

**PENGGUNAAN METODE *RECIPROCAL TEACHING* DALAM
MENINGKATKAN KEMAMPUAN *READING COMPREHENSION*
SISWA KELAS X MADRASAH ALIYAH NEGERI MOJOKERTO
TAHUN PELAJARAN 2016-2017**

***USE OF RECIPROCAL TEACHING METHOD IN IMPROVING
READING COMPREHENSION ABILITY OF GRADE X MADRASAH
ALIYAH NEGERI MOJOKERTO LESSON YEAR 2016-2017***

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Naskah :

diterima : 25 Pebruari 2018

direvisi : 11 April 2018

disetujui : 28 April 2018

ABSTRACT

This paper reports a study on the use of Reciprocal Teaching Method which aimed to improve the reading comprehension of the tenth year students of MAN Mojokerto. The method applied in this study was a collaborative classroom action research which involves 46 students in the academic year of 2016/2017. This study was conducted in two cycles by following the procedures of the action research: planning, implementing, observing, and reflecting. Each of which encompassed two meetings. The data of the study were gathered through observation checklists, field notes, and reading test. The findings of study showed that Reciprocal Teaching Method can improve the students' reading comprehension. The improvement could be seen from the increase of the number of students who got score ≤ 70 . Besides, Reciprocal Teaching Method can increase the students' involvement during the teaching and learning process.

Keywords *Improve, reading, reciprocal teaching*

ABSTRAK

Artikel ini melaporkan penelitian tentang penggunaan Metode Pengajaran Reciprocal yang bertujuan untuk meningkatkan pemahaman membaca dari siswa Kelas X MAN Mojokerto. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas yang melibatkan 46 siswa pada tahun akademik 2016/2017. Penelitian ini dilakukan dalam dua siklus dengan mengikuti prosedur penelitian tindakan: perencanaan, pelaksanaan, pengamatan, dan refleksi. Masing-masing mencakup dua pertemuan. Data penelitian dikumpulkan melalui daftar pengamatan, catatan lapangan, dan tes membaca. Temuan penelitian menunjukkan bahwa Reciprocal Teaching Method dapat meningkatkan pemahaman membaca siswa. Peningkatan tersebut dapat dilihat dari peningkatan jumlah siswa yang mendapat skor ≤ 70 . Selain itu, Metode Pengajaran Timbal Balik dapat meningkatkan keterlibatan siswa selama proses belajar mengajar.

Kata kunci : Reciprocal Teaching, Reading Comprehension,

Introduction

Reading is one of English language skills considered important for students' growth as an individual in many aspects of life. Every day we cannot escape from reading activity. We read newspaper, report, messages, books, notes, and many other writings. So reading has been considered as one of the major sources of providing students with great amount of information about various subjects (Salehi & Vafakhah, 2013 : 148). That is why students are taught reading skill at school. By reading, the students will know how English is actually used in printed and written forms.

According to Rivers (1981 : 259) the most important activity in any language class is reading. Reading is not only a source of information and a pleasurable activity, but also a means of consolidating one's knowledge of a language. In other words, reading activities can bring many benefits for students such as to get information, pleasure and knowledge. Furthermore, Nunan (1991 : 259) states that reading is the most important activity in any class not only as a source of information, a pleasurable activity, but also a means of consolidating and extending one's knowledge, literature, and culture. So the knowledge or information which students get from the reading activity in the classroom hopefully can give meaningful contribution in every aspect of life (Gillet & Temple, 1994 : 3).

According to Burns et al. (1996 : 5) the ability to read is vital to functioning effectively in a literate society. However, students who do not understand the importance of learning to read will not be motivated to read. Justify Burns' opinion, Bruder and Henderson (1988) state that the ability to read can be affected by some factors, such as linguistic aspects, prior knowledge, and reading strategy.

Dealing with the linguistic aspects, mastering relevant vocabulary items and structures become a basis for which a student decodes meaning from the text. Another factor is prior knowledge that

students bring into reading. When students are reading a text, they are not passive; instead, they bring their prior knowledge to incorporate with new information within a text. Meanwhile, the use of strategy in reading brings about some benefits for which the students might adjust their purpose for reading and become aware of what they were reading.

Referring to the importance of reading, the students should be well prepared with the skill as early as possible so they are accustomed to comprehending what they read in their daily life. Leipzig (2001 : 1) states that in reading activity we are not only reading the text, but also trying to understand what we are reading. It is based on the fact that reading requires words recognition, comprehension, and fluency.

Djiwandono (1996 : 63) also states that to understand all types of information in an array of the text requires not only the reading activity but also ability to understand the content. In addition, he asserts that without the ability to understand the content, one cannot absorb or comprehend a lot of information quickly, accurately, and easily.

Accordingly, reading should become the main emphasis in English teaching program in Indonesia, particularly for the senior high school students. Yet it does not mean that the other skills of English like listening, speaking, and writing are not important.

