

TEACHING READING THROUGH RECIPROCAL TEACHING STRATEGY

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Abstract

This is experimental research with quantitative approach to analyse the data. Quasi experimental is used to gain the data by using the matching only pretest – posttest control group design. The main purpose of this research was intended to find out whether reciprocal teaching strategy in teaching reading for the eighth grade at SMPN 10 Kota Cirebon is effective or not and what the students' response in learning reading using reciprocal teaching strategy are. In this research. The population of this research was eighth grade students of SMPN 10 Kota Cirebon in the 2015/2016 academic year. The number population is about 270 students consisted of nine classes and each class consisted of 25 – 30 students. This research only took two classes as sample, VIII H as control class and VIII I as experimental class. There were two research instruments that was used to gather the data: Test (Pre-test and Post-test) was used to find out the students's achievement in reading before and after teaching reading by using reciprocal teaching strategy and questionnaire was used to find out the students' response about learning reading using reciprocal teaching strategy. After collecting the data, the data was analyzed by using t-test formula from fraenkel to find out t-account. The result of the test showed that t-account was 4.47 and t-table was 2.012 with (df) 48 and significant level 0.05 (5%). It means that t-account (4.47) is higher than t-table (2.021). It can be concluded that (H_a) "Reciprocal teaching strategy is effective in teaching reading for the eighth grade at SMPN 10 Kota Cirebon." is accepted.

Keywords: Reading, Teaching Reading, Reciprocal Teaching Strategy.

Introduction

People read for many reasons, such as reading for getting information, solving problems, and for pleasure. Reading ability enables people to express and develop their knowledge. Consequently, reading is crucial for human beings and is one of the most fundamental skills to be enquired in learning a language.

Reading is not only believed as one of the keys to gain knowledge but is also important to arm people in this global era

of information in which people are surrounded with so many reading materials. For people who live in countries where English is a foreign language, a good ability in reading comprehension skill is also important because this kind of ability will enable them to keep up with the latest development in the world.

Reading is an activity or process in getting information. Reading involves the interaction between the text and the reader. When people read they construct and

search for meaning based on their own perception to the text and what the text brings to them. Johnson (2008: 7) states that listening and reading are the receptive processes taking in information, and speaking and writing are the productive processes giving out information. Reading is taking information from the text that the people read, after they read the text they should know what the information are that they take from the text. So, they should comprehend the text to take the informations.

Reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of word, sentences and paragraph sense relationship among ideas as it is. Díaz and Laguado (2013: 137) state reading comprehension is not just a receptive process, it implies a complex process in which the readers identify basic information and are able to predict, to infer, to argue and to recognize writer's points of view.

Based on the curriculum, reading is the important skill that should be mastered. But there are so many problems when reading skill will be mastered. One of the reading skill indicators on the syllabus of Junior High School is identifying the content of the text. To identify the content of the text, the reader must be able to identify the word in the text first. Reading comprehension is necessarily dependent on at least adequate word reading: The problem is that the readers cannot understand a whole text if they cannot identify (decode) the words in that text (Oakhill, Cain & Elbro, 2015: 1).

Due to the importance of reading as a crucial part of our life, reading has been part of language learning in every level of education, from elementary schools to universities. However, most of the students in Junior High School found some problems in learning reading comprehension. They are difficult to understand the content of the text, to identify the general information from the text, to identify specific information from the text and to understand (decode) the meaning of some words from the text. It means that the strategies in reading are important to help learners or students comprehend texts well.

So, a good strategy is needed to solve the students' problems in reading comprehension. Reading comprehension strategy is a cognitive or behavioural action that is enacted under particular contextual conditions with the goal of improving some aspect of comprehension (McNamara, 2007:6). What the best strategy is suitable in teaching reading comprehension that could solve students' difficulties. Based on Ozckus's research, he (2013: 34) claims that reciprocal teaching strategies help teachers to effectively teach the type of close reading called for in the Common Core State Standards. These strategies may be applied to all texts and are especially effective with informational texts. Reciprocal teaching strategy is the one of teaching reading strategy that can solve the problems of the student. Reciprocal teaching strategy helps student with four steps, such as predicting, questioning, clarifying and summarizing.

Based on the explanation above, the writer uses reciprocal teaching strategy to help the students' difficulties in reading comprehension. The writer concludes that reciprocal teaching strategies can help teachers to effectively teach reading comprehension. Thus, the research question of study were (1) is reciprocal teaching strategy effective in teaching reading for the eighth grade at SMPN 10 Kota Cirebon? (2) what are the students' response in learning reading using reciprocal teaching strategy?

