DEVELOPING STUDENTS' READING ACHIEVEMENT BY USING RECIPROCAL TEACHING

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Abstract: Reading is one of the most important skills to develop knowledge besides listening, speaking, and writing skills. It provides access the information due to the fact that it can give valuable knowledge to the readers who want to find the information. Ideas, opinion, or information can be gotten from how much the students read the books. Therefore the main purpose of this study was to prove whether or not the students who were taught reading by using reciprocal teaching had significantly different achievement than that of those who were not. The samples were the ninth grade students at State Junior High School 1 of Sirah Pulau Padang. The data obtained were taken by using a written test in the form of multiple choices. The data were analyzed by using t-test and all the computational procedures were run by using Statistical Package Social Science (SPSS). The result of independent samples t-test showed that t-obtained (4.352) was higher than the p_{value} (.000) of t_{table} (1.9990). It means that there was a significant difference in reading achievement between the students who were taught by using reciprocal teaching and that of those who were not. The students who were taught by using reciprocal teaching could develop their reading achievement after experiencing with the classroom activities.

Key Words: reading, reading achievement, reciprocal teaching

INTRODUCTION

English is stressed in Indonesian education at all levels. It is taught as a foreign language starting from Elementary School to Colleges or Universities. Dragsten (2001) mentions that there are at least several reasons why many people choose to study English, namely to prepare for English proficiency examinations for a job or school, to obtain a career that may require a high level of English proficiency, and to travel or study abroad. In short, the main reason why English is very important in Indonesia is that Indonesian people need to use English as a mean of communication among other nations

because English is widely used as an international language.

Reading is one of language skills taught by the teacher of English. Seyler (2004, p.3) explains that reading is a process of obtaining or constructing meaning from a word or cluster of a word. It means that reading is a method the readers have to find the keyword or the cluster word to get the meaning of the text. According to Saputra, et. al. (2013, p.14), reading is the process of constructing meaning from a text, whether written or graphic, paper-based or digital. In other word, reading is a process someone can get some information, knowledge, and meaning from written text or digital.

Besides, Romero and Romero (2008, p.2) state that reading is the process of getting meaning from the printed page. It means that the

readers not only concern to the line of the printed passage but they must concern in order to get the meaning or information that the writer wants to tell in the text. Westwood (2008, p.2) also states that reading is the fundamental skill upon which all formal education depends. It means that reading is a tool for students to get some information and knowledge from the written text and reading can increase the student's ability by relating the information that they get from the text with their background knowledge so that the students can get the meaning of the text easily.

In reading, comprehension is important so that the reader could understand the context of reading explicitly and implicitly. According to Pardo (2004, p.272), comprehension is a complex process that has been understood and

explained in a number of ways. Shanahan (2005, p.28) also describes that reading comprehension is the act of understanding and interpreting the information within a text. In addition, reading comprehension is a complex cognitive process (Randi, et.al., 2010, p.3). In brief, reading comprehension is the process of obtaining the idea of the text so that the reader could infer the content of the text well.

Although reading comprehension is necessary to be acquired, students still found some problems in reading. According to Harmer (2007, p.208), students sometimes have a low expectation in reading comprehension. The students think that understanding the passage is difficult because they have a problem in recognising the word in the text and are lazy to check the

meaning of that word in the dictionary. Besides, McNamara (2009, p.34) explains that reading problems stem from several sources and readers may encounter any number of roadblocks in the path to comprehension. In other words, students still get difficulties in learning reading, namely can not understand the meaning of the words stated in the text and comprehend the content of text.

There are many methods that can be used in teaching reading comprehension. One of them is reciprocal teaching which can develop students' reading comprehension. Hashey and Connors (2003, p.224) state

"Reciprocal teaching is an instructional procedure originally designed to enhance students' reading comprehension. The procedure is the best characterized

as a dialogue between teacher and students. The term "reciprocal" describes the nature of the interaction; each person acts in response to the other(s). This dialogue is structured by the use of four strategies: predicting, questioning, clarifying and summarizing."

Moreover, Panmanee (2009) adds that reciprocal teaching focuses on background knowledge, reading strategy, and group discussion. There are four strategies emphasized in reciprocal teaching including predicting, clarifying, questioning, and summarizing which are packaged in a form of dialogues. Predicting encourages students to think ahead based on their prior knowledge and experience to the following plot or paragraph. It provides students an opportunity to combine the new knowledge they

will obtain from the text to the basic knowledge they already have. In this stage, they are going to confirm whether or not their predictions are acceptable. Clarifying helps students to decrease confusion they face during reading activity. It can happen whenever students find unfamiliar words, phrases and structural difficult sentences. Summarizing is the process of identifying the important information and ideas within a text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. "Summarizing provides the impetus to create a context for understanding the specifics of a text." (Doolittle et al, 2006) Questioning provides a context for students to explore the text more deeply and assure the meaning construction (Doolittle et al, 2006). It is used to check students"

understanding of the text including main idea of each paragraph and some important information of the text (Panmanee, 2009). In brief, reciprocal teaching is the method to improve students' reading achievement in which the students did dialogue between their teacher that consisted of four steps, namely predicting, questioning, clarifying and summarizing.

METHODOLOGY

An experimental method was applied, that was a quasi-experimental method and pretest-posttest non-equivalent groups design was used.

