

THE EFFECTIVENESS OF RECIPROCAL TEACHING IN FOSTERING READING COMPREHENSIVE OF STRUGGLING ADOLESCENT READERS PSYCHOLOGICAL

Devi Hellystia

Gunadarma University

Jl. Margonda Raya 100

Depok

16424

d.hellystia@yahoo.co.id

ABSTRACT

Reading comprehension is a complex process that involves the combination of many competencies and abilities. In the context of EFL classrooms, adolescent who struggling with reading comprehension are at risk for developing deeply ingrained negative attitudes towards reading and towards themselves as readers. As a result these students are faced with challenges not only in English classroom but in other content areas where the teachers require the students to read English literatures for content support. The purpose of this study was to investigate the effect of reciprocal teaching on reading comprehension of adolescent struggling readers. Findings on all measures provide support for the claim that reciprocal teaching is superior to traditional remedial method in fostering reading comprehension of adolescent struggling readers.

Keywords: Reciprocal Teaching, EFL Classroom, Struggling Reader

1. INTRODUCTION

1.1 Background of The Study

The acquisition of the reading skill in the second foreign language learning is considered as a priority. This idea is supported by the fact that reading has become a part of our daily activities, we read many texts, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any forms will give a great number of advantages to our lives.

Reading skill is essential both in the target and the native

language. Students may not find any difficulties when reading a text in the source languages, but what happens to the students is the other way around when they read texts in the target language. Usually many students become frustrated when they have difficulties in reading the target language. In fact there are a lot of techniques for understanding the reading content. Farrell (2002:22) argued that the reading strategies are activating prior knowledge, predicting, skimming, scanning, guessing meaning of unknown words, recognizing text types, and identifying topics and main ideas.

Therefore, the students are hoped to be able to use certain strategies that are more effective for comprehending a reading passage. Based on the purpose of reading above that reading is to get the information and comprehend the message implied in the reading passage, then the writer wants to give new atmosphere for the students in reading learning process that the certain techniques for the goal of reading by applying reciprocal teaching techniques, so they don't need time too long to understand the reading content, because the techniques emphasize the speed of reading.

Considering what has been discussed above, the writer is very interested in conducting a research to get accurate information in teaching reading that become a serious problem for the students with the title "The Influence of Reciprocal Teaching on improving reading comprehension for The Second Years of SMPN 1 PasarkemisTangerang in Academic Years 2010/2011".

1.2 Problem Formulation

Based on the research background above, the writer would like to identify the problems as follows:

1. Can Reciprocal teaching techniques be applied in teaching reading to junior high school students?
2. Can students comprehend the reading materials by Reciprocal teaching techniques?

1.3 Aim of the Research

The aims of the study are:

1. To find out whether that reciprocal teaching techniques be applied in teaching reading to the eighth grade of junior high school students, and
2. To find out as to whether the students can comprehend the reading materials by reciprocal teaching techniques.

2. LITERATURE REVIEW

2.1 Reading

According to Carrell, Devine and Eskey (1992) argued that reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language thought.

The statement is trying tell about an interactive process in which the reader, the text and the context within which we read come together to determine the nature and quality of our comprehension. Grabe and Stoller (2002) said that..."Reading is the ability to draw meaning from the printed page and interpret this information appropriately." It is also stated in Oxford Advanced Learner's Dictionary of Current English (2003) that Reading is the activity of somebody who reads. The definition above indicates that there are some activities in teaching reading to get information by using a lot of strategies includes activating prior knowledge, predicting, skimming, scanning, guessing of meaning of unknown word using contextual clues, and word recognition exercise.

According to Anthony, Pearson and Raphael as cited in Farrel (2002) "Reading is the process of constructing meaning though the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation." They are the reader's existing knowledge, reading for information, and the reading situation. According to Nutall (1996) "Reading is essentially concerned with meaning specifically with the transfer of meaning from mind to mind: the

transfer of a message from writer to reader." the statement is trying to tell about readers efficiently process reading. According to Day and Bamford as cited in Adamson (2006) "Reading is the construction of meaning from a printed or written message."

