THE IMPLEMENTATION OF RECIPROCAL TEACHING
IN TEACHING READING COMPREHENSION
(AN EXPERIMENTAL RESEARCH AT SMPN 4 BANDA ACEH)

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ABSTRAK

This study is about the implementation of reciprocal teaching in teaching reading comprehension. The objectives of the study are:1) to find out if students who are taught through reciprocal teaching have a difference significant than those who are taught through grammar translation method, 2) to find out what the students' responses toward the implementation of reciprocal teaching in teaching reading comprehension. The method in this study is quantitative and qualitative method. The population is all the second grade students in SMPN 4 Banda Aceh, and the sample is the VIII/I and the VIII/II. The sample was chosen by using random sampling. To obtain the data related to the implementation of reciprocal teaching the writer gave the pre-test and post-test to two groups; experimental group and control group. The instrument used to collect the data was test and questionnaires. The test is used to see the result of achievement of students in reading comprehension while the questionnaires are used to get the students' responses toward the implementation of reciprocal teaching. The quantitative data was analyzed by means of the statistical procedure in order to see whether there is a difference significant between reciprocal teaching method and grammar translation method in teaching reading comprehension. The questionnaires were analyzed by using the percentage formula for each question item. After processing the data, it found that there is a significant difference between reciprocal teaching and grammar translation method and the students' response are positive. It can be concluded that reciprocal teaching is better than grammar translation method in teaching reading comprehension. This is proved by the test result where t-test score is higher than t-table (2.45 >1.70) and the students' ability in the experimental group increases up to 21% while in the control group the students' ability reaches only 9%. This means that the alternative hypothesis is accepted and the null hypothesis is rejected.

Keywords: *Reciprocal Teaching, Teaching and Reading Comprehension*

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A. INTRODUCTION

At junior high school (SMP), English is taught as a compulsory subject in covering four language skills such as listening, speaking, reading and writing. A few years ago Aceh was known by international world market by the coming of people from all over the world in the wake of the tsunami and earthquake resulting in the strengthening of the importance of English teaching at school including junior high school level. Accordingly, the teaching of reading is essential for preparing students with the basic reading skills in order to be able to again information and knowledge from any reading text more effectively. Reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language [1]. With adequate reading proficiency, students are expected to develop their knowledge concerning a specific context given to them to learn. They are also expected to be able to extract meaning from specific cues in the text.

Through several attempts have been made by English teachers to teach students reading to gain adequate information, the results still do not meet our expectation. The unsatisfactory outcome of the teaching of reading comprehension in SMP, which is frequently integrated with vocabulary, in general, seems to be caused by many factors. Concerning the reading texts given to the students taken from the required text books and other sources are sometimes not appropriate with students' capability. The problem might be caused by students' unfamiliarity with the context that makes them difficult to understand the text. Beside the students do not have enough knowledge about the content, lack of vocabulary and grammar. In that case the bulk of time in the classroom is frequently used up for the betterment of grammar and vocabulary translation. Another factor is that the English teachers do not possess enough knowledge of their students' needs in reading. Besides, the time allotment assigned for teaching reading comprehension is not sufficient. Above all the students are not accustomed to reading texts even in Acehnese or Indonesian.

Most of the students are not able to comprehend the text effectively because they are lack reading skills so that they can not optimally meet the objectives as has been put in the lesson plan. The students' English proficiency to comprehend English material is still far from being sufficient [2]. This less sufficient ability in reading comprehension is caused by the limited knowledge of vocabulary and structure.

B. BACKGROUND

In teaching reading comprehension at SMP, English teachers are asked to prepare their students with good foundation of reading skills in order to make them have adequate proficiency in reading English texts and to

prepare the students with the ability to read for comprehension, in particular to enable them to answer the comprehension questions based on the reading texts.

However, to read English texts word as commonly practiced by the students takes much time. The students who read too slowly tend to get discouraged more easily. She further claims that they will also stumble on unfamiliar words and fail to grasp the general meaning of the passage. In the line with the statement[4], proposes that a very slow reader is likely to read with poor understanding. As comprehending the reading texts is difficult, it then requires a strategy and concentration. Therefore, the students need to be prepared with reading strategies that will enable them to comprehend the reading texts.

