THE EFFECT OF RECIPROCAL TEACHING STRATEGY

TOWARDS THE STUDENTS' READING COMPREHENSION

Raisa Ainaa

Universitas Islam Negeri Sumatera Utara Medan

Email: raisaainaa@gmail.com

ABSTRACT

This research is based on a quantitative analysis with experimental design. The objective of this study is to find out whether Reciprocal Teaching Strategy has significant effect towards the students' reading comprehension at the third grade of senior high school. The subject of this research is the students at SMA NEGERI 1 Lhokseumawe. Therefore, the researcher divided the class into two classes, there are experimental and control class. The experimental class was applying Reciprocal Teaching Strategy on the learning process meanwhile the control class was applying conventional strategy.. From the pre- test has been found that the Students' mean score is 59 and then the score increased to 82. However, for the control class the Students' mean score on pre-test were 66.5 and the post- test was not increasing significantly as the mean score is 80. Furthermore, based on the data $t_{observed}$ value is 2.40 which higher than t_{table} at the significant level 0.05 (2.40> 1.67). It can be concluded that Reciprocal Teaching Strategy has significant effect towards the students' reading comprehension because the result showed that the alternative hypothesis (Ha) is accepted and H0 is rejected.

Keyword: *Reciprocal Teaching Strategy, Effects, Reading Comprehension*

INTRODUCTION

In English language teaching, one of the ways to teach English is by using a text.

Then, a description of thing in a text can improve the students' imagination to get more knowledge in knowing the things or places. Students' comprehension in reading a text helps them to answer some question from their teacher. Khoiriyah (2010) defined reading comprehension as a thinking process through which readers become aware of ideas, interpret some relation to their own needs and purposes. It can be concluded that reading

comprehension is a skill that the students are expected to be mastered. In teaching reading comprehension, the objective of the reading is to make the students able to comprehend the text. Then, by using text with a deep elaboration can make the readers discover the point and the meaning from the text. The readers need to combining information as a process to build meaning when reading a text (Nunan:2003).

Based on the observation on SMA NEGERI 1 Lhokseumawe, the researcher found that the condition of the school is quite decent but most of the students focus on their own specific purpose in the learning activity. Therefore, due to this pandemic situation the learning activity was not running well as usual. The students' barely read a text or a story that using English language. From the observation, it has been found that the students' reading comprehension were quiet low. Because of that, the students are having some trouble in learning English language. then, applying Reciprocal Teaching Strategy is to make the students can work together with their friends as a group. Vassiliou (2011) stated that reciprocal teaching focused on where the teacher explains and demonstrates four comprehension strategies such as; question generation, summarization, clarification and prediction. Thus, reciprocal teaching defined as an activity that should follow the four distinct strategies.

RESEARCH METHODOLOGY

There are usually using three methodologies of research such as qualitative research, quantitative research, and classroom action research. This study will use experimental research design with pre-test and post-test design. According to Aryet al (2010) an experimental method is the general plan for carrying out a study with an active independent variable. Experimental method may also be classified according how to good well they provide control of the threats to internal validity they are; pre experimental design, true experimental design and quasi experimental design. In this study, the sample of the research divides into two groups, namely control group and experimental group. For the control group received treatment from the researcher without applying reciprocal teaching strategy.

There are 10 multiple choice question on the pre test and the post test. Therefore,

the experimental group received treatment by applying reciprocal teaching strategy. Then, both of the classes will be given pre test before teaching reading comprehension. After that, a post test will be given to find out the effect of reciprocal teaching strategy on the students' reading comprehension.

In this research, cluster random sampling will be used. Therefore, the populations of the 12th grade of SMA NEGERI 1 Lhokseumawe are 342 students, consist with 12 classes. The researcher decides to choose two classes as the sample. Both of the classes have the same major. The researcher is applying cluster random sampling because the group in the population had the homogenous characteristic

FINDING AND DISCUSSION

A. Findings Description

On this research, the data were obtained based on the result from experimental and control class. XII MIPA 8 as the experimental class and XII MIPA 6 as the control class. On experimental class, reciprocal teaching strategy were used meanwhile expository strategy were used on control class. Therefore, to find out the data each of the classes were given pre test and post test. The test was multiple choice type which consist with 10 questions.

1. Experimental Class

Based on the data that can be seen on *appendix* 5 the class that applied reciprocal teaching strategy on the students reading comprehension had the lowest score of pre test was 20 and the highest score of pre test was 100, thus the average of pre test was 59. On contrary, for the post test the lowest and the highest score were 50 and 100 and the average was 82.

2. Control Class

Based on the data that can be seen on *appendix* 6, the control class showed the lowest score of pre test was 20 and the highest score of pre test was 100, thus the average of pre test was 66.651. For the post test, the highest and the lowest score similar with the result from pre-test, however the average was 80.34.

From the chart above can be seen that there is a significant improvement on experimental class that was used reciprocal teaching strategy. It means that the students' score was highly increased. Meanwhile, the control class which used conventional method is not showing the significant amplification as much as the experimental class.