From all the description above the writer synthesize that reading is the process of constructing meaning through the interaction between readers and text for getting the information what they read.

2.2 Reading Comprehension

According to Grellet (1986:03) states that ... "Reading comprehension - Understanding a written text means extracting the required information from it as efficiently as possible."

From statements above, the writer would like to state that reading comprehension is to understand a writer text containing information that the reading purpose of the writer is to find what he or she wants to know and get the information of what he or she needs.

2.3 Reciprocal Teaching

According to (Public schools in San Diego Country, n.d.) that reciprocal teaching is a technique used to develop comprehension of expository text in which teacher and students take turns leading a dialogue concerning sections of a text. Four activities are incorporated into the technique: prediction, questioning, summarizing and clarifying misleading or complex sections of the text.

According to Blackey and Spence (1990) as cited in Omari(2010) indicate that, reciprocal teaching is one of the most effective methods that develop the cognitive and the meta-cognitive processes for the students since it include organizational procedures which enable them to choose the

strategies of planning, controlling and evaluating at their own pace. According to Palinscar and Brown (1986) that ... "Reciprocal Teaching is a strategy in which an adult and students take turns assuming the role of "teacher." Four components are used to help students improve reading comprehension."

From the statement above, the writer synthesize that Reciprocal Teaching is a four part strategy that students can use to help them understand storybooks and textbooks written at their reading level.

2.4 Purpose of Reciprocal Teaching

According to Pallinscar and Brown (1986) stated 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. And according to Cotteral (1990) stated ... "The aim of procedure is for the participants to acquire the four strategies and to gain expertise in applying them."

From the statement above the writer synthesize the purpose of Reciprocal teaching is to help students, the strategies chosen not only promote reading comprehension but also provide opportunities for students to learn to monitor their own learning and thinking.

2.5 Strategies of Reciprocal Teaching

According to Palinscar and Brown (1986) there are four strategy; The first is summarizing, which develops the children's ability to make connections between the ideas presented in the text. The second is questioning, which encourages them to identify key ideas and connect them to their prior knowledge. The third is clarifying, which challenges the readers to recognize parts that are confusing, such as decoding, vocabulary,

unfamiliar references, and other parts of the passage that may be unclear. Finally, predicting gives them a chance to speculate about what is coming next in the text.

Cotterall (1990:32) argued that reciprocal teaching involves training in and practice with four strategies - clarifying, identifying the main idea, summarizing and predicting.

1. Strategy clarification in classroom use of reciprocal teaching, L2 readers tend to use the clarification strategy chiefly to discover the meaning of unknown words in text. This given them experience of asking for and providing help, at the same time as it removes obstacles to comprehension. Reciprocal teaching provides a procedure for pooling students' resources and allows students to focus attention on those sections of text which they find difficult,
2. Main Idea Strategy. The main idea strategy gives students practice in the essential skill of differentiating between main ideas and detail in a text. Furthermore by requiring students to justify and defend their main idea statements, students are given an authentic purpose for re-reading excerpts of the text,
3. Summary Strategy. The ability to summarize a portion of text is a crucial study skill. It is, however, a skill in which students seldom receive explicit training. The modeling aspect of reciprocal teaching exposes students to a large number of good summaries. The procedure allows the teacher to draw students' attention to features of good summaries and to suggest modification to poor ones,
4. Predicting Strategy. Predicting while reading serves two important functions. Firstly, it active background knowledge and secondly it sets a purpose for

reading a specific portion of text. This strategy seems to encourage greater participation in the reading of the texts, by inviting students to invest something of them in the reading experience.

2.6 Benefit of Reciprocal Teaching

According to Cotterall (1990), there are two principle ways of benefit from Reciprocal teaching. Firstly, the strategy training allows them to gain confidence and expertise as they apply the four strategies to a variety of texts. Secondly, the interaction built into the procedure obliges students to discuss content-focused issues in the L2.