Based on the problem above the writer is interested in introducing reciprocal teaching (RT) strategy in teaching reading comprehension which will help students' in reading comprehension. This strategy introduced by Palincsar and Brown (1984), is an instructional strategy that is built on four strategies that good readers use to comprehend the text such as predicting, questioning, clarifying, and summarizing.

Predicting requires the reader to hypothesize about what the author might discuss next in the text. This provides a purpose for reading that is, to confirm or disprove the hypothesis. Additionally, with predicting an opportunity has been created for the readers to link the new knowledge they will encounter in the text to the knowledge

they already possess. It also facilitates the use of text structure as students learn that headings, sub-headings and questions embedded in the text are useful means of anticipating what might occur next. To predict, the reader must read with anticipation and expectancy, watching for text clues indicating where the author is going next. The inability to predict may also be an indicator that comprehension is inadequate.

Questioning, When readers generate questions, they first identify the kind of information that is significant enough that it could provide the substance for a question. Then they pose this information in a question form and self-test to ascertain that they can answer their own question. Generating questions about text, likewise, depends on the gist and the function needed for summarizing, but with one additional demand: that the readers' monitor the gist to pick out the important points. To generate questions, the reader is required to re-process the information read into question format. The inability to formulate appropriate questions about text is another indicator that comprehension has not occurred.

Clarifying, When readers clarify the text, their attention is called to the many reasons why text is difficult to understand: new vocabulary, unclear references and unfamiliar or difficult concepts. When a reader clarifies a point, he/she must allocate attention to the difficult points and engage in critical evaluation of the gist. In short, clarifying directs the reader to look for parts of the

passage that are confusing and unclear. The reader must ask the question: 'Is there anything in this segment that I don't understand?' If there are unclear segments which block understanding, the reader is signaled to re-read, read ahead or ask for help.

Summarizing, summarizing text provides the opportunity for readers to identify, paraphrase and integrate important information in the text. It requires the reader to recall and state the gist he (or she) has constructed. Therefore, a reader who can summarize has activated background knowledge to integrate information appearing in the text, allocated attention to the main points, and evaluated the gist for consistency. The inability of the reader to summarize text indicates that comprehension is incomplete. The four the strategies helps students to construct meaning from text and monitor their reading to ensure that they are in fact understanding what they read and is applied while reading, it can enhance the understanding and enable maximum grasping of information from the text. These strategies inform them when they have wandered off, missed the point, are confused, cannot predict what is coming up, or are not following the gist of that to be learned

In reciprocal teaching the students work in group or in an ideal group of four to share idea, knowledge or strategies in order to solve their reading problem.

The students have more chance to obtain input for acquisition. Besides the reciprocal teaching provides opportunity equally to whole students to learn in a sense

that the weak and the high ability students the same in teaching learning process. Consequently the students' self confidence increases. Therefore, they will be confidence enough to express their ideas in the classroom.

Reciprocal teaching strategy promotes the higher intellectual achievement compared with individual learning. This is because students can socially share the idea, knowledge and strategies while learning in group. At the time the students are working on task, sharing idea and knowledge are much emphasized. The role of the teacher is a facilitator in the sense that he or she helps on her students learning if necessary. He or she is also the last source of information for his or her students. By such learning management, the students are expected to be able to improve their reading comprehension in the better way.

Based on the description with the students' problem when they are confronted with the reading text and strength of reciprocal teaching proposed above, the writer would like to implement the teaching reading comprehension through reciprocal teaching, by implementing this strategy the teaching learning process can be more effective in improving reading comprehension.