Reading and Reciprocal Teaching Strategy

An appropriate strategy is needed by students to understand and remember what they have read, it is the background of the first related study. This study tells about reciprocal teaching is powerful reading comprehension strategy. Ozckus (2013:35) concluded in his study that reciprocal teaching strategy is consistent. This strategy consistently makes student more confident in reading and students can read well with reciprocal strategy that involves four strategy that students employ when they read: predict, generate question, clarify, and summarize. This strategy also may be applied to all texts to help student, especially effective with informational text. It helps students improve their reading comprehension by themselves, and thus become better readers.

The aim of the second related study is to review and discuss reading process and reading strategies. This study explains about process and strategies of reading. Ahmadi et al. (2012: 2057) concluded in their research that the reciprocal teaching

strategy enhances the ability of the students in reading. Students use four steps of reading process, predicting, questioning, clarifying and summarizing. They learn to predict, to generate question, to clarify the unclear words, phrase or sentences and to summarize their reading. Appropriate process and strategy of reading can create a good result in comprehending the text.

In the last related study, foundation and method of reciprocal teaching are defined by the authors and how the authors use reciprocal teaching strategy in the classroom are explained in this study. Doolittle et al.(2006: 107) concluded in their study that the question arises, "What comprehension strategies can be effectively employed in the classroom?" One answer to this question is reciprocal teaching and how to use reciprocal teaching?" Predicting, questioning, clarifying and summarizing can be the answer of the second question. So, reciprocal teaching strategy can be effective to help students in reading, when it is used appropriately. Students predict to explore their imagination about the text, Students generate the question to identify specific information from the text, students clarify to find out the meaning of unclear or unfamiliar words and students summarize to identify general information or main idea to create their own text.

From the related theory and previous related study above, the writer used reciprocal strategy in teaching reading because reciprocal strategy is the one strategy that can help student in reading comprehension. The writer applied reciprocal teaching strategy into

some steps: (1) Predicting (2) Questioning (3) Clarifying (4) Summarizing.

Reading

Reading is a complex activity that involves a wide variety of skills. Your ability to understand and remember what you read depends in large part on your ability to apply these skills to your reading (Mikulecky & Jeffries, 2007: 1). When students read a text, they do the complex activity that involves a wide variety of skill. Their understanding the content of the text depends on their reading ability. So, students must have the high reading ability to comprehend or understand the text that they read. Besides the fact that reading is a very complex process, it is also an interactive process. Grabe and Stoller (2011: 18) state that reading is an interactive process in at least two ways. First, the various process involved in reading are carried out simultaneously, means that while readers are recognizing words very rapidly and keeping them active in their memories, they are also analyzing the structure of the sentences to assemble the most logical clause-level meanings, building a main-idea model of text comprehension, monitoring comprehension and so on. Second, it is consider interactive in the sense of linguistic information from the text that interacts with information the reader's background knowledge.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes

(McNamara, 2007: 3). The definitions above can basically explain the common understanding of reading. Nevertheless, reading is not just a common element but it is also considered as a more complex element that must be mastered by the students.

Johnson states that reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place (2008: 3). There is connection between reading and meaning. When the student read the text. The text interacts the students with the meaning. The meaning of this case is information from the text, if the students do not catch the information from the text. It means, they did not do reading.

The writer concludes that reading is a cognitive activity to take general or specific information clearly from the text, and there is interaction between the reader (students) and the text on the reading process. In the end, They can catch the information from the text depending on their own reading ability.

Reciprocal Teaching Strategy

Reciprocal teaching is a way of explicitly teaching reading comprehension. It involves four 'thinking skills': clarifying, questioning, summarizing, and predicting (Lee, Westera & Diggins, 2003: 1). It means that reciprocal teaching strategy helps student to overcome the difficulties in reading comprehension through predicting, questioning, clarifying, and summarizing steps.

Salehi and Vafakhah state that reciprocal teaching is an instructional style that was originally developed for struggling readers (2013: 148). From the definition above, it means that reciprocal teaching strategy is developed to make the student that can understand the text by themselves. They can be struggle to comprehend the text, because reciprocal teaching strategy will help them for comprehending the text.

Bouchard (2005: 95) defines that reciprocal teaching is a strategy in which students learn to take on the role of teacher, students question, clarify, summarize and predict to monitor and improve their own comprehension. From the definition above, it means that teacher uses reciprocal teaching strategy as the way to make class be more enjoyable and comfortable, because teacher gives the students responsibility to monitor and improve their own comprehension by themselves.

Besides that Klingner et al. define reciprocal strategy was designed to help student who could decode the word of the text but could not comprehend the text. Prediction, question, clarification and summary are used in reciprocal teaching strategy to help student for comprehending the text (2007: 131).