B. Calculation of t-test

Tabel 1

Calculation of t-test (Experimental Group)

No	Initial	Pre-test	Post -	Deviation	Squared Deviation
1	AH	40	70	30	900
2	BKCS	20	50	30	100
3	B	20	60	40	1600
4	CAA	70	90	20	400

5	DKS	70	80	10	100
6	DSN	30	70	40	1600
7	FH	60	80	20	400
8	FA	50	60	10	100
9	IL	50	80	30	900
10	LN	50	80	30	1600
11	MA	50	90	40	1600
12	MBK	40	70	30	900
13	MH	50	100	50	2500
14	MS	60	70	10	100
15	MT	70	80	10	100
16	NAS	70	80	10	100
17	PM	60	90	30	900
18	RM	90	90	0	100
19	RH	90	100	10	100
20	RJ	90	100	10	100
21	SA	70	100	30	900
22	SN	60	100	40	1600
23	SRW	70	90	20	400
24	SR	50	80	30	900
25	TZ	60	90	30	900
26	TFT	60	80	20	100
27	WSY	70	80	10	100
28	WSI	80	90	10	400
29	ZA	50	70	20	400
30	CNS	70	90	20	400

		1770	2460	690	20300
	MEAN	59	82	23	676.6667

Table 2

Calculation of t-test (Control Class)

No	Initial	Pre-test	Post-	Deviation	Squared Deviation
1	AIF	80	100	20	400
2	AA	90	90	0	0
3	AAU	50	50	0	0
4	AS	90	90	0	0
5	BK	50	60	10	100
6	CFM	80	80	0	0
7	CMAA	50	100	50	2500
8	CNMS	80	80	0	0
9	DAF	50	100	50	2500
10	DF	100	100	0	0
11	DRAS	70	70	0	0
12	DM	60	80	20	400
13	DF	60	60	0	0
14	MIN	80	80	-9	81
15	MA	80	80	0	0
16	MAAK	60	100	40	1600
17	NM	70	100	30	900
18	PAMS	70	100	30	900
19	PWD	70	70	0	0
20	QA	70	100	30	900

21	RAZ	30	30	0	0
22	SAS	20	20	0	0
23	SF	90	90	0	0
24	S	80	80	0	0
25	SANST	30	30	0	0
26	SAP	70	100	30	900
27	SRS	70	100	30	900
28	TAB	50	100	50	2500
29	ADA	70	90	20	400
		1929	2330	401	14981
	MEAN	**66.51**	**80.34**	**13.82**	**499.36**

C. Testing Hypothesis

The basic testing OF hypothesis in this research were :

If t-observed > t-table, the hypothesis will be accepted. If t-observed < t-table, the hypothesis will be rejected.

From the calculation above, it is found that $t_{observed}$ is higher that t_{table} or can be seen as follows:

$T_{obs} > t_{table}$ (p = 0,05; df = 59)

3.44 > 2.00 (p = 0,05; df = 59)

Thus, the alternative hypothesis (Ha) is accepted at the level of the significance

0,05 for two tailed test and the degree of freedom (df) 59, (Obtained from, N1 + N2 -

2 = 30 + 29 - 2 = 59). It can be concluded that "there is a significant effect of

Reciprocal Teaching Strategy on the Students Reading Comprehension".

DISCUSSION

Based on the observation and the data above, can be seen that there was significant difference between the experimental class and the control class. In experimental class the students were taught by applying reciprocal teaching strategy. There are 30 students on that class and before the treatment they were given a pre test which consists of 10 questions. The topic was conditional sentence which also can be used by the students when arranging sentences on the treatment. Therefore, from the pretest, the students' mean score was 59 which was quiet low. This is one of the reasons the researcher chose that class as an experimental class to find out the effect of Reciprocal Teaching Strategy towards the students' reading comprehension. On the treatment, all of the students work together as a group which consists of 6 or 7 students. They were making a video discussing about a text and then every student practicing their role on that video. If the student's role is a summarizer, then she or he will explain briefly the contents of the text.

On the other hand, the control class was applying conventional strategy on the treatment. The students on the control class will discuss about text individually and write a summarization of the text in a piece of paper. Then, the students' mean score were 66.5 which higher than the experimental class. However, after the treatment the students were given a post test which consists of 10 questions. The data showed that, the experimental class gaining higher significant score than the control class. On the post test, the mean score for the experimental class was 82 meanwhile control class was 80.

Furthermore, the most frequently repetitive score of the experimental class is 70on the pre-test. Then, on the post test 30% of the students' score is 80. For the median score for both of the pre-test and post test score are 80. Meanwhile on the control class, the mode score based on the data of the students' pre test score is 70 because 28% of the students gain 70. Then, for the post test 38% of the students score reachout to 100. Then, the median score on the students pre-test is 70 and for the post-test is 90.

From the observation of this research, the researcher found that discussing a text on a group was better than working individually. As a group which applying Reciprocal Teaching Strategy, the students will try to help the other group members. Thus, the students' reading comprehension about the text will be better when applying Reciprocal Teaching Strategy. This argument also in line with the result on Lestari (2015) as the students also claimed that reciprocal teaching strategy has a good influence in motivating the students' critical thinking.

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