

# THE IMPLEMENTATION OF RECIPROCAL TEACHING TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION ACHIEVEMENT

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## Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan pada prestasi pemahaman membaca dan untuk mengetahui tanggapan siswa pada siswa sebelum dan setelah pemberian *teknik pembelajaran reciprocal*. Populasi dalam penelitian ini adalah siswa kelas tiga SMPN 2 natar. Penelitian ini menggunakan *pre-test dan post-test satu kelompok* dan para siswa diajar sebanyak tiga kali. Data dianalisa dengan menggunakan *t-test Pengukuran Berulang*. Pada pre-tes, nilai rata-rata adalah 52.74 dan menjadi 69.63 pada post test. Ini berarti bahwa ada peningkatan sebesar 16.89. Hasil *t-test* menunjukkan bahwa *t-ratio* lebih tinggi daripada *t-table* ( $16.698 > 2.042$ ) dengan signifikan level  $p < 0.05$  dan signifikan 2-tailed  $p=0.000$ . Dapat dikatakan bahwa *teknik pembelajaran reciprocal* dapat meningkatkan pemahaman membaca pada siswa dan memberikan tanggapan yang positif.

## Abstract

The aim of this research is to find out whether there is significant difference on students' reading comprehension and to identify the student response before and after being treated *reciprocal teaching technique*. The sample of the research was IX C as try out test and IX B as Experimental class. The study employed *one group pretest and posttest design* and the students were given three treatments. The data were obtained by using *Repeated Measure t-test*. In pre test, the mean score is 52.74 and it becomes 69.63 in post test. It means that there is an increase of 16.89 points. The result of *t-test* shows that *t-ratio* is higher than *t-table* ( $16.698 > 2.042$ ) with the level of significant is  $p < 0.05$  and significant two tail is  $p=0.000$ . It can be said that reciprocal teaching technique improves the students' reading comprehension and gives a positive response.

**Keywords:** improve, reciprocal teaching technique, reading comprehension

## **Introduction**

English is one of the subject matters learned by students in every educational level, i.e. in elementary school, junior and senior high school. The students should master four language skills namely listening, speaking, reading, and writing. Therefore, the ability to read and comprehend text efficiently is crucial for English as Foreign Language students.

Reading may be the most frequently used skill rather than other skill in school context. The students are expected to read information is mostly written in English. It can be concluded that reading dominate the teaching material in almost English textbook.

Based on the researcher's observation, it can be reported that the students still face problems dealing with English subject. Most of the students still had difficulty in reading comprehension. They had difficulty in comprehending the text. The student had low motivation in vocabulary. The students were not active in teaching learning process, and the teacher still apply the same old teaching strategy and did not try other various strategies. Therefore the teacher had to create or use such kind of a technique in teaching reading comprehension that were able to raise the students' motivation and achievement to learn it.

In line with the explanation above, the study aimed at finding out how the use of reciprocal teaching technique significantly improve students reading comprehension achievement and also to find out the students' response after being taught by using reciprocal teaching technique. This strategy has four main strategies that could help the students to comprehend the text, i.e. predicting,

questioning, clarifying, and summarizing. Those four main strategies are used by the successful readers, those strategies also support both monitoring and developing comprehension, and each strategy is applied when students have some problem in comprehend the text. Based on the reasons above, the researcher wanted to investigate the problem, especially using reciprocal teaching technique as the technique in teaching learning process in reading comprehension.

According to Palinscar & Brown (1984) reciprocal teaching is a cooperative learning method of improving reading comprehension it can be used in individual tutoring/learning. The reciprocal teaching is one of the reading instruction methods which cover the necessary reading strategies that were predicting, questioning, clarifying and summarizing.

Each strategy has its own purpose within the process. With group discussion, either with a teacher or without, the students learn to focus on their means of understanding the text. While in discussion, the students start to use predicting as the first strategy. This is the stage where the students were encouraged by the teacher to predict or hypothesize about what the author would be discussed in the text. Following prediction, students begin to generate question about the text, which continues the process of comprehension.

Secondly the students use questionning, this is the stage where the students process and identify the information that is presented to them and analyze it. After the students are given several questions, the next stage is clarifying. This is the stage where the students were learning to understand and identify a difficulty in comprehending the text, such as unfamiliar vocabulary and concept. The last

strategy is summarizing, in which the students will identify and integrate the most important information of the text.

Palinscar & Brown (1984) explain that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from the text and facilitate the monitoring of their path of comprehension. The students monitor their own thinking through the reading process. Reciprocal teaching develops reading comprehension and promotes readers to be better in reading and helps them to find the most important goal of reciprocal teaching and becomes independent readers.

