ABSTRACT

**The Effect of Reciprocal Teaching Integration Strategy to Enhance Students'
Reading Comprehension at the Eleventh Grade of SMA Al-Azhar 3
Bandarlampung**

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The purpose of this study was to explore the process of implementing the Reciprocal Teaching Integration Strategy in teaching reading as well as to find out the improvement of students' reading comprehension at the eleventh grade of SMA Al-Azhar 3 Bandarlampung. The method of this research was Classroom Action Research (CAR). The data for this study were gathered by observation, pre-test, and post-test. The data was assessed to see whether there was an improvement in the reading ability and class situation. The subject of this research was the students of eleventh grade in SMA Al-Azhar 3 Bandarlampung.

These research findings revealed that Reciprocal Teaching Integration Strategy was found to be an effective strategy for improving students' proficiency in reading, particularly narrative text. Additionally, students' reading scores indicated an increase in their reading abilities. Mean student scores improved from a pre-test mean of 69.5 to 80.9 following the post-test. At post-test I, the mean was 74.8, which was still below the target (KKM) of 78. From pre-test to post-test II, the score increased by 80.9 points. Students' attitudes toward reading in English class have also improved, as seen by their greater participation in class. It can be inferred that the Reciprocal Teaching Integration Strategy improved students' reading abilities.

Keywords: Reciprocal Teaching Integration Strategy, Narrative Text, Reading Skill.