



The Influence of Reciprocal Teaching on Reading Ability Achievement

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DOI: <https://doi.org/10.47134/jpbi.v1i1.16>

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Received: 09-08-2023

Accepted: 23-09-2023

Published: 26-10-2023



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independent sample t-test on SPSS program, The value of sig (2-tailed) was 0.001 and it was less than 0.05. It could be revealed that there was a significant difference between the experimental group and the control group after. In other words, there was a significant effect of using reciprocal on the eighth-grade students' reading score at SMP 1 Muhammadiyah Jember.

Keywords: reading comprehension, reciprocal, descriptive text, language

Abstract: The importance of reading comprehension is rising in the field of education. For students to read proficiently, instruction and practise are necessary. Making meaning of a text is a component of reading comprehension. Consequently, rather of focusing on understanding a particular phrase or word, readers should aim to gain a comprehensive knowledge of the material presented in the book. One of method that could improve students reading ability is reciprocal method. this study aims to investigate how reciprocal teaching can enhance students' reading comprehension of descriptive texts. A quantitative method was used to summarize the data that was obtained from the outcome. Students from SMP 1 Muhammadiyah Jember are the participant for this research. 8 grade B as the experimental class while 8 grade A as control class. These students have studied descriptive text. The class 8 B was experimental group which was taught reading text using reciprocal method. The class 8 A was control group that was taught reading only based on the text book. The data that have been collected then analyzed using spss to find if there is any significant effect in using reciprocal method in students reading comprehension. the result of the

Introduction

Language is one of the most important components of communication and it is used as a means of communication among the nations in all over the world. English is an important language that is spoken all over the world and is commonly used in interaction with the many regions of human existence. It is important to be competent in all four areas of English: speaking, reading, and writing.

According to Harmer, Jeremy (2007, p. 273), reading takes a lot of effort, and in order to do it successfully, we must first comprehend the meaning of the words. Reading comprehension skills are becoming more and more significant in the educational field. Students need guidance and practice in order to read well. Reading the activity of understanding includes making sense of a text (Mafarja, 2022; Majadly, 2020; Zubaidah, 2020). Therefore, obtaining a general understanding of what is presented in the book should be the goal rather than to comprehend a phrase or a word.

According to Hamra and Syatriana (2010, p. 27) the majority of students at all educational levels find it challenging to read materials written in a foreign language because English is not a native language in Indonesia. (Ferdila, 2014, p. 68) states that many students struggle to read because they lack interest in reading, so they have poor reading skills. Reading English literature is not something that students enjoy. Students do not consider reading to be a fun hobby (Chu, 2021; Diningrat, 2023; Kumbhar, 2020). The students could not practice reading without a reading assignment from the teacher. The majority of the reading is also completed by the teacher, which made the students rely on teacher throughout the comprehension process.

Many studies have been done in order to build a reading development. a method or set of methods for improving students' reading comprehension. The guided reading comprehension technique of reciprocal instruction promotes students should acquire the abilities that naturally occur to excellent readers and learners. (recap, query, explain, foresee, and react to what they are reading) (Klinger, 2007, p. 131). The teaching method known as reciprocal teaching supports student learning by including both the teacher and the topic presented. The emphasis of the reciprocal teaching style is on what teachers may do to assist students in task planning and completion (de H. Basoeki, 2020; Hsieh, 2022; Salari, 2019).

The teacher also assists the students in reciprocal teaching. Prediction, question-making, resuming, and explanation and conclusion are four different approaches used to explore a reading history Palinscar & Brown, (1984) in (Klinger, 2007 p. 131). In couples or small groups, the students use these four comprehension approaches to a common text. The four tactics used in reciprocal instruction assist students improve their skills. Students will communicate with friends in groups or be able to work together, they can examine problems, talk in front of their peers, and they can come to a decision quickly. As a result, reciprocal instruction gives students the confidence they need to improve as readers(Thurston, 2020).

From previous studies, Defiana (2016, p. 73) conducted research about The Effectiveness of Using Reciprocal Teaching on The Reading Comprehension to The Second Grades of MTSN, She found that there is significant difference in reading comprehension

achievement between students who were taught by using reciprocal teaching technique of the second grade of MTsN Pulosari Tulungagung. Ahmadi & Ismail (2012, p. 153) pointed a research about Reciprocal Teaching Strategy as an Important Factor of Improving Reading Comprehension, They found that reciprocal teaching strategy effects strongly on reading comprehension and students' meta-cognitive reading strategies. From those previous study, it has the same focus in research about the effect of reciprocal reading to students reading achievement. The different are the kind of text that is used in teaching activity that using descriptive and the method in research is using experimental design using two groups.