Moreover, pre questioning has some advantages; those are: (1) Reciprocal teaching technique helps the students to learn and internalize these strategies to improve their summaries with practice and work more independently than the students who do not use this teaching strategy. (2) Reciprocal teaching technique is easily understood and mastered by both of teachers and students. Teacher uses it which include guided practice and modeling the strategy, think aloud during the process, and give students guided practice and independent practice. (3) Reciprocal teaching technique develops the new definition of reading that describe the process of reading as interactive, in which readers interact with the text as their prior experience is activated. Based on the explanations above, the researcher expected that reciprocal teaching technique improve the students' reading comprehension achievement.

## Method

This research was intended to find out whether there is significant difference on students' reading achievement before and after giving reciprocal teaching technique. The researcher only took one class as experimental class, which got treatments of giving reciprocal teaching technique. This research is quantitative research. In this research, the researcher applied experimental design; *one group pre-test and post-test design*.

The design of the research is presented as follow:

**T1 X T2**

Where:

T1 = Pre-test

X = Treatments (Reciprocal Teaching Technique)

T2 = Post-test

(Hatch and Farhady, 1982: 24)

Population of this research was the third grade of SMPN 2 Natar. IX B as the experimental class was chosen randomly and lottery drawing was used to take the samples intended.

The researcher took a try-out test at IX C class before the pre test was carried out. The try out was given to the students in order to know the quality of the test as the instrument of the research; those are reliability, level of difficulty, and discrimination power of the test. Try out test was administered before the researcher used this test in the experimental class. The try out test used reading text and 40 items of multiple choices. The test was given to find the quality of the test whether the test items were good or not in validity, reliability, level of difficulty and discrimination power. The test was administered in 80 minutes.

According to criteria of the test reliability, the reliability of 0.94 point belongs to high level, so it indicated that the data collecting instrument in this research was reliable and good. Therefore, the results of the test were believed as the reflection of their reading ability which was accurate and consistent. Based on the computation of the level of difficulty the result of try out test showed that 10 out of 40 items were poor. There were 2 easy items, 20 average items and 8 difficult items. From the computation of discrimination power, there were 20 good items, and 10 poor items.

## **Results and Discussions**

Before the researcher gave treatments in the experimental class, the researcher gave the pretest to find out the students' reading comprehension achievement before taught through reciprocal teaching technique. After the researcher gave treatment in experimental class, the researcher gave the posttest. The post test was given to measure the improving of students' reading comprehension achievement after the treatments are given. The researcher used statistical computation with *SPSS 17.0 for windows* to analyze the scores on the pre-test in the experimental class. The total score of all students were 1582.4 and the mean score of the pretest was 52.74; the highest score was 66.6 and the lowest score was 40. It indicated that the students' reading comprehension ability was poor, it can be seen from the majority of students' score less than 65. From 30 students and only 2 students who got score more than 65.

After the researcher gave three time treatments in experimental class, the researcher gave the posttest. The post test was given to measure the improving of

students' reading comprehension achievement after the treatments are given. . The total score of all students were 2089.1 and the mean score for the posttest was 69.63; the highest score was 80 and the lowest score was 60. The majority of students' score were in interval 66-70 that is from 14 students and then followed by 9 students in interval 73-80. There are only 7 students' score less than 65 and 23 students' score higher than 65. It indicated that the students reading comprehension achievement had improve after having the three time treatments using reciprocal teaching technique.

According to the analysis of the result of pretest and posttest in reading aspect, it showed the improvement of each aspect. From all aspects of reading, it can be concluded that main character gained the highest improvement than another aspects. The improvement of main character up to 26.67% from the improvement of mean of correct answers of main character was 8. Therefore, the improvement of main character was significant if it was compared with the other aspects. The improvement of main idea was 4.75 from the mean of correct answer of pre test was 14.5 and post test was 19.25 with the total percentage up to 15.84%. The improvement of causes/effect was 3.75 from the mean of correct answer of pre test was 16.5 and post test was 20.25 with the total percentage up to 12.5%. The improvement of reading purpose was 6.4 from the mean of correct answer of pre test was 19.66 and post test was 26 with the total percentage up to 21.34%. In this research, context clues got the lowest improvement. It could be seen from the improvement mean of causes/effect was 3.75 with the total percentage was 12.5%. After the researcher administered pretest and posttest, the researcher conducted the questionnaire to find out the students' response after being taught through

reciprocal teaching technique. From the result of the questionnaire more, there are than 50% students answered “yes”; otherwise they did not have difficulties in applying reciprocal teaching technique. It could be concluded that reciprocal teaching technique can help the students in comprehending the text; it also made them enjoy and understand when they applied this technique.

