lexicogrammatical features of descriptive text according to Gerot and Wignell are: 1) focus on specific participants, 2) use of attributive and identifying process, 3) frequent use of epithets and classifiers in nominal groups, 4) use of simple present tense. Meanwhile, Nofri Anten (2003: 12) states that lexicogrammatical features of descriptive text are: 1) using attributive and identifying process, 2) using adjective and classifiers in nominal group, 3) using simple present tense.

Based on the experts' ideas about the lexicogrammatical features of descriptive text above, the writer decides to choose only two lexicogrammatical features of descriptive text to explained, namely simple present tense and adjective.

Simple Present Tense

Simple present tense is used to states the general knowledge or activity that usually happens. It can also be used to describe particular object. As Pardiyono (2007: 48) states, "One of the purpose of using present tense in any types of communicating activities is to give descriptions). It is clear that simple present tense uses the first type of verb in the sentence because it is used to tell a general knowledge, habitual action and something happens.

For example:

Tawangmangu *has* cool weather most of
the time.
The water *falls* more than 30 meters into
a small lake.
Many people *like to visit* Tawangmangu water.
The lake *is* always wonderful to admire.
There *are* many funny monkeys climb
 ing the trees

Based on the above explanation, it can be concluded that simple present tense is used to show or tell the general knowledge, habitual action and something happens, because of that simple present tense is considered as the most appropriate tense for descriptive text.

Adjective

Adjectives are the grammatical classes that tend to carry much of the responsibility for describing. All lexical items, for example, nouns, verbs, adjectives and some adverbs (as opposed to grammatical items – conjunctions, prep-

ositions, pronouns and articles) of course can be used descriptively, but it is adjectives that have describing as their key function. Victoria Bull (2011: 5) defines adjective as word that describes a noun. It is clear that adjective is used to modify noun.

Based on the explanation above, it can be concluded that the function of adjective in descriptive text is to modify noun or to describe the phenomena/object that is described.

For example:

> Tawangmangu has *cool* weather most of the time.
> The water falls more than 30 meters into a *small* lake.
> The air is always *fresh.*
> The lake is always *wonderful* to admire.
> There are many *funny* and *tame* monkeys climbing the trees.
> It is *far* from industries of any kinds.

Based on the whole explanation before, the writer concludes that reading comprehension of descriptive text is the activity of getting, interpreting and comprehending information and knowledge that is contained in a text that describes thing, place or person so that the readers can visualize the described object.

The Nature of Teaching Strategies

Teaching strategy is an aspect of teaching and learning which has attracted a great deal of debate over the years is. According to Frelberg and Driscoll as quoted by Sri Anitah et.al (2008: 12)., "Strategi pembelajaran dapat digunakan untuk mencapai berbagai tujuan pemberian materi pelajaran pada berbagai tingkatan, untuk siswa yang berbeda dalam konteks yang berbeda pula." It means that teaching strategy can be used to achieve several goals of the given learning materials on several levels, for the different students in different context too.

Reciprocal Strategy

Reciprocal strategy is a teaching strategy that is developed to improve the students who can read a text but still find difficulties in comprehending it.
Cooper and Greive (2012: 45), "Reciprocal teaching (RT) is a process involving four distinct activities (questioning, clarifying, summarizing and predicting) employed in a studentled, team approach to develop reading comprehension skills among primary students." It means that the implementation of the four main strategies of reciprocal teaching can contribute the high positive effect and advantages in developing the students' reading comprehension of any kind of text.

Based on the all authors' opinions about the steps of reciprocal strategy above, the writer takes a decision that the steps of reciprocal strategy according to the writer are near the same with the steps that are presented by Mitchell. The writer chooses it, because it is easier to be applied. The steps are as the following:

1. The teacher asks the learners to read a passage of the text silently, or you read it orally, depending on the decoding ability of the learners. It is important that the text should be familiar and not too difficult for the students. It means that the teacher should

choose based on the students' knowledge.

2. The teacher begins the discussion by asking *questions* about the content of the passage, and gives the learners an opportunity to raise additional questions. It is done in order to know the students' progress about the text. Besides that, it also can attract the students' willingness to learn the text.

3. Move on to work out the gist of the passage and *summarize* it. Initially, you would offer a summary and ask the learners to discuss it in order to achieve consensus about it. The teacher should point out that summaries are one or two or three sentences that tell the most important ideas of what the students have read.

4. The teacher *clarifies* words or phrases that are unclear or ambiguous so that the students understand what the passage is about. It is very important to be done in order to know whether the students have understood the text or they need further help.