2.7 The Procedure of Reciprocal Teaching

According to Cotterall (1990:30), a typical reciprocal teaching session includes the following method steps:

- 1) the teacher distributes the day's reading text,
- 2) the students and the teacher look at the title only of the reading passage and make predictions about the likely content of the passage based on the title,
- 3) the group silently read the first paragraph of the passage,
- 4) one member of the group acts as discussion leader for that paragraph by leading the group through the subsequent steps,
- 5) the leader seeks or provides clarification of any difficulties experienced in that section of the text,
- 6) the leader locates and states the main idea of that paragraph,
- 7) the leader summarizes the content of that paragraph,
- 8) the leader predicts the likely content of the following paragraph (The discussion leader is encouraged to seek feedback on

each of the four steps, so that activities take place within as natural a dialogue as possible.), and

- 9) the current discussion leader nominates another student to lead discussion of the following paragraph in same way. This procedure continues until the group members have finished reading the text.

3. RESEARCH METHODOLOGY

3.1 Research Design

The research is to find out whether there is a significant difference in the achievement of the students' reading comprehension taught by reciprocal teaching and without reciprocal teaching. This research was an experimental research using quantitative data approach, it means that he converts the data gathered into number to be calculated. The main purpose of the research is to find the influence of Reciprocal teaching on improving reading comprehension using pre-test and post-test.

The data will be gathered through the instrument. The instrument of this research is test. The tests are applied to the students twice. They are pre-test and post-test the test is holding 30 multiple choice by considering the indicator of reading at eighth grade of junior high school in the second semesters. The validity that is used in this research is content validity. Content validity of the result of study is the validity gained after analysis, exploration and test to the content of such test. If there are some invalid numbers, they would not be involved in the calculation of scores.

3.2 Source of The Data

The subject of this research is amount 82 students divided into two classes. They are 41 students in the experimental class who in the process of the research they got treatment of Reading comprehension

by using Reciprocal teaching method and 41 students in the control class who (are) in the process of the research they got treatment of Reading comprehension by using Reading comprehension translation method. The subject of this research is the eighth grade of SMPN 1 Pasarkemis Tangerang-Banten.

3.3 Data Collection Procedure

Observation technique will be done by obtaining the data through the progress score of the tasks will be given in every meeting and by obtaining the data through observation sheet to watch the progress of their affective domain to the subject will be taught. The result will be shown to be the supporting data for the research.

The writer can also obtain the data through the interview to the students to know their perception to the teaching learning technique use. The result will be also shown as the supporting data for the research. The research was done in two classes; the experiment class used reciprocal teaching and controlled class without reciprocal teaching in teaching learning process.

3.4 Data Analysis Procedure

In analyzing the validity of the instrument, the writer used formula as follow (Arkunto, 2006). The hypothesis of this research is that there is any influence of Reciprocal teaching to improve reading comprehension for the eighth grade students.

In analyzing the data, the writer uses the comparative technique. The writer compares the post-test of both experiment class and control class. This technique is useful to prove statistically whether there is any significant difference between two variables, in this case, between using reciprocal teaching and without reciprocal teaching in teaching reading

comprehension.

To find out the difference of students' score in using reciprocal teaching in teaching reading comprehension will be compared to the students' score that using without reciprocal teaching in teaching reading comprehension. The writer uses t-test formula by Sudijono (2009:314).

4. RESULT AND DISCUSSION

The subject of this research is amount 82 students divided into two classes. They are 41 students in the experimental class who in the process of the research they got treatment of Reading comprehension by using Reciprocal teaching method and 41 students in the control class who in the process of the research they got treatment of Reading comprehension by using Reading comprehension translation method. The subject of this research is the eighth grade of SMPN 1 Pasarkemis Tangerang-Banten.

4.1 Learning Process

Teaching learning process of the experiment class depicted how the students were behaving during the learning process. The noted behaviors in general are used to indicate whether the use of Reciprocal teaching was effective. The procedures consisted socializing, leading in, presentation, skill practice evaluating and closing.

Control class was exposed to direct instruction of basic reading skills that were presented sequentially and practiced solitary by the students. Opportunities were given to respond to questions and to summarize but no strategy instruction was provided to foster comprehension monitoring. Teaching learning process of the controlled class also depicted how the students were behaving during the teaching learning process. The noted behaviors in general are used to get the description on the students

who did not use reciprocal teaching in reading comprehension.