To prove that, we can view some previous studies done by some researchers found the result of the research showed that the RT Method in the teaching-learning of reading comprehension was effective in improving the students' reading comprehension in Kalimantan[3}. The improvement was indicated by the increase of the students' average score throughout the

cycles of action that was 53.56 in the preliminary study; 58.69 in the test of Cycle 1; and 72.00 in the test of Cycle 2. Besides, students were motivated and active in the class using the method in terms of learning to work together and to help each other in a group with different competence, which was showed by the result of their works. Concerned about Budi's research (action research), the writer only showed as the research finding not for guiding to do the experimental research. They incorporated multiple reading skills as they necessarily arose within a meaningful context and Found that my students experienced a sense of empowerment and control over their learning when they participated in their Reciprocal Teaching groups [5]. "90% reported benefit from using reciprocal teaching and would prefer it to traditional instructions; 40% claimed the reciprocal teaching improve their reading comprehension". The students improve with the numbers of fourth grade students in this district who met or exceeded[6] standards rising from 14.4% in 1993 to 39.6% in 1996 [7]. Palinscar and Brown (1984) found that when reciprocal teaching was used with groups of students for 15-20 days, the students' reading scores on a standardized assessment of reading comprehension increased from 30 percent to 80 percent.

Based on some problems that happen at SMPN 4 Banda Aceh the strategy has been tried by the writer to find out the answer to the problem the answer faced by students at that school. Prior findings by other researcher the

writer conducting the research entitled "The Implementation of Reciprocal Teaching in Teaching Reading Comprehension" it is an experimental study to the second year students at SMP Negeri 4 Banda Aceh.

C. REAL OF STUDY

This research was conducted for the 2nd year students at SMA 1, which located in Peunayong Banda Aceh. He want to introduce the reciprocal teaching strategy in teaching reading comprehension the writer hope through reciprocal teaching the students will become motivated in learning. This school has 210 students 90 belong to second year students that will be population of this study. The writer took two classes as sample by using random sampling. The second year students of SMPN 4 Peunayong consists of 9 (nine) classes, they are 3 (three) classes of VII, 3 (three) classes of VIII, 3 (three) classes of IX, so the writer choose the sample by random sampling technique the VIII/I class and the VIII/II class as the samples in this research.

One class will be applied by implementing reciprocal teaching that is VIII/I as experimental that consist of 29 students. In addition the other class will be taught through grammar translation method.

D. LITERATURE REVIEW

A. Definition of Reading Comprehension

The definition of reading varies for it depends on people's point of view. There is no single definition of reading. Its mean that an activity called reading is defined according to one's perception [7]. For example, a student

who reads magazine for pleasure will have different definition of reading from another student who reads it for information and knowledge. This fact indicates that the difference in writing reading really exist among reader.

Though no absolute definition of reading, basically, reading is defined as extracting meaning or bringing meaning to the text. Reading as a process of bringing meaning to and getting the meaning from the printed page. Reading is the meaningful interpretation of printed or written verbal symbols. These imply that reader brings his background knowledge as well as his emotion into play[8.] A reader who likes the content of the text tends to gain more than who do not at all. In essence, reading or comprehending is the result of interaction among the perception of the graphic symbols that represent language, the readers language skills and their background knowledge.

Reading in general requires comprehension. Therefore, it is ultimate objective of reading. The comprehension is universally accepted as the goal of all reading [9]. This view implies that comprehension is expected as a primary concern of a reading activity. In other word, if one reads any printed text, he expects to at least understand the content of the prints by connecting what he already has in mind and what an author puts in print. In essence, comprehension deals with making connection between the new and the known. Hence, reading in such a view is assumed closely attached with comprehension.

Related the regards, reading comprehension is said to be an activity of associating or connecting a reader's ideas or thoughts with what an author states in print. When a reader or student encounters a reading text, he tries to associate his prior knowledge and what the writer has purposefully written in print. If this happens, it can be said that reading conveys comprehension. Otherwise, reading without comprehension cannot be associated as reading since reading is directed to achieve comprehension.

The reading within the simplest of conceptual frameworks may be defined or explained as dialogue between the author or writer and a reader via print [10]. The emphasis of the view is on the interaction between an author and a reader in a sense that the reader achieves comprehension as he communicates his ideas and the author's ideas in print. The written language is the media that makes the interaction possible when the two are far apart in space or time.

