

# Developing Students' Reading Comprehension Ability using Reciprocal Teaching among Extrovert and Introvert Learners

By

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## ABSTRACT

Penelitian ini menyelidiki proses reciprocal teaching di kelas dan untuk mengetahui perbedaan yang signifikan dalam pemahaman membaca siswa antara siswa yang diajar dengan menggunakan Reciprocal Teaching dan tidak, dan untuk mengetahui apakah ada perbedaan antara extrovert dan introvert dalam penggunaan reciprocal teaching, persepsi siswa terhadap Reciprocal Teaching menjadi perhatian. Penelitian ini menerapkan desain eksperimen yang sebenarnya. Mengumpulkan data, tes, dan kuesioner digunakan. Data dari tes dianalisis dengan SPSS menghasilkan signifikansi yang lebih rendah dari taraf signifikansi  $0,00 < 0,05$  berarti bahwa ada perbedaan yang signifikan pada kemampuan membaca siswa. Selanjutnya, hasil data dari perbedaan antara siswa extrovert dan introvert menunjukkan siswa extrovert lebih unggul dari introvert, pada kegiatan membaca menggunakan reciprocal teaching kedua personality saling menolong dalam kegiatan. Data kuesioner menghasilkan siswa memberikan persepsi positif terhadap implementasi Reciprocal Teaching. Reciprocal Teaching baik digunakan dan meningkatkan pencapaian pemahaman siswa.

**Kata Kunci :** *Reciprocal Teaching, Keprobadian, membaca pemahaman, Persepsi siswa.*

*This research investigated how the process of reciprocal teaching in classroom and to examine whether is there any significant difference in students' reading comprehension between students who taught by using Reciprocal Teaching and non reciprocal, also to investigate is there any significant differences between extrovert and introvert, as the supported data students perceptions. This study applied the true experimental design. To collect the data, test, and questionnaire were employed. Data from the test were analyzed with SPSS resulting significance value that was lower than Sig level  $0.00 < 0.05$  meaning that there is a significant difference in students' reading achievement between Reciprocal Teaching and non reciprocal teaching, the researcher also found that extrovert is outperformed in reading activity using reciprocal both personality helping each other. Data from the questionnaire resulting that the students perceived positively. Reciprocal Teaching is preferable to use and promote students' comprehension.*

**Keywords:** *Reciprocal Teaching, Personality, Reading Comprehension, Student perception*

## INTRODUCTION

Reading comprehension is a reading process of comprehending a text or passage in which the reader uses the code, prior knowledge, vocabulary to get the primary information from the text. Reading has been an essential part of the English skills which is needed to master by students. Wolley (2011:15) states that the goal of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Reading activity can help students to gain knowledge and information all over the world.

Research on reading skill by PISA (*Programme for International Student Assessment*) has revealed that students' skill in reading comprehension in Indonesia is still far from satisfactory. Indonesian students' achievement, especially in high education, is regarded low in reading. Indonesian students are in rank 69 of 76 nations. This study indicates that Indonesian students have low achievement in reading skill.

Several causes have been identified about the students' low reading skill in English class. Statment by Zuhra (2015: 437), says that most of them faced difficulties because they did not comprehend the meaning of questions or they do not understand the type of question that they were asked. The problem happens because most of the students having poor vocabulary and grammar.

The other problems faced by students, most of the teachers are more likely using the same activity or method in the class. Teacher tends to give more opportunity for an active student in the learning process.

The researcher using reciprocal teaching, to solve the difficulties faced by the student and reciprocal teaching believed can improve student reading comprehension. Reciprocal teaching is one of the techniques used in teaching reading comprehension that activity takes the place of discussion between the student and also a teacher. Palincsar (1984: 5) mention the purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Reciprocal teaching uses four strategies in the discussion: summarising, predicting, questioning, and clarifying. Each strategy has a purpose to help student activity in the classroom.

The researcher found out the use of reciprocal teaching strategies as one of the strategies that can

impact a student's reading comprehension. In this research, the researcher takes another perspective, as the subject of study was an extrovert and introvert student. The extrovert and introvert student was selected because a student with different personality also gives effect to student reading achievement. Statement by Amiri and Nakhaie (2013: 13) say that students' achievement also depends on their personality type, particularly extroversion and introversion types because these personality types may influence students' motivation, the strategies they choose to learn a language, classroom management, and teaching language.