From the explanation above, this study aims to investigate how reciprocal teaching can enhance students' reading comprehension of descriptive texts.

Methodology

The researcher used quantitative research in this study. By analyzing the relationship between variables, quantitative research is a method for testing objective theories. Generally on instruments, allowing numbered data to be evaluated by statistical methods Creswell (2009) in Lynn, Marvin (2013, p. 131).

Pre-experimental, true-experimental, factorial design, and quasi-experimental are four different types of experimental designs (Sugiyono, 2010) in Roni, (2018, p 222). The researcher will use a pre-experimental design. Pre-experimental research was research activity that aims to find out the effect of treatment in condition as an effect of treatment. Pretest Post-test only control group design will be used for this study. The first class will be the experimental class and the second will be the control class. Reciprocal teaching will be implemented in experiment class, whereas learning activity using only textbook as usual for learning activity to teach the control group.

Design of Research

This research will use true experimental research design to know the influence of two stay two stray technique towards students reading ability. true experiments have the ability to control outside variables resulting in validity research is higher. In addition, the experimental group randomly determined. The researcher will use two classes, one as an experimental class that will be given treatment by using reciprocal method and the other one as a control class that was taught by using the technique that has been applied by the English teacher there. The research designs can be presented as follows:

Table 1 Class Reciprocal

GROUP B	O1	X	Y1
GROUP A	O2	---	Y2

Sugiyono (2001) in Roni, (2018, p 222)

Note :

O1= Pretest experimental group

O2 = Pretest control group

X = Treatment

Y1= Post-test experimental group

Y2 = Post-test control group

Sugiyono (2011) in Mahir Pradana. (2016, p 04) defines the population as a generalization region consisting of objects or subjects that become quantities and certain characteristics set by the researchers to learn and then drawn conclusions. In contrast, according to Margono (2004) in Christian Paul Raymond (2015,p 04), population is the entire object of research consisting of humans, objects, animals, plants, symptoms, test scores, or events as data sources that have certain value characteristics in a study. But simply it can be concluded that the population is all the subjects or objects of research targets. Similarly, Sugiyono, (2013) in Irfan Mahendra, (2015, p 73) defines the population is the entire research subject. A population study is when someone wants to look at all of the elements that exist in a research area. The population of the research students from SMP 01 Muhammadiyah Jember with total students from the 7th to 9th grade class are 142 students.

The Resarcher apply random sampling in this research. In purposive sampling, the teacher selected the class for the researcher randomly. The sample is one class of the eight grade B for experimental and eight grade A for control group. The number of students in the class were 25 students for each class

The researcher conduct treatment. For 3 meetings and every meeting the researcher gave descriptive text material from teacher and learning activity using reciprocal teaching.

method. That using four strategies collaboratively in dialogue, prediction, questioning, clarification and summarization.

a) First Meeting

The Researcher & Teacher will be introduction in front of student. And explained about descriptive text for remember the last meeting.

b) Second Meeting

- 1) The Teacher asked the students will be used Pre-test for 2 classes & divided into some groups. Then Teacher give descriptive text and read its text.
- 2) The students make question based on the text to other groups which unclear or they do not understand the content of text
- 3) After that, other groups clarify the answer of its question. Then they make conclusion from the paragraph.
- 4) The last is making prediction about the upcoming events in the next paragraph that is gone to rise from the previous paragraph and based on question other groups about meaning of the sentence in paragraph.
- 5) Teacher and students give feedback about the text after discussing using reciprocal teaching.

c) Third Meeting

- 1) The Teacher will be Used Post-Test for 2 classes & divided into some groups. Then Teacher give descriptive text and read its text.

- 2) The students make question based on the text to other groups which unclear or they do not understand the content of text.
- 3) After that, other groups clarify the answer of its question. Then they make conclusion from the paragraph.

The instrument used to collect data in this research was multiple choice. The test would be given before and after the treatment. They were pretest and post test. There are 15 questions based on the text. The validity of the test using expert validity. On the basis of the kurikulum merdeka. Additionally, the test questions were created using reading achievement indicators. In order to determine whether the test appropriate for the students' level or not, the test was also discussed with the English teacher. As a result, the test's content validity might be claimed.

