

AN ANALYSIS OF STUDENTS' ANXIETY IN THE IMPLEMENTATION OF RECIPROCAL TEACHING IN READING

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Abstract

Penelitian ini bertujuan untuk meneliti persepsi siswa dalam kecemasan dari pengajaran *reciprocal*. Penelitian ini adalah deskripsi kualitatif yang dilaksanakan di kelas XI MIA 1. Ada 11 siswa yang dipilih sebagai narasumber saat wawancara. Mereka dipilih berdasarkan observasi, jenis kelamin, dan nilai ujian membaca. Data diambil melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa banyak siswa yang merasa cemas saat menggunakan empat strategi instruksional dari pengajaran *reciprocal*. Permasalahan bahasa dianggap menjadi masalah yang penting karena ini dapat mempengaruhi siswa mempunyai rasa kecemasan yang tinggi saat menggunakan empat strategi instruksional dari pengajaran *reciprocal*. Selain itu, ini membuktikan bahwa pengajaran *reciprocal* akan lebih berjalan dengan baik saat diajarkan untuk siswa yang mempunyai kemampuan bahasa Inggris yang baik daripada siswa yang mempunyai kemampuan bahasa Inggris yang rendah. Oleh karena itu, guru disarankan untuk lebih membimbing dan mengawasi siswa saat mengajar membaca menggunakan teknik *reciprocal*, karena guru mempunyai peranan penting dalam mengurangi dan mengontrol kecemasan siswa.

This research was aimed to explore the students' perceptions of anxiety in reciprocal teaching. This research was descriptive qualitative research. The research participants of this research were XI MIA 1 class. The subjects were 11 representatives of the students as the interviewees. It was chosen based on observation, genre, and the score of reading test. The data were taken from the observation and interview. The results showed language problems were the main aspects which influenced the students to have high anxiety while performing the four instructional strategies of reciprocal teaching. This suggests teachers should guide and control student in teaching reading process through reciprocal teaching because they play a prominent role in alleviating and controlling students' anxiety.

Keyword: anxiety, reciprocal teaching, self-efficacy, students' perceptions

INTRODUCTION

Reciprocal teaching is argued as one of reading technique which can help the students to improve their reading comprehension. As stated by Ahmadi (2012: 165), reciprocal teaching is one of the main important strategy and instruction which can help students' reading comprehension because it helps students to think and plan about their reading process, improve activities, monitor and evaluate their reading while reading a text in order to understand the content of the text. According to Palincsar and Brown (1984) reciprocal teaching is a teaching technique which aims to equip subjects with techniques to increase the use of reading comprehension strategies. Palincsar and Brown add that reciprocal teaching is an instructional strategy based on teacher modeling and guiding practice and students practicing reading task by taking turns leading and conducting discussion in small group in order to bring meaning to the text.

Further, Ahmadi and Gilakjani (2012: 2057) claim that reciprocal teaching is one of the reading instruction methods which cover the necessary reading strategies: predicting, generating questions, clarifying, and summarizing. This happens in the form of a dialogue between teachers and students in small discussion. Besides, these strategies will help students monitor their reading so as to ensure that they really understand what they are reading and then the student can become independent readers. Thus, it can be assumed that the teacher will take more active role as the modeling strategy in the beginning and students will learn to take on more responsibility for their own and each others' learning.

However, Leung (2005: 54-58) in his study investigates the effectiveness of the four instructional strategies of reciprocal teaching on improving reading comprehension: (1) predicting: the students seemed not to be confident enough when making their own interpretations and judgments in doing prediction, (2) questioning: they rarely asked themselves questions while reading, (3) clarifying: the students tended to rely on using an electronic dictionary or dictionary to find the meaning instead of guessing unknown words because they were afraid to get meaning wrong, (4) summarizing: almost of the students still had difficulty in understanding what they were being asked to do, so they might interpreted the task wrongly. Thus, it can be assumed that students' success in doing the four instructional strategies of reciprocal teaching cannot be separated from the affective individual differences, such as: anxiety.

In psychology, Alrabia (2014: 82) states that anxiety is a state characterized by the sensation of vague fear, nervousness, discomfort, and apprehension that is not linked to a specific cause or situation. Then, it can be assumed that anxiety related to fear, panic, and worry of person. Awan et al. (2010: 34) state that a feeling of nervousness associated with language learning is termed as language anxiety (LA). Horwitz et al. (1986: 127-128) developed an instrument items reflective of anxiety in three categories: (1) communication apprehension is type of shyness characterized by fear of or anxiety about communicating with people, (2) test anxiety is a specific form of psychological disorder that involves extensive amounts of fear, worry, and fear of negative evaluation during or in anticipation of performance or evaluative situations, (3) fear of negative evaluation is similar of test anxiety, foreign language learning requires continual academic evaluation

by the teacher who may be the only fluent speaker in the class. Thus, three major aspects of foreign language anxiety can be used to identify and measure the concept of foreign language anxiety.