5. Finally, the teacher suggests and asks for *predictions* regarding what might occur next in the text. The students might base their predictions on their prior knowledge of the topic, clues that are provided in the passage (e.g. pictures, headings, subtitles) or issues that they hope the author will address in the remainder of the text. The teacher needs to tell the learners that the clues are used in what they read to form a picture or the next story of what might happen next and that this helps to keep us interested.

Based on the whole explanation about the steps of reciprocal strategy it is better

to continue guiding the students in the use of the four strategies until they can use the strategy independently so that the teachers and the students can get optimal benefits of this strategy. The teachers may choose one of the steps that are offered by the authors or they can combine two or more steps based on the needs.

Peer Tutoring Strategy

The concept of peer tutoring is one skilled student teaches the other students about the learning material.

Topping in Horvarth (2012) discusses the definition of peer tutoring as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other learn and learning themselves by so doing. Additionally, Bailey quotes Dvorak's (2012: 7) definition of peer tutoring, which states that tutoring is an active learning process with tutors functioning as facilitators and role models.

Based on the whole explanation above, the writer concludes that peer tutoring is a teaching strategy in which the students are encouraged to have a close relationship among other. The principle of peer tutoring is that the skilled students teach the other students who have not yet comprehend the material they learn.

METODE PENELITIAN
Location and Time of the Research

Location is the place of conducting the research. This research took place in SMA Negeri 6 Padangsidimpuan. The

location of SMA Negeri 6 Padang-sidimpuan.

Research Method

In the research, the researcher of course needs a method in order to make the research runs well and systematically as it must be. According to Sugiyono (2002: 1),"Metode penelitian merupakan cara ilmiah yang digunakan untuk mendapatkan data dengan tujuan tertentu". Research method is a scientific way that is used to get the data with a particular purpose. Then, L. R. Gay et.al. say (2009: 5),

Then, Suharsimi on his other book adds that the research can be designed as follows:

E	0_1	X	0_2
K	0_3	X	0_4

Where:

E = Experimental group

K = Control group

0_1 = Pre-test experimental group

0_2 = Post-test experimental group

0_3 = Pre-test control group

0_4 = Post-test control group

From the explanations above, it can be concluded that experimental method is used to know the cause effect relations between variables that are researched. In other words that experimental method is the only type of research method that is used to find out cause effect relations between the variables. Besides that, it is used to expand an observation of the data or the research activities continually, while the research activities are going on. The writer chose experimental meth-od to be the research method, because the writer is going to know the causal relationship between the variables of the research.

Population dan Sample

Based on the explanation above, it can be concluded that population is the all members of people, events or subjects that are taken from the research field. In this research, the writer takes 157 students of the eleventh grade of SMA Negeri 6 Padangsidimpuans the population in which each class has specific number of students. The population is tabulated as the following table:

Table 1

The Population of the Eleventh Grade Students of SMA Negeri 6 Padangsidim-puan in 2013/2014 Academic Year

No	Class	Male	Female	Sum
1	XI IPA1	20	18	37
2	XI IPA 2	22	18	40
3	XI IPA3	20	20	40
4	XI IPS 2	21	20	40
	TOTAL	**83**	**74**	**157**

Sample

Therefore, the sample of this research is not the individuals, but the groups or classes consist of several individuals. The samples that were chosen are class XI IPA 2 that consists of 40 students, and XI IPA 3 that consists 40 students. It means the total of samples is 80 students.

Instrument of the Research

Instrument is the most important part in a research because instrument is used to collect the data.

The instrument is arranged in order to get the answer from the respondent that will be used as the research data. Bagong Suyatno and Sutinah (2005: 59) say that instrument of the research is the implementation to get the primer data from respondent as important source of data in survey research.

Table 2
The Indicators of Reading Compre-hensi on Descriptive Text

No	Indicator	Item	Number
1	To find of the title of the text	3	2,3,8
2	To find of the thema	3	9,7,14
3	To find out the main idea	2	6,13
4	To find of the topic	6	1,4,10,12,15,18
5	Lexicogramatical features	6	5,7,11,16,19,20
	Total	20	

Reciprocal strategy and peer tutoring strategy are two strategies that are near the same in which both of them are used to improve reading comprehension. The indicators for both of teaching strategies (reciprocal and peer tutoring strategies) are the steps implementation of both strategies

Technique of Collecting Data

The test is applied to the experimental group or class, and to the control group or neutral class, and then the result of the test are used as the data of this research.