The procedure of teaching reading comprehension through reciprocal teaching was as follows (Palinscar and Brown, 1984).

a)   Tell the procedure of Reciprocal Teaching itself and put the students in a group of four.

b)   Distribute one note card to each member of the group identifying each person's unique role:

a)   Summarizer

The student who got the note card written "summarizer" on it would be summarizer of the text in his/her group. The summarizer would conclude the key point of passage given.

b)   Questioner

The student who got the note card written "Questioner" on it would be questioner of the text in his/her group. The questioner may offer the question from the other students.

c)   Clarifier

The student who got the note card written "Clarifier" on it would

be clarifier of the text in his/her group. The clarifier would answer the questions from the students and make them clearer.

d) Predictor

The student who got the note card written "Predictor" on it would be the predictor of the text in his/her group. The predictor would estimate the next story of the text given by guessing what would happen next.

➤ Have students read a few paragraph of the assigned text selection. Encourage them to use note-taking strategies, for example, selective underlining sticky-note to help them better prepare for their role in the discussion.

➤ At the given stopping point, the summarizer would highlight the key ideas up this pointing the reading.

➤ The questioner would then pose the question about the selection:

Unclear parts, puzzling information, connection to other concepts already learned and motivation of the agents or actors or characteristics.

➤ The clarifier would address confusing part and attempt to answer the questions that were just passed.

➤ The predictor can offer guesses about what the author will tell the group next or, if it is literacy selection, the predictor might suggest what the events in the story will be.

➤ The roles in the group then switch repeat the process using their new roles. This continues until the entire selection is read.

➤ Finally, the teacher asks the students to answer the comprehension question.

To check the validity of the test, content validity was used. Then, Flash-Kincaid method was used to count the readability of the test and

to know the desirable question of the test, IDIF (Index of Difficulty) was used. The reliability of the test (0.83) was higher than reliability coefficient (0.70). It meant that the written test was reliable. Finally, The data were analyzed by using t-test.

RESULT AND DISCUSSION

Based on the result of paired sample test, it was found that the mean score of the pretest was 49.61, the mean score of the posttest was 71.96, the mean score of posttest and pretest was 22.357, the standard error was 1.767, the value of $t_{obtained}$ was 12.653 at the significance level of $p<0.05$ in two-tailed testing and df =27. It meant that that there was a significant difference in reading comprehension achievement after the treatment in the experimental group.

Based on the result of paired samples test, it was found that the mean score of the pretest was 46.96, the mean score of the posttest was 57.14, the mean score of the posttest and pretest was 10.179, the standard deviation was 6.594, standard error mean was 1.264, the value of $t_{obtained}$ was 8.168, at the significance level of $p<0.05$ in two tailed testing and df= 27. It meant that there was a significant difference in reading comprehension achievement in the control group.

Based on the result of independent sample t-test, it was found that the value of $t_{obtained}$ was 6.621 at significance level $p<0.05$ in two-tailed testing and df=54, the critical value of t_{table} was 2.000. Since the value of $t_{obtained}$ (6.621) was higher than t_{table} (2.000) and p_{value} (0.00) was less than α_{value}

(0.05), it showed that there was a significant difference in students' reading comprehension achievement between the students who were taught by using reciprocal teaching and that of those who were not. In other words, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

After giving the treatment in the experimental group, it was found that there was a difference before and after giving the treatment. In other words, reciprocal teaching had improved students' reading achievement. Through reciprocal teaching, the students were trained to find out explicit a implicit information, understand the ideas stated in the text, and draw the conclusion from the text. The students also retained and organized the information from the text well.

Meanwhile, in the control group, the students improved their reading comprehension achievement because they had good motivation to study reading and were brave to bring up their ideas in the class when the teacher asked some questions about reading comprehension. Consequently, they could answer the reading questions.

Based on the result of independent sample t-test which compared posttests in experimental and control groups, it was found that the mean difference was 14.821. Since $t_{obtained}$ (14.821) was higher than t_{table} (2.000) and p_{value} (0.00) was less than α_{value} (0.05) with df 54. It showed that there was a significant difference in students' reading achievement between the students who were taught by reciprocal teaching and that of those who were

not. Furthermore, the students who were taught by using reciprocal teaching had improved their reading achievement because reciprocal teaching method had guidelines and four strategies used to develop and increase students' idea that related with the reading text. In other words, reciprocal teaching was helpful to improve students' reading comprehension achievement because of its specific role in teaching learning process.

The students who were taught by using reciprocal teaching had improvement because the students obtained an understanding of the complex text in content areas which leads them to have greater knowledge of the topic, improved skills, more positive attitudes when extracting, organizing, and recording information, more self-confidence and motivation to read, improved leadership skills, increased cooperation and greater initiative. The result was supported by some experts" findings. Panmanee (2004) and Freihat and Al-Makhzoomi (2012) had proved that reciprocal teaching improved the students" reading ability. Doolittle et al. (2006) also found that reciprocal teaching Procedure effective strategies to comprehend to text. Therefore, reciprocal teaching can be employed as an alternative method in teaching reading and improving the students" reading comprehension. Moreover, the most participants found that reciprocal teaching is a fun activity.

CONCLUSION

Reciprocal teaching was a good method to improve students' reading achievement. It was approved by the students' scores in

the posttest was higher than the pretest. There was a significant difference between the mean score in the pretest and the mean score in the posttest after the students got treatment that was reciprocal teaching technique. The mean score of the posttest in the experimental group was 71.96, while the mean score of the posttest in control group was 57.14, and the mean difference was 14.82. In other words, reciprocal teaching helped the students learn and understand the reading text so that they could improve their reading achievement in English.

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