The response of reciprocal teaching as the solution for an English readers

Imran Trista Udin
(Politeknik LP3I Makassar)
imrantristan@gmail.com
imran.trista@polimak.ac.id

Article Info	ABSTRACT
	To find out whether or not the students are interested in joining the reading class through Reciprocal reading. This research employed *Quasi Experimental design*. The sample consisted of 68 students of class X 1 and II at SMA Negeri 4 Makassar. The data were collected through a questionnaire for students' interest. Data on the students' interest were analyzed using the Likert scale. The result of the research is the use of Reciprocal reading increased the students' interest in joining the reading class. It can be concluded that the use of Reciprocal reading is effective to be implemented in improving the students' reading skills and the students have high interest and active toward teaching reading through Reciprocal reading.

Corresponding Author:

Imran Trista Udin
imrantristan@gmail.com

A. Introduction

Language is a tool of communication to make human interaction. People communicate and interact with others using language. In some community English has become an international language. Most of the community in the whole world use English to communicate with others who have different languages. Because of that English is very important to be taught and learned by the students.

In Indonesia English learning is taught as one of the compulsory subjects from elementary school for fifth and sixth level, junior to senior high school up to the universities (Bachtiar, 2022). In learning English there are four skills namely: reading, writing, listening and reading. In this sense the writer especially discuss about reading because it can cover the three other skills. Barbara Taylor (1986:3) states that reading is very closely allied to other language processes such as listening, reading and writing.

Reading skills should be thought earlier to the children (Tessero: 2003). Reading habits can increase the students' achievement. Most Indonesian learner are acknowledge that reading a low will support them reaching their goals of studying, but categories low for years. Many efforts have been performed to socialize reading as a burden for most school ages. This

phenomena effects them to be creative readers, that finally will influence their comprehension towards their achievement is categories low.

The purpose of reading in many languages is to inform ourselves about something we are interested, or to challenge certain our methods. In other words, to extend our experience of the world in which we live. A person may read to get information. He may also read for enjoyment, or to enhance knowledge of the language being read (Janz: 2004).

The purpose for reading is to guide the reader to select the appropriate texts, to determine the appropriate to reading comprehension.

The nature of reading is not merely read the text trough line, a reader has to bring his mind into the text to comprehend what is read. Cooper (1984:4) states that to comprehend the written words the reader must able to: understand what an author has to structure of organized the ideas and information presented in the text and relate the ideas and information from text to ideas information stored in his or her mind.

Furthermore, comprehension is a really important both in reading and other skills. The ability of someone to comprehend is closely related to one's background knowledge. Coady (1972:12) states that the interest and background knowledge would enable the students to comprehend at reasonable rate and keep him involved in the spite of synthetic difficulty.

The observation result when the researcher conducted teaching practice in class of SMA Negeri 4 Makassar, the students' reading comprehension skill still poor. All of the students can be read but only a few of students can comprehend or can understand what they have read especially English text. It because many factors such as the students consider that English is a subject that very difficult, bored and scares because meaning and letters are different. The other factor is the teacher always uses the same method to teach English subject like the direct method. It is also make the students more bore to study English. As value of observation in the class room the students' has score 5.5. This score is poor category. In this research the aim is to solve this problem up to the student has a good score, while the successfull minimal criteria (KKM) for the first year is 6.0. The researcher wants to achieve the score at 7.0 targets in learning reading comprehension.

The technique of teaching English has to develop especially to improving reading comprehension, because the technique of teaching influences the students' success. So, the teacher of English should select the suitable method or technique to teach and material to teach (Sunubi & Bachtiar, 2022). There are many approaches or techniques have been applied in the English curriculum. In general the techniques in reading found at High School are comprehension question answering exercises, therefore can improve the teaching of reading in order that the students' activity involves in reading class particularly in the given tasks.

Teaching is the art of transmitting knowledge in a way that ensures the learner receives it. This is accomplished by the careful manipulation of the circumstances of learning and by the essential simplification of complex procedures of the subject (subject-matter knowledge) and which aspects of the concepts and procedures are subtle or difficult to grasp (students-learning knowledge). By building on these two knowledge bases, the successful teacher can explain new material to students in a way that enhance students' knowledge acquisition (Gaea Leihard, 1989)

Palinscar and Brown (1984) developed a technique called reciprocal teaching that taught students to predict, summarize, clarify, and ask questions for sections of a text. The technique had positive outcomes. Since then, the use of strategies like summarizing after each paragraph

have come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text (Pressley, 2006).

Palinscar and Klenk (1991) states that, students not only improved their comprehension skills almost immediately, but they also maintained the improved comprehension skills when tested a year later. This powerful teaching technique especially effective when incorporated as part of an intervention for struggling readers (Carter, 1997). Lubliner (2001) points out that reciprocal teaching is an effective teaching technique that can improve on the kind of reading comprehension that is necessary not only for improved test scores but also for an information age.

The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Each strategy was selected for the following purpose:

a) Predicting

Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

b) Clarifying

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

c) Question generating

Question generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.

d) Summarizing

Summarizing provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

In summary, each of these strategies was selected as a means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they are in facts understanding what they read.