In order to make it clearer, the following table shows the treatment activities of reading comprehension of descriptive text by using reciprocal strategy and peer tutoring strategy toward XI IPA 2 class and XI IPA 3 class of SMA Negeri 6 Padangsidimpuan

Table 3
Treatment Activities of Reading Comprehension of Descriptive Text

Meeting	Topic	Class XI IPA 2	Class XI IPA 3
		Reciprocal	Peer Tutoring
I	Social function	√	√
II	Generic structure	√	√
III	Lexicogrammatical features	√	√

Based on the above treatment activities above, the steps of each strategy that have been explained in the previous explanation about the instrument of the research should be implemented in both classes (XI IPA 2 and XI IPA 3). By doing so, the test is given for both of classes (XI IPA 2 and XI IPA 3). The test consist of 20 items in multiple choices form that should be answered by the students of both classes. Then, the result of the test are used as the research data. The correct answer of the students is given one score and the wrong answer of the students is given zero score. The highest score is 100.

$$\text{Students' mark} = \frac{RS}{TS} \times 100$$

RS = Right Score
TS = Total Score

Technique of Analyzing Data

After collecting the data from the research field, the next step to be done is that analyzing the data. The data is analyzed by using descriptive analysis to know mean, median and mode of the

data. Then, the mean of the data is characterized whether it is very good, good, enough, bad or fail based on the criteria of value that is presented by Muhibbin Syah as following table (2000: 153):

Table 4 Score Criteria

No.	Class of Criterion	Predicate
1.	80 – 100	Very Good
2.	70 – 79	Good
3.	60 – 69	Enough
4.	50 – 59	Bad
5.	0 – 49	Fail

the data that has been collected is analyzed by using inferential analysis. In this research, the writer uses "t" test

RESULT OF THE RESEARCH
Description of the Data

In this chapter, the writer present the result of research after giving the instrument to the respondents about reading comprehension of descriptive text by using reciprocal and peer tutoring strategies to the XI Grade students of SMA Negeri 6 Padangsidimpuan. The description of the data can be seen in the following explanation.

Descriptive text by Using Reciprocal strategies

After calculating the scores, it is found that the highest score is 90 and the lowest score 60. The mean score of reading comprehension of descriptive text by using reciprocal strategies 74.02. Then, the score of median and mode can be seen in the following table:

Table 5 The Score of Mean, Median and Mode of Reading Comprehension of Descriptive Text By Using Reciprocal Strategies

No	Criteria	Score
1	Mean	74.02
2	Median	79.31
3	Mode	78.89

It can be seen that the score of mean is 74.02, the score of median is 79.31 and the score of mode is 78.89. Furthermore, the frequency distribution of Writing Narrative by Using Reciprocal Method can be described below:

Table 6 The Frequency Distribution of Reading Comprehension of Descriptive Text Using Reciprocal Strategies at the Xl IPA2 Grade of SMA Negeri 6 Padangsidimpuan in 2013/2014 Academic Years

No	Interval	Frequency	Cumulative Frequency	Percentages (%)
1	60-66	7	7	17.5%
2	67-73	3	17	25%
3	74-80	18	35	45%
4	81-87	3	38	7.5 %
5	88-100	2	40	5%
	Total	40		100%

Based on the table above, it can be seen that there are five interval classes of reading comprehension of descriptive text by using reciprocal strategies. The first, from the interval between 60- 66 as the lowest score, there are students or 17.5% from the total of frequency, second, from the interval between 67-73 there are 10 students or 25 % from the total of frequency, third, from the interval between 74-80 there are 18 students

or 45% the total of frequency, this interval as the greatest frequency, fourth, from the interval between 81-87 there are 3 students or 7.5% from the total of frequency and the last one from the interval between 88-100 as the fewer frequency there are 2 students or 5% from the total of frequency.

Descriptive Text by Using Peer Tutoring Strategies.

After calculating the scores, it is found that the highest score is 70 and the lowest score 50. The mean score of reading comprehension of descriptive text by using peer tutoring strtegies is 69. Then, the score of median and mode can be seen in the following table:

Table 7
The Score of Mean, Median and Mode of Reading Comprehension of Descriptive Text By Using Peer Tutoring Strtegies

No	Criteria	Score
1	Mean	69
2	Median	75.15
3	Mode	69.95

It can be seen that the score of mean is 69, the score of median is 75.15 and the score of mode is 69.95.

After finding the mean, median and mode, the writer analyzes the students ability based on the indicators of the test. It can be seen in the following explanations:

a. The student's ability of the XI IPA3 grade in SMA Negeri 6 Padangsidimpuan in identifying social function is categorized " Good". It is shown from the score ability of the students, was 198/ 280 x 10 = 69.64.

b. The student's ability of the XI IPA3 grade in SMA Negeri 6 Padangsidimpuan in identifying generic structure is categorized " Enough". It is shown from the score ability of the students, was 94/106 x 100 = 58.75.

c. The student's ability of the XI IPA3 grade in SMA Negeri 6 Padangsidimpuan in identifying lexicogrammatical feature is categorized " Good". It is shown from the score ability of the students, was 96/ 160 x 100 = 60.