Unfortunately, reading at the secondary and higher school still becomes problem for students. Alderson (1984) states that when the students are confronted with a reading text, they seem to read with limited understanding. Furthermore, Students mostly are still experiencing reading difficulties in reading learning process. Most problems are lack of vocabularies, lack knowledge of sentence structures, difficulties in discovering the meaning of words in context and also improper classroom activities. Inadequate vocabulary makes them stumble at each sentence, and soon they begin to lose their patience with and interest in reading (Rahman, 2007 : 32-33). This is because if the students faced a difficult text with many unknown words, the students of course will look for it in a dictionary in many times.

This will make the students become boring and losing their interest in reading.

Students' difficulty in comprehending the text might not only be seen in the result of the National Examination, but also in other reading tests such as in the summative test, mid semester test, or formative test. In these tests, still, many students fail. This happens to be the case found in MAN Mojokerto where most students still encounter difficulty dealing with English reading texts. Accordingly, the students' reading achievement is not satisfactory.

There are some causes why the reading comprehension of the tenth year students of MAN Mojokerto is still disappointing. First, the students' ability in mastering reading skill is still low. It is indicated by their difficulties to find the topic of a paragraph or text. They only think that the words which were frequently stated as the topic of the paragraph or text. Furthermore the students were still confused to find the main idea of a paragraph and supporting idea, to understand reference, and to deduce meaning from context. Besides, the students do not have adequate vocabulary. Secondly, in handling the reading class, the teachers unconsciously tend to test their students, not to teach them. The class is usually started with the distribution of a text or with the teacher's initial instruction, 'Open at page 10 of your textbook', for example. Then, the teachers proceed with further reading instruction to be followed by the students, for example 'Read the passage silently and ask questions if you find unfamiliar words. Finally, they give a set of planned questions to the students and they are asked to answer the questions within a limited period of time. The procedure does not give opportunity to get the students aware of the purposes they are supposed to have when reading texts. This means, the teachers only asked the students to read a text without leading them to the topic of the text. Besides, the teachers do not initiate a certain strategy how to comprehend a text. This shortcoming certainly impedes them in comprehending

English reading texts.

Considering the above causes, it is necessary to implement a strategy that can help solve the students' problems in reading. One of the strategies that helps students understand reading materials is Reciprocal Teaching (RT) method. RT method is originally developed by Palincsar and Brown (1984) and they describe it as problem solving activities that aim to promote thinking while reading, resulting in better comprehension of the reading passage (Salehi & Vafakhah : 2013). It is a step by step procedure and emphasize in four reading strategies that a teacher or tutor and a group of students takes turns leading discussion about specific segment of text through the following strategies: predicting, clarifying, questioning, and summarizing (Palincsar & Brown, 1984 : 117).

According to Palincsar & Brown (1984 : 127), RT Method offers some advantages for the students, such as providing them a window into the thinking of proficient readers as they problem-solve their way toward meaning; giving the students a condition to approach reading as an active and strategic process; and learning behaviors that will help them become more independent readers, capable of handling increasingly sophisticated material.

Furthermore, it provides explicit teaching through direct instruction that can make obvious what will the students do in reading learning process. It is a sharing of an active comprehension because it involves reciprocal dialogue. It is an important factor in Reciprocal Teaching method which is based on the premise that group participation and dialogue that can aid learning as well as promoting conceptual change (Meyer, 2010 : 42). This strategy also provides higher order thinking (Meyer, 2010 : 43-47). This strategy encouraging the students to create their own questions based on the text for deeper comprehension. When creating and answering the questions, the students will develop critical thinking ability to engage them in reading and also deepen their understandings that enable all students to experience success with their learning.

Based on the above description, this study is proposed to improve the reading comprehension of the tenth year students of MAN Mojokerto by using Reciprocal Teaching Method.

METHOD

The design of this research was Classroom Action Research (CAR) since this research was focused on the teaching and learning activities in the classroom. This action was designed to improve the students' reading comprehension through Reciprocal Teaching Method. The classroom action research design of this study was a collaborative classroom action research in which the researcher was assisted by one of the English teachers of MAN Mojokerto.

In conducting the research, the researcher followed a number of steps. The steps included preliminary study prior to analyzing and identifying problems as the preparation, followed by Kemmis' cyclical process — action planning, plan implementing, observing, and reflecting (Kailin, 1997).

In the planning stage, the researcher and his collaborator made a careful action preparation prior to the implementation of the action based on the result of the preliminary study. The preparation consisted of designing a suitable model of Reciprocal Teaching Method and the lesson plans for teaching reading, developing the materials and media and determining the success criterion. The study is considered successful if the majority of the students ($\geq 80\%$) achieves reading score greater than or equal to 70.

In the implementation stage, the plan regarding with the teaching and learning of reading through Reciprocal Teaching Method was implemented after all of the preparations had been made. In implementing the action, it was decided that the researcher acted as the implementer of Reciprocal Teaching Method in teaching reading whereas his collaborator played a role as the observer whose job was conducting the observation during the teaching and learning

process.