Additionally, several previous research was conducted to know is there any significant difference between students who are thought by reciprocal teaching. The previous study by Cooper and Grieve (2009) and research by Namaghi and Shahhosseini (2011), showing reciprocal strategies are having a positive effect on learning of reading comprehension, and they become more active participants in classroom activity.

The other research related to this research is about personality traits. The research finished by Nurrianfar, Azizi, and Gowhary (2014) another research was done by Omidvari, Azizinia, and Razaei (2016). The researcher did the research to investigate is there any effect of personality different by the student in reading comprehension achievement or not using reciprocal teaching. Base on previous research is showing that personality trait affects reading comprehension especially extroversion. Both previous research extroverts are outperformed introvert.

The previous research makes the researcher interested in examining the effect of reciprocal teaching strategies in implementing reading comprehension using by student extrovert and introvert. The consideration that makes the researcher want to know the effect of reciprocal used among extrovert and introvert is a different personality can affect the student achievement and how is the reciprocal steps can help them in understanding the text. It is being inspired by the study by Omidvari, Azizinia, and Razaei (2016: 96) state that using the teaching methodologies which are compatible with the students' personality type could be of importance in improving the reading comprehension of the learners who may have different personality traits.

Therefore, based on the explanation above, the researcher proposed four research questions as follows.

- 1) How is the process of reciprocal teaching strategies implemented in reading comprehension used by the extrovert and introvert students?
- 2) Is there any significant difference between the students' reading comprehension achievement who are taught with reciprocal teaching and without reciprocal teaching?
- 3) Is there any significant difference through introvert and extrovert personality on students' reading comprehension achievement?
- 4) What are students' perceptions about the use of reciprocal teaching in reading comprehension?

## RESEARCH METHOD

The study had been carried out at MTs Pelita Pesawaran, Gedong Tataan. The researcher used two classes in the eight grade of the second semester in 2017/2018 academic year.

The research design used was the quantitative and qualitative methods in order to determine the significant difference between extrovert and introvert students in using reciprocal teaching in reading comprehension. In this research, the researcher had a true experimental group that consisted of two groups of research; the first group was as experimental group that the students who were thought by reciprocal teaching with the different personality, and the other one was as control group which did not get reciprocal teaching in class. Hatch and Farhady (1982) state that the researcher applies true experimental design as a research design in which an experimental group of participants receives the special treatment, and the other group does not experiment by giving a specific treatment to measure the significant effect of this model instruction.

The technique of collecting data used was test and non-test technique. The test was used to obtain the result of students' reading comprehension, while non-test in this case interview and observation were used to gain information about students' reading behavior through the implementation.

The instrument of the test includes reading test, a questionnaire of perception and questionnaire to determine the different personality. The reading test was used include four strategies of reciprocal and standard competence of ninth grade in the second semester. The test was developed and consulted

with expert judgment. The test consists of pre-test and post-test, with 40 questions for pre-test and 40 question for post-test. The first questionnaire was made to know student perception it includes three indicators; there are; the use of reciprocal teaching, interaction and learners satisfactory. Moreover, The questionnaire of personality was adapted from EPIQ (Eysenck Personality Inventory Questionnaire) to avoid miss understanding the researcher translate into Bahasa Indonesia.

Interview and observation is the non-test instrument. Interviews were conducted to know the opinions and expectations of the student about the implementation of reciprocal teaching and their reading skill also to understand what the problem they face in reading comprehension. In another hand, the observation used to observe the process of students' reading comprehension by using reciprocal teaching. The researcher did not get involved in the activity it means that the researcher was a non-participant observer. There were two types of observation sheets, each to observe the teacher's activities and the students' activities.

The researcher makes sure that the instrument can use in the research, we need to know is that valid and reliable. The researcher uses content validity and constructs validity for the test instrument. Content validity emphasises the equivalent between the materials that given and the items that will be tested. In arranging material, the researcher will use standard competence and the basic competence of the Curriculum of 2013, which is applying for a ninth grade of the first semester in English class.

The validity of the non-test instrument, likely questionnaire, interview, and observation also will be discussed with the other expert, such as the teacher and advisor.

The researcher used *ITEMAN* program to see the reliability of the instrument. From the result of Iteman program. The result of the reliability test was 0.80; it can be stated that the test used as the instrument, had high reliability because 0.800 is included into 0.701-1.00 range of high reliability. The result of the reading test indicated that this test could be used as the instrument of the study since it can produce a consistent result when administered under similar condition (Hatch and Farhady, 1982: 244). It can be stated that the test fulfilled the reliability criteria.