In quantitative research to analyze the data is by using statistical data analysis. The data gotten from the field is numerical data and can be formulated using statistical method. In data analysis, the researcher used Microsoft excel to count the score of reading and t-test in SPSS 25 program to know the effectiveness and to get stronger conclusion. The score from pretest and posttest will be input from excel to SPSS and analyzed using independent sample T test. The result from this independent sample t-test to determine the different significant between experiment and control group. If the T-test result is lower than T-table (0,05), it indicates that there is significant effect on the reciprocal teaching reading for student at SMP 1 Muhammadiyah Jember.

Results and Discussion

A. The Description of the Treatments in the Experimental Group

In this study, the researcher gave the treatment to experimental groups, that was teaching narrative texts. First, the resercaher distribute the pre-test with total 15 questions of multiple choice. Students were given 30 minutes to answer all the questions. After all students submit the assignment, the researcher and teacher start teaching reading narrative text using reciprocal method. The text that was read was narrative text. The reciprocal method was utilized until the third meeting. All students from this class attended until the post-test was held.

B. The Description of the Treatments in the control Group

The students in the control group received the same materials about the narrative texts as those in the experimental group. However, the control group was taught about narative text using a school book. For this control group, the researcher gave the explanation about main ideal and supporting detail in the text. After giving the explanation, the researcher provided a narrative text and asked the students to read it individually. Then, the researcher gave multiple choice questions to the students about this text. After that, the researcher asked the students what were the difficulties of the narrative text material. All students from this control group also attened from the pre-test until the post-test.

Table 2 Pretest Posttest from experimental class

students	Pretest Score	Posttest score	The different
1	53	67	14
2	73	80	7
3	60	80	20
4	80	93	13
5	80	93	13
6	73	73	0
7	93	93	0
8	67	80	13
9	80	87	7
10	87	100	13
11	73	100	27
12	73	80	7
13	80	87	7
14	87	100	13
15	80	93	13
16	80	100	20
17	87	100	13
18	100	100	0
19	93	100	7
20	73	93	20
21	80	80	13
22	80	93	13
23	87	100	13
24	67	80	13
25	73	93	20
Mean	78.36	89.8	11.96

Table 3 pretest posttest from control class

Students	Pre-Test Score	Post-Test Score	The different
1	80	93	13
2	73	80	7
3	80	80	0
4	87	100	13
5	100	100	0
6	93	100	7
7	73	80	7
8	67	73	6
9	80	80	0
10	80	93	13
11	87	93	6
12	93	100	7
13	67	73	6
14	73	73	0
15	73	80	7
16	80	87	7
17	87	93	6
18	93	100	7
19	80	80	0
20	80	87	7
21	87	93	6
22	73	80	0
23	80	87	7
24	73	87	14
25	87	93	6
Mean	81.04	87.4	6.08

From the tables above shows that both class, control and experiment class got higher score for the post test. The average score from pretest of experimental class 78.36. After the treatment using reciprocal reading the experimental class got higher score with the average score 89.98. It increased 11.96 from the pre-test to post-test.

The control group had average score 81.04 for the pretest score and increased to 87.4 for the posttest. It showed that the increase of the control group was 6.08. This score was below the average of the experimental group.

The Analyze of Post Test Result

The primary data were collected from the scores of students' pre-test and post-test differences score from each group which was given to the experimental group and the control group. The researcher administered the pre-test on May, 24th 2023 to the experimental group and Control Group on May, 24th 2023. For the post-test was distributed to students May, 25th 2023 after giving the treatments to the two groups as the respondents. The scores of both groups were used as the data to find the effect of using reciprocal reading for experimental group and using textbooks for the control group. The researcher analyzed the students' scores of the reading post-test by using Independent sample t-test in the SPSS computing system to know the mean difference between the two groups. Here is the results of the post-test analysis:

The table Below showed that the calculation of the scores of the post-test along with its standard deviation were as the following. The mean different score of the group 1 (experimental group) was 11.96 while the mean different score from pretest and posttest of the group 2 (control group) was 6.08. The result of the analysis of the post-test score showed that the mean score of the experimental group which using reciprocal method was higher than the one of the control group. The analysis results can be seen in the following table:

Table 4 Group Statistic
Group Statistics

	GROU P	N	Mean	Std. Deviation	Std. Error Mean
DIFFEREN	1	25	11.96	6.624	1.325
CE	2	25	6.08	4.261	.852