In collecting the data during the observation, the observer used observation checklist and field note. Besides, the researcher used reading test to collect the data related to the students' score. Then the data was analyzed reflectively in relation to the success criterion.

RESULT

After the Reciprocal Teaching Method was implemented and developed through two cycles, it is concluded that the implementation of Reciprocal Teaching Method could improve the students' reading comprehension achievement. It is shown by the improvement related to the number of students who got scores higher than or equal to 70. In preliminary study there were only 6 students (13,04 %). But, it could increase become 33 students (71,74 %) in the Cycle 1. Additionally, there were 41 students (89,13 %) who obtained scores ≥ 70 in the Cycle 2. Moreover, there was an increase in students' average scores, from 57,83 in preliminary study, 69,67 in the first cycle, and 75,11 in the second cycle. Besides, the finding also showed that also can increase the students' involvement during the teaching and learning process.

Moreover, the implementation of the appropriate model of Reciprocal Teaching Method in teaching reading encompasses a number of procedures namely: (1) predicting; the teacher asked the students to look at heading and picture to try to identify what they will be reading about and listing the difficult words used in the text. The step helps students to make prediction the content of the text. (2) clarifying, the teacher reads the text clearly then asking some students to re-read the text, to clarify the the difficult words and to discuss the the words the students have listed, to guide and to assign the students to read the text then ask the students to discuss the content of the text. (3) questioning; the teacher assigned the students to make questions for other group members, then ask other group members to answer these questions, and (4)

summarizing, the teacher led the students to read quickly the text, to discuss the important part of the text, and to answer the questions using their own sentences individually.

DISCUSSION

Reciprocal Teaching (RT) Method is one of the ample of cooperative learning procedure in teaching learning process. The method is designed to enhance the students' reading comprehension in a form of group discussion to comprehend a reading text. RT method as an instructional activity in the form of discussion is structured by the use of four strategies, namely: predicting, students hypothesize what the author will discuss next in the text; clarifying, is an activity that is particularly important when working with students who have a history of comprehension difficulty; questioning, the students identify important information within the content, formulate questions concerning this content, and address the questions to their peers; and summarizing, provides the opportunity to identify and integrate the most important information in the text.

The result of the teaching-learning English using Reciprocal Teaching method indicated that there was an increase in number of students who got score ≥ 70 . The test in preliminary study conducted prior to the implementation of the action showed that the students' reading comprehension was low. Majority of the students obtained score below 70 with the mean score only 59.30. From 44 students who joined the test, only 13 students (29,54 %) obtained scores higher than or equal to 70, while the rest or 31 students obtained less than 70.

However, when the RT method was applied the students' reading comprehension gradually improved. The result of the test in Cycle 1 showed that there were 33 students (71,74 %) who obtained higher than or equal to 70, while the rest or 13 students obtained less than 70, whereas the result of the test in Cycle 2 showed that 41 students (89,13 %) obtained scores

higher than or equal to 70. Besides, there was an increase in students' average scores, from 57,83 in preliminary study, 69,67 in Cycle 1, and 75,11 in Cycle 2.

Additionally, the result of the study using Reciprocal Teaching method showed that the students' active participation was increased. In terms of number of students who active involved in the teaching-learning process, however, there were more than 75 % of students who involved in the teaching-learning process. By assigning the students to do each activity cooperatively (in pairs or in group), they can help each other, to discuss and to argue with each other. It is in line with Slavin's opinion (1995) that cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic contents.

The success of the implementation of Reciprocal Teaching method had been proven to improve the students' reading comprehension. Besides, it can enhance the students' participation during the teaching learning process.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After the Reciprocal Teaching method was implemented and developed through two cycles, it is concluded that the appropriate model of strategy using Reciprocal teaching method in teaching reading encompasses a number of procedures namely: (1) predicting; asking the students to look at heading and picture to try to identify what they will be reading about and listing the difficult words used in the text, (2) clarifying; the teacher read the text clearly then asking some students to re-read the text, then the clarify the difficult words and to discuss the words the students have listed, to guide and to assign the students to read the text then ask the students to discuss the content of the text (3) questioning; asking some students to understand the content of the text and ask them to make questions for other members of the group,

then ask other group members to answer these questions, and (4) summarizing; the teacher led the students to read quickly the text, to discuss the important part of the text, and to answer the questions using their own sentences individually.

Besides, the implementation of Reciprocal Teaching method could improve the students' reading comprehension achievement. It is shown by the improvement related to the number of students who got scores higher than or equal to 70. In preliminary study there were only 6 students (13,04 %). But, it could increase become 33 students (71,74 %) in the Cycle 1. Additionally, there were 41 students (89.13 %) who obtained scores ≥ 70 in the Cycle 2. Moreover, there was an increase in students' average scores, from 57,83 in preliminary study, 69,67 in the first cycle, and 75,11 in the second cycle.

In conclusion, The Reciprocal Teaching method has some strength. First, it can improve or increase the reading comprehension of the tenth year students of MAN Mojokerto and second, it also can increase the students' involvement during the teaching and learning process.

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