Furthermore, the frequency distribution of Writing Narrative by Using Problem Solving Method can be described below:

Table 8
The Frequency Distribution Descriptive Text by Using Peer Tutoring Strategies in 2013/2014 Academic Years.

No	Interval	Frequency	Cumulative Frequency	Percentages (%)
1	50-54	2	2	5%
2	55-59	2	4	5%
3	60-64	4	8	10%
4	65-69	12	20	30%
5	70-74	12	32	30%
6	75-79	6	38	15%
7	80-100	2	40	5%
	Total	40		100%

Based on the table above, it can be seen that there are seven interval classes of descriptive text by using peer tutoring strategies. The first, from the interval between 50-54 there are 2 students or 5% from the total of frequency, second, from the interval between 55-59 there are 2 students or 5 % from the total of frequency, third, from the interval between 60-64 there are 4 students or 10% the total of frequency, fourth, from the interval between 65-69 there are 2 students or 30% from the total of frequency, fifth, from the interval between 70-74 there are 22 students or 30% from the total of frequency, sixth, from the interval between 75-79 there are 6 students or 15% from the total of frequency and the last from the interval between 88-100 there are 2 students or 5% from the total of frequency. So it is clear that the total of the frequency is 40 and the percentages are 100%.

DISCUSSION

The result of calculation t is 5.52. if it is compared with t_{table} it can be concluded that $t_{observation}$ is higher than t_{table} (1.99 < 5.52> 2.64). It means that there is a significant A Comparative Study between Reciprocal and Peer Tutoring Strategies on Students' Reading Comprehension of Descriptive Text**.** The writer concludes that the hypothesis is accepted. During the process of the research, it is admitted that there are some weaknesses related to the way on students' reading comprehension of descriptive text, Although the hypothesis of the research is accepted, it does not mean that the whole process of the research has been perfect.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Based on the data of result which have been got in this research that have mentioned in chapter IV the writer takes some conclusions, namaly

1. The students' ability in descriptive text by descriptive text by using reciprocal strtegies at the XI grade of SMA Negeri 6 Padangsidimpuan is categorized "Good". It is shown from the students' answer that got the average score is 73.46

2. The students' ability in descriptive text by descriptive text by using peer tutoring strategies at the XI grade of SMA Negeri 6 Padangsidimpuan is categorized "Enough". It is shown from the students' answer that got the average score is 62.79

3. There is significant differential effect reciprocal and peer tutoring strategies text in reading comprehendsion of descriptive text at the XI Grade of SMA Negeri 6 Padangsidimpuan.It is indicated by the students scores of both variables.

4. The calculation of is higher than t_{table} (l.99 <5.25>2.64). It means that there is a significant comparing of using reciprocal and peer tutoring strategies text in reading comprehension of descriptive text at the Xl grade of SMA Negeri1 Ulu Barumun. So, the hypothesis in this research is accepted.

Implication of the Research

After looking of the conclusion above, it has been stated that there is significant comparing of reciprocal and peer tutoring strategies text in reading comprehension of descriptive text at the XI grade of SMA Negeri 6 Padangsidimpuan. Actually both of these strtegies are the same good used to improve the students reading comprehension. But, the reciprocal strategies is more effective in improving the students reading. Peer tutoring strategies gives a good result because this method makes the students possible to explore and develop their ability. The students are demanded to be active in learning teaching process. While the teacher can control and absorve the students' potention. Hence, the writer wants to state the implication of this research as the solving of the problem.

So, the implications of the research are:

1. In doing the teaching and learning, the process of reciprocal strategies and peer tutoring strategies can be used as an effective method.
2. Arranging the students to work an group.
3. Distribute the material to the students to make them usual solving the problem.
4. Control the students in learning so that they can more active in practice writing.

For the next time, teaching and learning process especially in descriptive text, the teacher should use reciprocal because if the students given chance they can increase their individual ability. This approach will give a better result if the researcher able to control the activity along the teaching and learning process well. The result will be more excellent if the teacher can implement the various methods or strategies in teaching. Try to give more attention to the learner's problem and also try to varying the students' learning activities.

Suggestions

Related to the above discussion, the writer gives some suggestions as follows :

1. To the teacher, especially teacher of SMA Negeri 6 Padangsidimpuan always use the reciprocal strategies to increases the teaching process especially in teaching reading comprehension of descriptive text ability.
2. To the headmaster of SMA Negeri 6 Padangsidimpuan can give the espionage to the educator that there are many methods can be used in teaching and learning process. And the reciprocal strategies is suitable method in teaching reading comprehension.
3. The writer hopes that this script is continued by other researcher by taking one of the variables of this research to develop knowledge.

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