Moreover, many studies believe that language anxiety has relation to the students' achievement (Cheng, 2001; Horwitz et al., 1986; MacIntyre & Gardner, 1991). Those studies find that there is a negative correlation between students' achievement and their anxiety levels. Moreover, MacIntyre and Gardner (1991) also state that anxiety affects at least five domains in second/foreign language learning and performance: academically, socially, cognitively, personally, and communication output. From this reason, anxiety is believed to be as individual characteristics which are very potential to affect students' success in English learning, especially students' performance and achievement in reading when they are practicing the four instructional strategies of reciprocal teaching.

Considering the explanation above, the researcher formulated the research problem: What are the students' perceptions of anxiety in applying the four instructional strategies of reciprocal teaching? In relation to the research questions the objectives of this research is the researcher has been inspired to carry out the present study with a view to explore the students' perceptions of anxiety in applying the four instructional strategies.

There were many studies which have conducted reciprocal teaching in quantitative research, so the present study would be conducted reciprocal teaching in qualitative research. Besides, it is needed because some students still have

problems in applying the four instructional strategies of reciprocal teaching. So, it is possible that there are some students who feel anxious while performing the four instructional strategies of reciprocal teaching. Then, by finding the students' perceptions of anxiety in performing the four instructional strategies of reciprocal teaching, it will help the teacher to make the students perform these instructional strategies better.

METHOD

The descriptive qualitative research would be conducted in this study. The research participants of this research were XI MIA 1 of SMAN 1 Kalirejo. There were 11 representatives of the students as the interviewees. It was chosen based on observation, genre, and the score of reading test. There were two data collecting techniques that were going to be used: 1) observation and 2) interview. Then, the data would be analyzed using Miles and Huberman's (1994) interactive model of data analysis which was included some cyclical steps and interactive process: 1) data reduction, 2) data display, and 3) conclusion drawing/verification.

RESULT AND DISCUSSION

The students' perceptions of anxiety in practicing the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying, and summarizing) which for coding purposes were symbolized as (+) and (-). The former (+) refers to students who have low anxiety, while the latter (-) indicates students who have high anxiety.

The results indicate that most the students felt anxious when they applied predicting, questioning, and clarifying strategy. Further, the results showing the number and percentage of the students' anxiety in applying the four instructional strategies of reciprocal teaching is shown in Table 1 below.

Table 1: Students' Anxiety in Applying the Four Instructional Strategies of Reciprocal teaching

No	Strategy	Code	Number of Students	Percentage
1.	Predicting	+	1	9.1%
		-	10	90.9%
2.	Questioning	+	4	36.4%
		-	7	63.6%
3.	Clarifying	+	5	45.5%
		-	6	54.5%
4.	Summarizing	+	6	54.5%
		-	5	45.5%

As seen in Table 1, the students felt most anxious when they applied predicting strategy. It is possible because predicting strategy was the first instructional strategy that the students should apply. Thus, this indicates that the students have problems in performing predicting strategy. These findings indicate that most of the students not be able to activate their background knowledge prior to reading or felt afraid to share their ideas to their friends or the teacher. However, it did not happen in summarizing strategy. The students seemed happy and enjoyable when they should apply summarizing strategy. The students could understand the text well and did not have difficulty to find the main idea or important information in each paragraph because they had applied the three strategies (predicting, questioning, clarifying strategy) before. Moreover, the comments of the students about their anxiety in applying the four instructional strategies of reciprocal teaching are examined in more detail in Table 2 below.

Table 2: Students' Perceptions and Observation of Anxiety in the Four Instructional Strategies