4.2 Coefficient of Correlation

The result of the computation indicates that the coefficient of correlation between the predictor and the criterion is 0,74. Consulting the table of the value of r , the writer finds that the value of r_{xy} required for the significant level of 5% is 0,444, and at 1% level of significance is 0,561 for $N=20$. It can be seen that the coefficient of correlation (r) the writer has just obtained is greater than that written in the table. It means that r is significant, and so the instrument is valid.

To measure the reliability of the test as instrument the writer uses the split half technique. The procedure of this technique is that the test is administrated only once. The score of each test is split in two groups, one on the odd number items and one on the even number items.

The result of the computation indicates that the coefficient of correlation between the predictor and the criterion is 0,0915. Consulting the table of the value of r , the writer finds that the value of r_{xy} required for the significance level of 5% is 0,444 and at 1% level of significance is 0,561 for $N=20$. It can be seen that the coefficient of correlation (r) the writer has just obtained is greater than that written in the table. It means that r is significant, and so the instrument is reliable.

The data above describe that that t_{count} (4,06) is higher than t_{table} (2,6 and 1,9). Thus, H_a is accepted and H_o is refused. In other words, there is a significant influence of Reciprocal teaching on improving Reading comprehension. Based on the statistical result it is found that English language teaching needs vary method or

technique in order that to make the students have good skill of English language including Reading comprehension.

This research provides cooperative learning method in teaching Reading comprehension. This research describes that using cooperative learning method influences well the students' Reading comprehension. It can be seen from the result of this research which involves 82 students as the sample of this research divided into two classes result $t_{count}=4,06$. It is higher than t_{table} with $df=80$ in 1% and 5% significance are 2,6 and 1,9. Thus H_a is accepted and H_o is refused. In other words, the influence of Reciprocal teaching on improving Reading comprehension is significant.

5 CONCLUSION AND FUTURE RESEARCH

The research shows that, the (reading comprehension) outcome of students who were taught using reciprocal teaching method is higher than those who were taught using traditional method. It can be seen clearly from the result of the calculation both in the controlled class and in the experimental class, they are: $t_{count} = 4.06$ is higher than t_{table} (2.6 and 1.9). Thus, H_a is accepted and H_o is refused. In conclusion, there is a significant influence of reciprocal teaching to improve reading comprehension.

6 REFERENCES

- Arikunto, S. (2006), *Prosedur Penelitian Edisi Revisi VI*, Jakarta: PT Rineka Cipta.
- Adamson, B. (2006), *A Course in English Language Teaching*, Ontario: Higher Education Press.
- Carrel, P.L. (1988), *Interactive Approaches to Second Language Reading*, Devine, Joanne, and Eskey David E. (Eds.), Cambridge: Cambridge University Press.
- Cotterall, S. (1990), Reciprocal Teaching: A Problem-Solving Approach to Reading, Guidelines A Periodical for Classroom Language, *Teachers Journal*, **12** (2).
- Farrell and Thomas S.C. (2002), *Planning Lesson for a Reading class*, SEAMOE Regional Language Center.
- Grabe, W. and Stoller, F.L. (2002), *Teaching and Research Reading*, London: Longman.
- Nutall, C. (1996), *Teaching Reading Skill in a Foreign Language*, Heinemann.
- Omari and Hamzah, A. Using the Reciprocal Teaching Method by Teachers at Jordanian Schools, <http://www.eurojournals.com/ejss/15/1/03>, Jul2010, **15**(1): 26, Retrived on March, 2011.
- Pallinscar, A.S. and Brown A.L., Definition of Reciprocal Teaching, <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm>, Retrived on June, 2011.
- Pallinscar, A.S. and Brown A.L., Interactive Teaching to Promote Independent Learning Text, <http://www.learningpt.org/literacy/adolescent/strategies/reciprocal.php>, Retrived on September, 2011.
- Sudijono, A. (2009), *Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2009.