

THE EFFECTIVENESS OF RECIPROCAL TEACHING ON STUDENTS' READING COMPREHENSION OF TENTH GRADE AT MAN 2 TULUNGAGUNG IN THE ACADEMIC YEAR OF 2015/2016

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Abstract: Due to students' reading problem in learning English, especially in reading comprehension. Teacher should know what the effective strategy that can be used in teaching reading comprehension. Reciprocal teaching is a strategy to teach reading comprehension by using four steps there are; summarizing, questioning, clarifying and predicting. This strategy is appropriate in making students motivate to reading some texts. The problems in reading were faced by students at MAN 2 Tulungagung. Thus, a study aimed at knowing the effectiveness of Reciprocal Teaching on students' reading comprehension was conducted in this school. In this research used pre-experimental design with quantitative approach.

The research finding in this research showed that the mean of students' reading comprehension score before being taught by using reciprocal teaching of 39 students is (78.72) and the mean of students' reading comprehension after being taught by using reciprocal teaching of 39 students is (84.38). After calculating using T-test showed that the score of t_{count} (-3.488) was higher than t_{table} (1.685) with significant level 0.05 and degree of freedom of 38. It was concluded that reciprocal teaching is effective strategy to teach reading comprehension in Senior High School, especially for tenth grade students of IIK/religion class at MAN 2 Tulungagung.

Keywords: Effectiveness, Reciprocal Teaching, Reading Comprehension

Reading is an activity to get some information of the text or any information about something. Reading can increase someone's knowledge and create strong someone's prior knowledge. Increasing someone's knowledge is based on their reading comprehension. If they have lack of comprehension on reading so they have lack of knowledge. By reading, someone can get a lot of knowledge or inspiration from written text, because reading always related with writing or written text or vice versa. Sulisty (2011:20) defines reading is a process of communication between reader and writer, readers create their ideas from the written text. Reading is not just passive skill but complicated process.

There are many important things were gotten from reading. They are increasing of understanding, increasing prior knowledge and get a lot of knowledge or information about something. Healy (2002:3) states that “Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained”.

So, reading is not only passive skill or passive process but also active process, when reader understood on written text or writer’s ideas, reader use it in real life or real context to learn and get the information to increase their knowledge.

In learning English, students have some problems of reading. Some of the problems are (1) students become lazy to read (2) students just read the text but they do not understand what the topic mean (3) students have lack of vocabularies. So they cannot answer or understand the other various of text given by their teacher. It makes students become lack of knowledge and (4) students do not know about their ability in reading because they ignored their problem. Collins & Haviland (1979:2) states that “Experiences whether children have problems in reading depends partly on the language experiences they have before they learn to read. Most children are primarily familiar with conversation, but reading, especially the reading of stories, is quite different from conversation”. In other side, the teacher was fail in teaching reading because teacher applied monotonous learning. So, the students’ reading success based on the way how in teaching reading.

To teach reading comprehension, teacher can use the strategy because by using strategy, teacher has simple action or simple activity to teach students’ reading comprehension and students can accept the knowledge quickly. Regarding the focus of the reading problems, teaching strategy is one of the most effective means of helping students to overcome them.

The strategy that can be used to teach reading comprehension is Reciprocal Teaching. Reciprocal teaching is teaching strategy in reading comprehension by using four steps there are; summarizing, questioning, clarifying and predicting. Palinscar and Brown (1984,117-175) in Freihat &Al-Makhzoomi (2012) states that “Two instructional studies directed at the comprehension- fostering and comprehension – monitoring activities of 7th grade poor comprehenders. The 4 study activities were summarizing (self-review), questioning, clarifying, and predicting. The training method was that of reciprocal teaching”.

Palinscar and Brown (1984) in Freihat &Al-Makhzoomi (2012:279) designed reciprocal teaching to promote reading comprehension abilities in students. Reciprocal teaching procedure involves explicit instruction by the teacher to their students using of the strategies, such as predicting, clarifying, questioning and summarizing, to develop or increase their reading comprehension.