Strategy	Perceptions	Percentage	Observation
Predicting	Reasons for being anxious in predicting strategy		
	Making prediction wrong	54.54%	<ul style="list-style-type: none"> • Not answering the teacher's question • Stumble to tell their prediction in English • Not dare to share their ideas while performing predicting strategy
	Language problems	36.36%	
	Reason for NOT being anxious in predicting strategy		
	Feeling sure that the prediction would make sense	9.1%	<ul style="list-style-type: none"> • Courage to share their ideas while performing predicting strategy
Questioning	Reasons for being anxious in questioning strategy		
	Difficulty to formulate question	36.4%	<ul style="list-style-type: none"> • Not answering the question from the teacher or their friends • Error in arranging question in English • Not dare to ask question to their friends
	Difficulty to generate question	9.1%	
	Feeling afraid of answering question	18.1%	
	Reason for NOT being anxious in questioning strategy		
Enjoying in making question	36.4%	<ul style="list-style-type: none"> • Courage to ask or answer question, although they stumbled in asking or answering question in English • Eager to apply questioning strategy 	
Clarifying	Reasons for being anxious in clarifying strategy		
	Feeling unsure to be able to get the meaning correctly	18.2%	<ul style="list-style-type: none"> • Not dare to ask their friends or the teacher when had difficulty to clarify unfamiliar words • Relying on dictionary to clarify unfamiliar vocabulary • Opening dictionary frequently
	Finding many unfamiliar vocabularies	36.3%	
	Reason for NOT being anxious in clarifying strategy		
Increasing and remembering new vocabulary easily	45.5%	<ul style="list-style-type: none"> • Courage to ask their friends or the teacher when had difficulty to clarify unfamiliar words • Eager to clarify unfamiliar words 	
Summarizing	Reason for being anxious in summarizing strategy		
	Difficulty to find the main idea or important information	45.5%	<ul style="list-style-type: none"> • Need for more time on making a summary • Not making summary completely
	Reason for NOT being anxious in summarizing strategy		
Finding the main idea or important information easily	54.5%	<ul style="list-style-type: none"> • Not need for more time on making a summary • Making summary completely 	

As seen in Table 2, most of the students had high anxiety in performing the four instructional strategies of reciprocal teaching because they still had problems. In this way the findings of the current study agree with Leung's (2005) and Aeni's (2011) arguments that there were several students who felt afraid and confused when they should perform the four instructional strategies of reciprocal teaching, such as: (1) ashamed to share their ideas, (2) difficulty in generating question, (3) feeling afraid of getting meaning wrong, and (4) difficulty in finding the main idea or important information and constructing summary. The findings also gave evidence that when the students had high anxiety, they tended to not be able to perform the four instructional strategies of reciprocal teaching well. In the other study, Chen (2007) argues that this may happen because students with higher anxiety think that they are incompetent to pass tests and have doubts about themselves. This statement also supported by Salari and Monzaide (2015: 210), who state that when the level of anxiety increases the students may lose concentration, and then they may experience difficulty in reading comprehension. Hence, Setiyadi (2006: 131) suggests that in order for language learners to be successful in learning the target language, there must be the absence of stress and anxiety. It is commonly believed that strong feelings of stress or anxiety have negative effects on long-term learning.

On the other hand, the findings were not consistent with the argument of Palincsar and Brown (1984) that reciprocal teaching is one of reading technique which can make students enjoy and motivate to read. This is possible because reciprocal teaching was difficult to be used by students with low English proficiency level. As stated by Leung (2005: 58), the effectiveness of reciprocal teaching reading

instruction depends not only on instructional presentation and content but also on a number of individual student characteristics such as their English proficiency level, prior knowledge, linguistic and lexical knowledge, learning styles and attitudes. Therefore, it suggests that language problems are assumed as one of the students' problems in the teaching reading process through reciprocal teaching.

CONCLUSIONS AND SUGGESTIONS

This study provides evidence that most the students could not perform the four instructional strategies of reciprocal teaching successfully because they still had high anxiety. The students with high anxiety could not perform the four instructional strategies well because of a number of individual student characteristics, such as: their English proficiency level, prior knowledge, and linguistic and lexical knowledge. This does appear that language problems were the main aspects which influenced the students to have high anxiety while performing the four instructional strategies of reciprocal teaching. English is as a foreign language in Indonesia. Not all of students were capable in English. Thus, it indicates that reciprocal teaching is more appropriate to use for advance students than intermediate students.

In reference to the conclusion above most suggestions are addressed to the English teachers. For English teachers, they should guide and control student in teaching reading process through reciprocal teaching, because they play a prominent role in alleviating and controlling students' anxiety. It is needed because most of the students felt anxious because of their poor standard of

English. Therefore, this suggests for teachers to ask their students to use first language when they have difficulty in performing the four instructional strategies of reciprocal teaching, such as: telling prediction or arranging question in English. Furthermore, teachers also should be able to create a stress-free, safe, and relaxing atmosphere in the class when they teach reading through reciprocal teaching, so that, students may feel secure, joyful, and motivated to apply the four instructional strategies of reciprocal teaching. They may not feel afraid, shy, and anxious when they make mistake in applying the four instructional strategies, such as: telling prediction or arranging question with grammatically incorrect. Besides, it can make students more comfortable in the process of teaching reading through reciprocal teaching.

All research questions as the focus of this research have been answered by providing a number of evidence through credible data. As qualitative research, the findings are limited to the subject being investigated. Since the purpose of this research is to explore students' anxiety in performing the four instructional strategies (predicting, questioning, clarifying, and summarizing) of reciprocal teaching. Therefore, the findings cannot be generalized to all students in senior high school.

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