B. What is Reciprocal Teaching?

Reciprocal Teaching is an instructional model designed to improve reading comprehension. It consists of four main strategies; predicting, questioning, clarifying and summarizing. The four strategies are developed through dialogue between the teacher and the students and the students as they try to gain an understanding of text {11]. Each of the strategies helps students to construct meaning from text and monitor their reading to ensure that they are in fact understandings what they read. These

strategies inform them when they have wandered off, missed the point, are confused, cannot predict what is coming up, or are not following the gist of that to be learned.

Reciprocal Teaching describes the process as a dynamic interaction between the reader and the text in the reader's attempt to construct meaning from the text. Using prior experience as a channel, readers learn new information, main ideas, make connections, and generally make sense from the text as intended by the author. Readers construct meaning by relying on prior experience to parallel, contrast or affirm what the author suggests. All excellent readers do this construction. Otherwise, the content would be meaningless alphabetic squiggles on the page. Without meaning construction, learning does not take place.

Strategic readers consistently employ two ongoing mental activities as they read: they read and understand the content while at the same time remaining alert. For instances when they are not achieving full comprehension, and taking appropriate steps to remedy the situation. Generating questions, summarizing, clarifying and predicting were selected the reciprocal teaching technique because they meet both needs of the strategic reader, the ability to read for meaning and to simultaneously monitor for comprehension.

E. DATA ANALYSIS

To analyze the data, the researcher employed qualitative and quantitative analysis. The data analysis was conducted by organizing the collected data systematically. The data were grouped and classified based on the research question. The data is grouped as the mention above and classified by using the formula in the paragraph below. The data gained through pre-test and post-test guide. Based those data, the researcher will analyze the mean, standard deviation and t-score.

The writer investigate the data of raw score by using the formula Student's score = score achievement x 5. Then the mean is used to investigate the average scores of the students. The formula is as the following [12]:

$$\bar{x} = \frac{\sum fx}{\sum f}$$

Where, $\bar{X}$ is the mean score, X is the middle mean score, f is the frequency class. The standard deviation is the measure of variability most often reported in the research.

$$S = \sqrt{\frac{\sum fx}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

In which S symbolizes standard deviation, n is sample.

The t-score is used in order to investigate the significant differences between the two means of the two groups. The formula as prescribed by Kustituanto (1998:221), since the numbers of students (n) is less than 30 is used for analyzing the data:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

With the parameters needed:

t   is the significant differences between the two means

$\bar{X}_1 \bar{X}_2$ are the mean score of the two groups

$S_1 \, S_2$ are the standard deviation

n_1 n_2 are the number of students of each group

By comparing the scores of the experimental group and control group, the writer would prove the hypotheses. To measure this study, the writer employed statistic procedure to calculate the test scores obtained by the experimental and control group are higher than those by the experimental group is more effective than the one used in the control group. The writer will use the 5% level of significance and degree freedom df = n_1+n_2-2, so the degree freedom (df) is 29+29-2=56. Based on the table, if the df score is 56, then the critical value is 1.70

In order to answer the second research questions that is to know the students' response toward the implementation of reciprocal teaching in teaching reading comprehension. The writer used the percentage system as mention in the formula is

$$p = \frac{f}{n} x 100\% \text{ [12]}$$

Explanation:

P = percentage

F = Frequency of despondence

N = Number of sample

100% = constant value

F. RESULT

The raw scores are all the scores conducted from the pre-test and post-test. The raw scores of data used in this thesis are as follows:

TABLE I

The Raw Scores of the Experimental Group

Students' Number	Pre-test score	Post Test score
1	65	80
2	40	85
3	50	70
4	65	80
5	60	70
6	40	70
7	75	80
8	70	85
9	50	60
10	50	65
11	70	75
12	70	85
13	75	80
14	45	65
15	60	80
16	65	75
17	65	70
18	45	50
19	60	70
20	70	80
21	70	65
22	75	75
23	70	75
24	70	75
25	50	55
26	45	50
27	80	75
28	45	70

29	55	70

24	75	75
25	95	90
26	60	70
27	85	85
28	90	85
29	75	90

TABLE II

The Raw Scores of Control Group

Students' Number	Pre-test score	Post Test score
1	2	3
1	80	95
2	80	90
3	85	85
4	80	85
5	85	90
6	80	85
7	90	85
8	95	95
9	85	80
10	75	90
1	2	3
11	90	100
12	80	85
13	75	75
14	90	90
15	85	85
16	80	80
17	75	70
18	55	60
19	90	100
20	95	95
21	70	75
22	80	75
23	70	80