There are some benefits of reciprocal teaching. First, Young et al statement (2006) that reciprocal teaching is based on active socialization between student in group and student with leader that constructed the knowledge from their negotiating or communicating. Second, Defiana (2012) states that reciprocal teaching motivating the students to help and support each other in mastering the material that taught by teacher. Third, Palinscar and Browns’ statement (1984) that studying naturally occurring interactive and mimic their essential feature, become able to understand the learning.

Based on the backgrounds above, this study was conducted to know whether there is any significant different achievement on the students’ reading comprehension before and after being taught by using reciprocal teaching.

METHODOLOGY

In this study, Researcher used pre-experimental research because it provides little or no control of extraneous variables. The researcher used the one-group pretest–posttest design, because the researcher used one group and used pre-test and post-test.

The procedures of pre-experimental research used One-Group Pretest-Posttest design are administering a pretest measuring reading comprehension of X IIK at MAN 2 Tulungagung, applying the experimental treatment teaching reading by using reciprocal teaching to the subjects (X IIK class at MAN 2 Tulungagung), administering a posttest measuring reading comprehension of X IIK at MAN 2 Tulungagung .

The score of pretest and posttest will be different. The conclusion of research would be determined by comparing these score. In this study, the researcher wants to know the effectiveness of using reciprocal teaching in students' reading comprehension. The effectiveness will be known by the researcher after knowing significant differences achievement between students before and after being taught by using reciprocal teaching

In this study the population was the tenth grade students of MAN 2 Tulungagung in the academic year 2015/2016. The total numbers of the tenth grade student of MAN 2 Tulungagung in the academic year 2015/2016 are 465 students. the sample was the tenth grade students of IIK class at MAN 2 Tulungagung. This class has 39 students and researcher just conducted in this class. the researcher used purposive sampling to select the target of observation because the teacher considered that in tenth grade of religion class has average ability in English than other class, so researcher curious to applied reciprocal teaching in class with average ability in English.

The null hypothesis (Ho) was “There is no any significant different achievement on the students' reading comprehension before and after being taught by using Reciprocal Teaching”. While alternative Hypothesis (Ha) was “There is significant different

achievement on the students' reading comprehension before and after being taught by using Reciprocal Teaching".

In this research, the researcher used the test of instrument in research. The test is multiple choices consist of 30 items about narrative text. The data were collected in two stages; pre-test and post-test.

The purpose of giving pre-test is to know how far the students can understand about reading texts before being taught by using the reciprocal teaching. So that, administering pre-test before student was given treatment by researcher. The pre-test is multiple choices containing of 30 items about narrative text. The researcher conducted pre-test on February, 3rd 2016 that was joined by 39 students.

The purpose of giving post-test is to know the result of student's reading comprehension after giving the treatment. The result decided the effectiveness of the reciprocal teaching on students' reading comprehension. The post-test was given by researcher after students done the treatment. The post-test was multiple choices consist of 30 items about narrative text. Post-test was given by researcher on March, 2nd 2016 that was joined by 39 students.

The data which have been analyzed were quantitative data. Quantitative was done by researcher using statistic to process the data. This activity used by researcher to find difference on the students' reading comprehension after and before being taught by using reciprocal teaching. The researcher used Paired Sample T-test by using SPSS 16.0 version.

FINDINGS

In this research, the researcher used the quantitative research design and researcher conducted pre-experimental research about the effectiveness of reciprocal teaching on students' reading comprehension of tenth grade at MAN 2 Tulungagung in academic year

2015/2016. The researcher used three steps. There are pre-test, giving some treatments by using reciprocal teaching and post-test. Before and after doing treatments, researcher done the pre-test and the post-test. Pre-test and post-test were done to get reading comprehension score. After doing pre-test and post-test, the researcher got scores from students.