## RESULTS AND DISCUSSION

The following explanations are results and discussion of the four research questions in this research.

### The Process of Reciprocal Teaching

This sub-chapter is to answer the first research question that is “How are the steps of reciprocal teaching strategies implement in reading comprehension using by extrovert and introvert students?” In order to answer the first research question, the researcher conducted treatments. The treatment proposed by the researcher is Reciprocal teaching on reading comprehension of EFL students. The students were taught by using reciprocal teaching in the experimental class. Two topics of reading text were used for two meetings. From the process of using reciprocal teaching, it was found that there were four strategies used by the students in doing reciprocal teaching strategies.

The action was carried out in two meetings on February 2018. The actions focused on introducing the reciprocal teaching stages to the students and encouraging them to apply the stages while they were reading a text. It also encouraged students to discuss in groups and class. The researcher and the English teacher took their duty. The researcher as the teacher delivered the material and assisted the students while they were working in a group. Meanwhile, the English teacher as a collaborator sat in the back of the class and made observation and picture during the lesson.

The data were collected through observation class, treatment, and video record as a document.

This technique was implemented in order as the researcher purposed. The findings of the research showed that the steps purposed (predicting, questioning, clarifying and summarizing) were successful implemented in students’ reading comprehension class.

Reciprocal teaching strategy was given by conducting teaching and learning of reading and asking the students to work in both group and as the individual in the process. Hence, the reciprocal teaching allowed the students to collaboratively work in group discussion and also confidently work in an individual during the teaching and learning process of reading.

Reciprocal teaching steps effectively kept the students’ willingness in reading the text during the process. They did not get easily bored in analyzing the text. They also enjoyed doing the tasks

considering their participation in group discussion and individual performance. When they were in a proper mood, their awareness was simultaneously at a good level.

Each of the steps helped the students to comprehend the reading better. The steps was made with purpose. The first step was predicting, and in this step the students connected their prior knowledge into the information that they got at that time with guessing pictures or the title. With this step, the students were ready and able to know more about what would happen in the story, and this step was success attracting the students to know more about the story.

The second step was questioning; in this step, students asked related to the story. While this step was running, they asked a question to know more about the story and to make clear the information that they had read. This step ran effectively, and it helped them to practice making a question and find explicit information in the text.

The third step was clarifying, and in this step was still related to previous steps. This step made them reread some information that might be they missed in the text, or they might write in the bookmark some words that they did not understand. This step also helped them to find explicit information and to find the meaning of the word (synonym or antonym)

The last step was summarizing; this step became the last step because in the step students were asked to find the main idea in every paragraph and make the conclusion that they had read.

Each step of reciprocal included five aspects of reading comprehension, and the statement was in line with Purwoko, Pudjobroto, Setyaningsih (2013: 400) in their research entitled “The comprehension of reading involves finding the main idea, mentioning the detail information, grasping difficult words or phrases, inferring the appropriate references and guessing the implicit meaning is covered by using reciprocal teaching strategy.” At last, the steps of reciprocal teaching could be one of the strategies that could help the other students or teacher to solve the problem that they find in the classroom reading activity.

### The Students' Reading Comprehension.

The findings showed that Reciprocal Teaching was successful in improving students’ reading comprehension of the eight grade of Mts Pelita and

also gave all students chance to be active and take their role in the learning process in practice reading comprehension. Therefore, all students were free to learn and had a chance to practice their reading comprehension. This activity allowed students to work together and share their idea. Based on the finding, that reciprocal teaching strategy was able to improve students' reading comprehension and help students more active during teaching learning as it is proved by Purwoko, Pudjobroto, Setyaningsih (2013: 400-401) in their research.

The research finds that independent t-test revealed that  $P$  value is less than  $\alpha$  level (0.05), then  $H_0$  that the variability of the test score is equal can be rejected, implying that variances are equal. According to this assumption, it was considered,  $P$  (0,002) < 0.05. Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

The result of pretest showed that both classes had the mean scores which were relative same, the experimental class was 43.9 and control class was 52.8. In the post-test session, the experimental class had score 64.7 and control class had 62.5. It shows the improvement in both class, but in the experimental class, we may see that score improved higher than in control class.

The instructional procedure had contributed to the improvement of the EFL students' reading comprehension. Besides, the reciprocal teaching could improve students' reading comprehension including identifying the main idea, making predictions, interpreting the problems, understanding vocabulary, and making a generalization.