The process of teaching learning in the classroom showed that the use of reciprocal teaching technique is effective for teaching narrative text in reading. During the main activities, the students showed good response when they applied every stage in reciprocal teaching technique. It could be seen from the result of questionnaire which showed that most of the students enjoyed and understand when they applied this technique.

Furthermore, by applying reciprocal teaching technique, the students were affected to join class discussion. Thus the students would be more active in doing activities. In reciprocal teaching technique, the four instruction strategies (predicting, questioning, clarifying, and summarizing) were taught through series of dialogues among the students in whole class-instruction or small group activities. The teacher served as the discussion leader in the initial dialogues and after those four instruction strategies were taught, and then the students take turns as discussion leader. Throughout these dialogues, the teacher was modeling how to go about applying those four instruction strategies in reading activity.

The researcher found that there was an improvement of students’ reading comprehension achievement after being taught through reciprocal teaching technique. It was supported by Pearson and Fielding (1991) who found that the



instruction of comprehension strategies is more helpful for learners with poor comprehension skills. It was taken from hypothesis testing that indicated the hypothesis proposed is accepted. There was a significant improvement in students' achievement after the treatment. In other words, reciprocal teaching technique was an effective technique in improving students' reading comprehension achievement of narrative text.

Overall, reciprocal teaching technique is significantly useful since the students learn to concentrate on important ideas, rather than translate word meaning. The strategies employed in the reciprocal teaching technique for them to be critical. These results add support to Palinscar and Brown's (1984) assertion that reciprocal teaching technique can be effective method to improve the comprehension-monitoring and comprehension-fostering skills of students. These results are also consistent with the previous research finding conducted by Miller, & Rose's (1998) which find that students have significantly higher score on reading comprehension after being taught using reciprocal teaching than those who do not use it.

### **Conclusions and Suggestions**

In relating to the result and discussion of the research the following conclusion is given as follows:

1. There is an improvement of students' reading comprehension achievement after being treated using reciprocal teaching technique at the third grade of SMPN 2 Natar. This can be seen from the difference of the students' mean

score in pre-test (52.74) to post-test (69.63) with gain 16.89 point. The result of the hypothesis test showed that the hypothesis of this research was accepted ( $p < 0.05, p = 0.000$ ).

According to the result of pre test and post test, it is found that the students get improvement in each aspects of reading. According to the analysis of the result of pretest and posttest in reading aspect, it showed the improvement of each aspect. From all aspects of reading, it can be concluded that main character got the highest improvement than another aspects. The improvement of main character up to 26.67% from the improvement of mean of correct answers of main character was 8. Therefore, the improvement of main character was significant if it was compared by the other aspects. The improvement main idea was 4.75 from the mean of correct answer of pre test was 14.5 and post test was 19.25 with the total percentage up to 15.84%. The improvement causes/effect was 3.75 from the mean of correct answer of pre test was 16.5 and post test was 20.25 with the total percentage up to 12.5%. The improvement reading purpose was 6.4 from the mean of correct answer of pre test was 19.66 and post test was 26 with the total percentage up to 21.34%. In this research, context clues got the lowest improvement. It could be seen from the improvement mean of causes/effect was 3.75 with the total percentage was 12.5%.

2. Reciprocal teaching technique can encourage the students' reading comprehension achievement when they learn reading. It can be seen from the students' interest and participation in teaching learning process through reciprocal teaching technique. Based on the statement above, it can be

concluded that, using reciprocal teaching technique in teaching reading, make the students was active.

Referring to the conclusions above, the researcher would like to promote some suggestions below:

1. To the teacher.

- a. In this research, the researcher found that vocabulary aspect needs more serious attention because the most students have difficulty in this aspect. It can be realizable by giving more various vocabulary which is appropriate to the students of junior high school level in order to enhance the students' vocabularies list .
- b. The English teachers are suggested to make highly good preparation before applying reciprocal teaching technique such as mastering its procedure, and preparing the visual clues of the material in order to help the students understanding the text easily. Particularly, the materials which can guide students in understanding about context clues and causes effect.
- c. Then, the teacher should also control the activity in groups, so that they would not be too noisy.

2. To the other researchers

- a. In this research, the researcher conducted reciprocal teaching technique in teaching reading comprehension of narrative text at third grade students of Junior High School to investigate the improvement of the technique in their reading comprehension achievement. Other researchers can conduct

this technique on different level of students (it can be Senior High School) and for the other texts such as recount, descriptive, explanation etc.

- b. For further researchers who would like to conduct a research with the same topic, should consider well about the time allocation for the treatments.

The target of material cannot be explained fully because the limitation of time.

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