The scores of the pre-test and post-test students' reading comprehension before and after being taught by using reciprocal teaching

NO	NAME	PRE-TEST SCORE	POS-TEST SCORE
1.	AZU	84	87
2.	AFH	77	100
3.	AFF	84	84
4.	AS	77	87
5.	AIS	100	100
6.	ASH	70	74
7.	AQA	80	87
8.	AN	70	80
9.	AS	84	87
10.	DS	80	70
11.	DSH	60	67
12.	FK	84	87
13.	HCH	54	84
14.	IN	84	87
15.	LQ	93	87
16.	LDM	84	80
17.	MFA	80	87
18.	MFK	70	80
19.	MNS	80	87
20.	MH	80	80
21.	MIC	97	84
22.	MYB	80	84
23.	MMF	74	84
24.	MAF	70	100
25.	MAN	34	54
26.	MHS	80	87
27.	MAH	84	87
28.	MIJ	84	87
29.	MT	74	87
30.	NO	93	87
31.	NC	67	67
32.	RA	97	93
33.	RAA	97	97
34.	SD	80	100
35.	SS	87	87
36.	VHA	67	93
37.	YIA	93	87
38.	YB	57	64
39.	ZA	80	80

The data of students pre-test and post-test 'score can be arranged in the form of descriptive of the students' score as in following table.

Table 4.3: Descriptive Statistic of Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	39	34	100	78.72	13.014
Valid N (listwise)	39				

Table 4.4: Descriptive statistics of post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	39	54	100	84.38	9.930
Valid N (listwise)	39				

Table 4.5: Paired Sample test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-5.667	10.145	1.624	-8.955	-2.378	-3.488	38	.001

Based on the calculation of T-test, the researcher gave interpretation to t_{count} . First, researcher considered the $df = N-1$. With the df is $(39-1=38)$. The researcher has chosen the t_{table} with significant level 0.05. Then researcher look at the t_{table} of df (38) and the critical value 0.05 is (1.685).

By comparing the “t” that researcher has got in calculation t_{count} (-3.488) and the value of t_{table} is (1.685), it means that t_{count} is higher than t_{table} (-3.488 > 1.685). Because the t_{count} is higher than t_{table} , so the alternative hypothesis (H_a) is accepted. It means that there is significant difference achievement on the students’ reading comprehension before and after being taught by using reciprocal teaching. It can be concluded that reciprocal teaching is effective strategy to teach reading comprehension in Senior High School.

DISCUSSION

During taught by using reciprocal teaching, students were more motivated. They felt that working in group is easier than working by themselves. This research was in line with Defiana’s finding (2012) that reciprocal teaching motivated the students. They could help and support each other in mastering the material taught by the teacher.

Furthermore, students not only could answer some question but also students can understand in every lesson about reading especially reading narrative text because every student could interact naturally in group, asking and answering question for each other. This finding is in the same line with Palinscar & Brown’s statement (1984) that by studying naturally with interactive and mimic, the students become able to understand the material.

Then, students also could answer some questions or sentences that make them confused to be comprehended because students did it in group so they can overtly ask some questions in other peer and teacher become leader always monitor the students. This finding is in the same line with Young et al statement (2006) that reciprocal teaching is based on active socialization between student in group and student with leader, that constructed the knowledge from their negotiating or communicating.

CONCLUSION AND SUGGESTION

From the previous findings and discussion, it can be concluded that there is a significant difference achievement on students' reading comprehension before and after being taught by using reciprocal teaching. It means that reciprocal teaching is effective strategy to teach reading comprehension in Senior High School especially in tenth grade students of IIK/religion class at MAN 2 Tulungagung.

Based on the conclusion above, it is suggested to For the students that Reciprocal teaching can encourage them to learn English especially in learning reading. So, they can enhance their reading comprehension and find their comprehension in reading by four activities immediately. For the teacher that The researcher recommended for teacher in teaching reading. Not only in teaching reading. Teacher can know how far the students' comprehension in reading and teacher can improve their comprehension in teaching English for next material. For other researcher The researcher recommended for researcher to conduct the research about reciprocal teaching in other school and the other grade to verify and generalize the result of finding. Because this research was successful in tenth grade of MAN 2 Tulungagung.

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