TABLE III

Group Frequency Distribution of Scores of Post-Test on the Experimental Group

Scores	F	X	X^2	fX	fX^2
45-49	6	47	2209	282	13254
50-54	4	52	2704	208	10816
55-59	1	57	3249	57	3249
60-64	3	62	3844	186	11532
65-69	4	67	4489	268	17956
70-74	7	72	5184	504	36288
75-79	4	77	5929	308	23716
	29	47	27608	1813	116811

$$\bar{X} = \frac{\sum fX}{\sum f}$$

$$\bar{X} = \frac{1813}{29}$$

$$\bar{X} = 62.51$$

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{116811}{29} - \left(\frac{1813}{29}\right)^2}$$

$$S = \sqrt{4027 - 3908}$$

$$S = \sqrt{119}$$

$$s = 10.90$$

TABLE IV

Group Frequency Distribution of Scores of
Post-Test on the Experimental Group

Scores	F	X	X²	ƒX	ƒX²
60-66	1	63	3969	63	3969
67-73	2	70	4900	140	9800
74-80	10	77	5929	770	59290
81-87	6	84	7056	504	42336
88-94	5	91	8281	455	41405
95-100	5	97.5	9506.2	487.5	47531.25
	29	482.5	39641.25	2419.5	204331.3

$$\bar{X} = \frac{\sum fX}{\sum f}$$

$$\bar{X} = \frac{2419.5}{29}$$

$$\bar{X} = 83.43$$

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{204331.3}{29} - \left(\frac{2419.5}{29}\right)^2}$$

$$S = \sqrt{7045 - 6957}$$

$$S = \sqrt{88.04}$$

$$s = 9.38$$

61-66	8	63.5	4032.25	508	32258
67-72	7	69.5	4830.25	486.5	33811.75
73-78	1	75.5	5700.25	75.5	5700.25
79-84	3	81.5	6642.25	244.5	19926.75
85-90	2	87.5	7656.25	175	15312.5
	29	32167.5		1949.5	133459.3

$$\bar{X} = \frac{\sum fX}{\sum f}$$

$$\bar{X} = \frac{1949.5}{29}$$

$$\bar{X} = 67.22$$

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{133459.3}{29} - \left(\frac{1949.5}{29}\right)^2}$$

$$S = \sqrt{4602 - 4519}$$

$$s = \sqrt{83.03}$$

$$s = 9.11$$

TABLE VI

Group Frequency Distribution of the Scores of
Post-Test on the Control Group

TABLE V

Group Frequency Distribution of the Scores of
Pre-Test on the Control Group

Scores	F	X	X²	ƒX	ƒX²
55-60	8	57.5	3306.25	460	26450

Scores	F	X	X²	fX	fX²
60-65	5	62.5	3906.25	312.5	19531.25
66-71	6	68.5	4692.25	411	28153.5
72-77	5	74.5	5550.25	372.5	27751.25
78-83	4	80.5	6480.25	322	25921
84-89	5	86.5	7482.25	432.5	37411.25
90-95	2	92.5	8556.25	185	17112.5
96-100	2	98.5	9702.25	197	19404.5
	29	563.5	46369.75	2232.5	175285.3

$$\bar{X} = \frac{\sum fX}{\sum f}$$

$$\bar{X} = \frac{2232.5}{29}$$

$$\bar{X} = 76.98$$

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{175285}{29} - \left(\frac{2232}{29}\right)^2}$$

$$S = \sqrt{6044 - 5926}$$

$$S = \sqrt{118}$$

$$s = 10.87$$

After calculating the data using statistical formula and percentage, the writer intend to discuss the result of the test (pre-test and post-test) given to both groups for validity of research finding. The discussion will be guided by the summary of research finding.