The finding supports the use of reciprocal teaching in reading comprehension by researchers (Cooper & Grive, 2009; Choo, Eng & Ahmad, 2011; Ahmadi & Ismail, 2012). Research by Purwoko, Pudjobroto, Setyaningsih (2013), found reciprocal teaching not only improve students' reading comprehension but also influence the situation in class. Student tended to be more active and to think critically. Moreover, the students paid more attention while the researcher was explaining the material.

### **The Students' Reading Comprehension among extrovert and introvert.**

This research also finds that, the student with the different personality giving effect to student reading comprehension. The data shows that the students with an extrovert and introvert personality getting a

significant improvement, however, if the research compares both of the personality extrovert getting higher reading score than introvert.

Extrovert using more reading strategy, extrovert like to ask questions to other persons, or in other words, they communicate more with their surrounding. It makes an extrovert outperform than an introvert who needs times and going deep into the text.

The statement in line with Nurianfar, Azizi, and Gowhari (2014: 1400) state that extraversion might also make reading more enjoyable and thus encourage more extensive reading, which would result in the building of background knowledge and lead to a better grasp of the English language.

Research by Nurianfar, Azizi, and Gowhari (2014) having the same result, their research found that an extrovert is outperformed than introvert in using the reading strategy. This research shows that an extrovert was good at grouping activity, hence introvert were good at reading by themselves and better in analysing the text.

Reciprocal teaching used in this research to build the active learning in the reading text and to achieve the better score in reading test. The students forced to more active and having discussion to each other for helping the other students that have a different personality. The Introvert need to make themselves comfortable enough to contribute to classroom activity, Make a memo or read before the class begins so introvert can give contribution while classroom activity begins. While, the extroverts need to listen, reflect, and become more open to the perspectives of their more silent peers. Giving attention and listen more before making some contribute inactivity. Both personalities need to open conversation with their teammate; it will help them to make their weakness in social life.

### **Students' Perception**

The data presentation showed that students in MTs Pelita had positive perceptions on reciprocal teaching. The students believed that reciprocal teaching caused some benefits. There were some benefits of reciprocal teaching that the student could gain.

Reciprocal teaching helped the student to understand the meaning of a text, build the prior knowledge and make the students' activities included in the activity.

The strategy of reciprocal helped them in many aspects. Reciprocal teaching improved students' ability in finding the main idea. The data showed that they could predict and make summarize of the story, and it also improved the way they wrote. Questioning and clarifying were the ways to improve their reading comprehension.

The data from the questionnaire shows the positive effect of using reciprocal teaching. Most of them enjoyed while the teacher using RT strategy in class

Most of the student answered this question with strongly agree. This statement showed that reciprocal teaching helped them in learning activity. As a final note, students' perception toward the reciprocal teaching method was positive. Reciprocal teaching brought some benefits for students. Comprehension became the main benefits of reciprocal teaching.

## CONCLUSION AND SUGGESTION

Concerning with the implementation of reciprocal teaching in four stages, i.e., predicting, questioning, clarifying, and summarising was effective to improve the students' reading comprehension ability and engaged them in the teaching and learning activities — each step in reciprocal help the student to build their background knowledge and ask them to more active. They more comprehend the text and help them to think critically.

The use of reciprocal teaching give significant difference between the student reading achievement among extrovert and introvert learner in using reciprocal teaching, it was found that there is a significant difference of students' reading comprehension achievement after being taught by using reciprocal teaching and there is any different achievement between extrovert and introvert student, that extrovert is outperformed than introvert. The significant difference can be seen in the result of students' achievement. The reason why there is a significant difference might be because the extrovert students were good at grouping activity. Hence introvert was good at reading by themselves and better in analysing the text. Eventually, the implementation of this technique can be used to promote students' reading achievement.

The students are also showing positive respond; student likes to using reciprocal teaching in the classroom. In their opinion, reciprocal help them to improve reading comprehension and helps them to

have interaction with the teacher and the other student.

Since the researcher takes the different personality as the subject in using reciprocal teaching, it was suggested for the further researcher to develop the similar area of research with something new for students by considering the learners' condition. So that the teaching technique in education filed is developed following the development of science and technology. The study limits on the use reciprocal teaching process in reading comprehension which extrovert and introvert as the subject in this research. Therefore, it was suggested for the further researcher to conduct a study on the use of reciprocal teaching to improve another receptive skill, which is the listening skill.

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