Table 5 Table Output of the Independent Sample T-Test**Table of The Output of the Independent Sample t-test of Post-Test**

Independent Samples Test									
Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
DIFFERENC E	Equal variances assumed	3.172	.081	3.73	48	.001	5.880	1.575	2.713 9.047
	Equal variances not assumed			3.73	3	.001	.40.962	5.880	1.575 2.699 9.061

The value of sig (2-tailed) was 0.001 and it was less than 0.05. It could be revealed that there was a significant difference between the experimental group and the control group after. In other words, there was a significant effect of using reciprocal on the eight grade students' reading score at SMP 1 Muhammadiyah Jember.

The Hypotesis & Verification

Based on the result of the independent sample t-test on SPSS program, the significant value (2-tailed) of the T-test analysis was 0.001 and it was less than 0.05 ($0.001 < 0.05$). Hence, it could be concluded that the alternative hypothesis stating that "There was a significant effect of using reciprocal readings on the seventh grade students' reading achievement at SMP 1 Muhammadiyah Jember" was accepted. Therefore, it could be claimed that the use of reciprocal reading in teaching reading comprehension significantly affected the students' reading achievement.

Discussion

The result of the analysis revealed that there was a significant difference mean score pretest to post test of students in terms of main idea and supporting detail. Both class had increase their score in posttest. in experimental group, the different mean score pretest and posttest is higher (11.96). In the other hand for control group has lower mean different score (6.08). It could be seen in the table. 4.1 and it can be proved from the T-test <T table. It means

that using reciprocal reading to teach reading can enhance the students' reading comprehension skill in terms main idea and supporting detail.

Four strategies are utilised in reciprocal teaching. They are speculating, clarifying, questioning, and summarising. These strategies include engaging students in conversation and question-and-answer sessions. The students work together during the conversation to identify the text's main idea supporting detail. The students then gave the other groups an explanation of the outcomes of their discussions. All students may benefit from using these tasks to comprehend the text's main idea and supporting detail.

According to Majeed (2013, p 904), the reciprocal teaching technique was successful in helping students develop and improve their reading skills. It has been observed that the students' use of the four strategies—predicting, questioning, clarifying, and summarizing—during reciprocal teaching improved their understanding. Additionally, the technique of reciprocal teaching assisted struggling readers in improving their reading skills by allowing them to interact with the text through the use of predicting, clarifying, questioning, and summarising. From the previous argument, it can be shown that adopting reciprocal teaching to enhance students' reading comprehension of the main idea following treatment was successful based on improvements in their mean scores on the pre-test and post-test.

Learning through reciprocal teaching can help students become better readers. The students conducted group discussions to identify relevant details using the reciprocal teaching techniques. Through discussion and reciprocal instruction, the students were able to locate the reading text's illustrative aspects. Each group member will cooperate with the others to develop solutions to the questions.

Reciprocal teaching, according to Chen, Youcheng & Kong, Deyi (2016, 140), emphasises common construction and learning through interaction between teachers and students as well as between students, the spirit of group cooperation, and group honour so that those with high capability are willing to lead ones with low capability, and those with low capability could automatically learn and enhance the learning effectiveness by applying strategies to the real common practise under the guidance of teachers.

From the explanation above, improvement of the students' mean score in pretest and post test proved that using reciprocal teaching is effective to improve the students' reading ability in main idea after treatment.

Conclusion

Based on the data analysis and discussion gathered in the previous chapters, it can be concluded that using reciprocal teaching has significant effect for students' reading comprehension in terms of main idea and supporting detail. It shown significant different in students score from pretest to posttest in experimental group that have higher score than control group (11.96 : 6.08). the different also significant after analyzed using spss that showed that $T \text{ test} < T \text{ Tables}$ ($0.001 < 0.05$). It means that using reciprocal teaching is effective to improve students' reading ability in terms of main idea and supporting details.

The English teachers are suggested to apply reciprocal teaching in learning process especially in teaching reading ability to identifying main idea and supporting details of the text. The English teachers should maximize in giving guidance to the students in learning and teaching process, especially when using reciprocal teaching.

It is suggested that the result of this research can be used as a reference by the future researchers to investigate further research about the use of reciprocal method as a teaching technique either in different skill, area, or design such as an using reciprocal in writing or speaking.

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