1. The comparison between the post-test result between experimental and control groups

The comparison of post-test result between both groups is done in order to see the difference in the level of students' achievement between the mean of post-test of experimental groups and control group. In this case, readers will also find out, if there is a difference and to what extent is the different between test results. This comparison will also show which way is better than the other in teaching reading comprehension.

Based on the statistical calculation, the researcher found out that:

- The mean score of post-test result for experimental group is 83.43 and 76.98 for control group.
- The standard deviation of post-test result experimental is 9.22 and 10.86 for control group
- Based on the data above, the researcher found that the t-test for both test result is 2.45 with the significance 0.05
- The range in the post-test result for experimental group is 30 while for control group is 30.

The data above tells us that as the calculated score is higher than the value of t-table (2.45 >1.70), based the researcher's critical statement. He will accept the alternative hypothesis and reject the null hypothesis. It indicates that there is a significant different between both test result. This means that the implementation of

reciprocal teaching in teaching reading comprehension is better than grammar translation method. This also the proof that the hypothesis of this experimental study is true that there is a different between post-test result of both group and reciprocal teaching is better than grammar translation method in teaching reading and statistic test are taken appropriate indicators, it can be said that the reciprocal teaching is a good alternative than grammar translation method in teaching reading. In other word, the reciprocal teaching provided more significant result than those used in the control group.

To support the fact above, the researcher will also analyze some facts that the range and mean score between post-test of experimental and control is different. This can be said that the post-test result of experimental group shows perform very well in the post-test, a lot better than the students of control group. This significant different is caused by different treatment received by the students at experimental group and control group.

2. The percentage of the increasing score between pre-test and both post-test groups

This other process of calculation is aimed to see how far the increasing of students' score in pre-test and post-test for both experimental and control group. Through this calculation the researcher eventually will compare two percentages result which also support the result of calculation above at point.

a. The first percentage will be done to see the increasing between pre-test and post test result experimental group

– The percentage of pre test

$$= \frac{62}{100} x 100\%$$

$$= 0.62 x 100\%$$

$$= 62\%$$

- The percentage of post-test

$$= \frac{83}{100} x 100\%$$

$$= 0.83 x 100\%$$

$$= 83\%$$

So 83%-62%=21%. So the increasing of pre-test and post-test result of experimental group is 21%. This happens can be because of treatment received by the experimental group (reciprocal teaching).

b. The second percentage

- The percentage of pre-test

$$\frac{67}{100} x 100\%$$

$$= 0.67 x 100\%$$

$$= 67\%$$

- The percentage of post-test

$$\frac{76}{100} x 100\%$$

$$= 0.76 x 100\%$$

$$= 76\%$$

So 76%-67%=9%.

So the increasing of pre-test and post-test result of experimental group is 4%. This happens can be because of the treatment

received by the control group (grammar translation method).

Based on the table above the writer concluded the process of learning and teaching reading through reciprocal teaching is interesting and motivating in learning reading comprehension for the students.

G. CONCLUSIONS

Based on the research result the writer concludes the present study on the implementation of reciprocal teaching shows that:
Strategies instruction are effective when students understand and the instructor give a good model for them

Reciprocal teaching strategy can promote the higher intellectual achievement compared with individual learning. This is because students can socially share the idea, knowledge and strategies while learning in group

Learning reading comprehension is easy for them if the writer taught them through reciprocal teaching

Comparison of post test result between both groups is done in order to see the differences in the level of students' achievement between the mean of post-test of experimental and control group. Through this comparison, it is found out that there is a significant difference between the implementation of reciprocal teaching method and grammar translation method. Based on the data found, it can be concluded that the

reciprocal teaching is better in teaching reading than grammar translation method

The fact above is also supported by another fact that is through the implementation of reciprocal teaching, the students' ability at experimental group increase up to 21% while at the control group are 4%. This mean that the differences between both groups because the different of treatment received

By having method in experimental class, the situation in this class was very enjoyable, the students freely communicated with each other and they were more enthusiastic when they were joining this class. The writer had observed that the comprehension scores of experimental class students were higher than those of the students taught through grammar translation method. It means that when the students enjoyed the lesson they were focusing on what the teacher gave to them and of course because they are better comprehended better than the students in the control class.

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