Based on the some explanations above, the writer concludes that reciprocal teaching strategy is a process to make a reading comprehension class more easily. In reciprocal teaching strategy, the teacher divides the teaching learning process into four activities or steps, predicting, questioning, clarifying, and summarizing

The Implementation of Reciprocal Teaching Strategy in Reading

Klingner et al. (2007: 133) explain how the implementation of reciprocal teaching strategy is in reading comprehension as follow:

Predicting involves finding clues in the structure and content of a passage that might suggest what will happen next. Predicting activates prior knowledge and motivates students to continue reading the passage to determine if their predictions were correct..

Questions are constructed about important information, rather than about unimportant details, in the text. Question generation allows readers to self-test their understanding of the text and helps them to identify what is important in the story.

Clarifying involves discerning when there is a break down in comprehension and taking steps to restore meaning. Clarifying assures that the passage will make sense to the reader.

A summary is a one or two sentence statement that tells the most important ideas contained in a paragraph or section of text. The summary should contain only the most important ideas and should not include unimportant details. A summary should be in the student's own words.

Hypotheses

Hypothesis is, simply put, a prediction of the possible outcomes of a study (Fraenkel, Wallen & Norman, 2012:83). And Borg and Gall also (2003: 43) state hypothesis is a theory-based prediction about observed phenomena.

Based on the explanation above, there two predictions of the possible outcomes of this research, these are two predictions of this research :

- (H₀) “Reciprocal teaching strategy is not effective in teaching reading for the eighth grade at SMPN 10 Kota Cirebon.”
- (H_a) “Reciprocal teaching strategy is effective in teaching reading for the eighth grade at SMPN 10 Kota Cirebon.”

Method of the Research

In this study, a simple random sampling was taken by the writer. The number of population is about 270 students consisted of nine classes and each class consisted of 25 – 30 students. The writer took two classes to get sample, the sample was VIII H and VIII I class, VIII H as control class and VIII I as experimental class.

This study was quasi experimental research with the matching only pre test – post test control group design (Fraenkel at al., 2012: 275). Two classes were selected in this study, experimental class was given by reciprocal teaching strategy (X), and control class was given conventional teaching strategy. The design of the study was as below:

Table 1
The Matching-Only Pretest-Posttest Control Group Design

Treatment Class	O ₁		XO ₃
Control Class	O ₂	C	O ₄

- O₁ : Pre-test in treatment class
- O₂ : Post-test in treatment class
- X : Treatment

- C : No treatment
- O₃ : Pre-test in control class
- O₄ : Post-test in control class

In this study, there were two different classes; one class as a control and one class as an experimental class, the samples were be different for each group or class. The experimental class was given treatment through reciprocal teaching strategy in teaching reading, but the control was not given any treatment. The writer purposes to find out whether the reciprocal teaching strategy is effective or not in teaching reading. The end of the meeting, after pre test and post test were given by the writer in experimental and control class, the writer distributed questionnaire to the experimental class to find out the students’ response in learning reading using reciprocal teaching strategy.

The writer used test for finding out the students’ achievement in learning reading using reciprocal teaching strategy. After collected the data from pre-test and post-test from each class. The writer analysed and interpreted the data by using Fraenkel’s formula (Fraenkel at al., 2012: 253) to find out t-account.

The writer also used questionnaire for finding out the students’ response in learning reading using reciprocal teaching strategy. For completing the steps of the research, the writer analysed and interpreted the data, the writer used Sudjana’s formula (2009: 129) to analyze the data.

Finding and Discussion

4.1. To find out whether reciprocal teaching strategy in teaching reading for the eighth grade at SMPN 10 Kota Cirebon is effective or not.

Based on the result of the test, the result of the test showed that t-account was 4.47 and t-table was 2.012 with (df) 48 and significant level 0.05 (5%). It means that t-account (4.47) is higher than t-table (2.021). It can be concluded that (H_a) "Reciprocal teaching strategy is effective in teaching reading for the eighth grade at SMPN 10 Kota Cirebon." is accepted.

1.2. To find out what the students' response in learning reading using reciprocal teaching strategy are.

From result of the questionnaire, it can be concluded that the students gave positive response in learning reading using reciprocal teaching strategy, such as, students said that learning English through reciprocal teaching strategy is easier, their reading comprehension is improved through reciprocal teaching strategy, predicting a text can motivate them to continue reading the text, question generation helps them to identify the information from the text, clarifying the unfamiliar word and word reference can help them more understanding the text, they are more enthusiastic learning English through reciprocal teaching strategy. On contrary, students also gave negative response,

such as, they said that their comprehension of the text are not improved when they make a summary and the use of reciprocal teaching strategy does not encourage and motivate them in reading.

Conclusion

Finally, it can be concluded that first, the reciprocal teaching strategy in teaching reading for eighth grade at SMPN 10 Kota Cirebon is effective. Second, positive response outweigh negative response were given by students in learning reading using reciprocal teaching strategy.

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