B. Method

The questionnaire was used to find out the students' interest in the use of reciprocal teaching in learning reading. The questionnaire was given after the treatment. It consisted of 20 items where 10 are positive statements and 10 are negative statements. The items were written in English. At the time the researcher used *google drive tools* in distributing and collecting questionnaire. The questionnaire was administered after the last treatment to check the students' interest in learning reading by using reciprocal teaching. It used Likert Scale. In this questionnaire, the students responded to what they think is the most appropriate statement that represents their interest in the use of reciprocal teaching in teaching reading. They were assigned to select the number of responses, such as (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; and (5) Strongly agree.

The last activity in the classroom was questionnaire distribution. The questionnaire was distributed to the students of the experimental group in order to get information about the level of students' interest in the use of reciprocal teaching in learning reading. In distributing and collecting the questionnaire, the researcher used google drive tool.

C. Finding and Discussion

The Students' Interest

The questionnaire was distributed to the students to know their interest toward reciprocal teaching in teaching reading. The data showed that the use of reciprocal teaching could enhance the interest of class X I and II at SMA Negeri 4 Makassar. This was indicated by the students' scores of the questionnaire as shown in the table 4.11 as follows:

Frequency and percentage of students' interest

| Interval Score	Category	Workshop model	
		F	%
81-100	Very high	11	32.35
61-80	High	17	50.00
41-60	Moderate	6	17.65
21-40	Low	0	0
0-20	Very low	0	0
Total		34	100

The data of the students' interval score based on the questionnaire in table 4.12 indicated that 11 students (32.35 percent) showed very high interest, 17 students (50 percent) of the students were assumed as high interest, and 6 students (17.65 percent) were categorized as moderate.

Further analysis showed that the mean score of students' interest toward the use of reciprocal teaching as teaching method were 71.41 which categorized as high interest. Therefore, the students' interest toward the use of reciprocal teaching can be seen in the table below:

Table 4.12 Mean score and standard deviation of the students' interest

Group	Mean	Standard deviation
Experimental Group (reciprocal teaching)	71.41	11.22

The data of students' interest toward the use of reciprocal teaching was described in the figure

Students' interest towards Learn to Speak English software
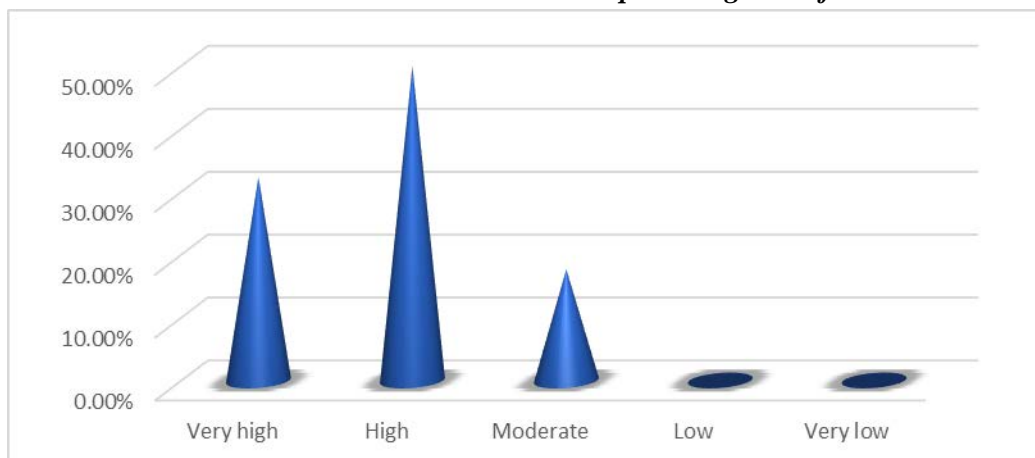
Students' interest.

The questionnaire that was given to the experimental group covered general statements about interest toward applying reciprocal teaching as teaching method in improving reading skill. All these statements were related to implementation of reciprocal teaching as teaching method in this research.

Based on the results of the research showed that most of students were interested in learning reading by reciprocal teaching. This is based on Table showing that 11 students felt strongly agree and 17 students felt agree to the most of statement related to students' interest toward reciprocal teaching in learning English especially in reading.

The interest of the students can be also shown from the mean score of the students' interest toward reciprocal teaching. The mean score of the students' interest was 71.41 with the standard deviation 11.22; the mean score of students' interest was categorized as high interest with the interval score 61 – 80. It means that the students have high interest toward the use of Reciprocal teaching learning English especially for reading class.

The analysis showed that the use of Reciprocal teaching learning reading influenced the students' interest. This means that there was a good applicable method in teaching reading. In other words, the students' interest is the indication of a degree of success that a foreign language student is likely to have in a real given foreign language setting.

D. Conclusion and Suggestion

Conclusion

Based on discussion proposed in previous chapter, the researcher gives conclusion below:
1. Reciprocal teaching as one of the methods in teaching was able and significant in improving the students' reading skill.
2. The students more active to participated in learning reading by applying reciprocal teaching.

Suggestion

Based on the conclusion above, the researcher further states some suggestion as follows:
1. It is suggested that the English teacher apply the reciprocal teaching as one of alternative in teaching method and learning process.
2. The students are expected to improving their intensity in learning reading trough reciprocal teaching.
3. The writer hopes the researches use Reciprocal teaching to improving students' reading comprehension.
4. The teacher should apply various kinds of suitable technique in teaching reading to make students more interested in reading English text and to increasing the quality of studying and teaching.

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