



The Efficacy of Using Reciprocal Teaching Technique in Teaching Reading to Indonesian English as Foreign Language (EFL) Students

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Abstract

This research aims at finding out the efficacy of using reciprocal teaching technique in teaching reading to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of reciprocal teaching technique effective in teaching reading to Indonesian EFL students?. The research can be an addition in the persisting teaching reading by using reciprocal teaching technique. This research was conducted at the tenth grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School. The total number of samples was 25 students. The research used a pre-experimental method with pre-test and post-test design. The pre-test was given to find out the basic ability of the students in reading and the post-test given to find out the students' improvement in reading after giving the treatment by using of reciprocal teaching technique. The findings show that using reciprocal teaching technique is effective in teaching reading to Indonesian EFL students. It is supported by the result of significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to use reciprocal teaching technique in developing reading skill of Indonesian EFL students.

Keywords: reciprocal teaching technique, Indonesia EFL students, teaching reading

Introduction

English is a language that is taught to the Indonesian students as a foreign language since elementary level until university level. In teaching English as a foreign language, it is necessary to master four language skills. They are reading, listening, writing and speaking. From the four language skills, the writer will focus on reading skill and apply a technique as one important aspect the in learning English.

Reading as one of the important skill must be developed by learners who want to improve or develop their knowledge. For student, reading as the fundamental skill that they have to have in obtaining the progress the student can enlarge their knowledge in many fields of science by the scientific books.

Reciprocal technique is a very powerful strategy for improving reading comprehension. Teachers need to explicitly teach an model the four basic strategies: predicting, questioning, clarifying and summarizing

Weistein and Mayer (1986) cited in Rusdiansyah (2019) state that 'good teaching includes teaching students how to learn, how to remember, and how to motivate themselves". The researcher believes what they state will make the student more creative and interested in reading in material. The better reading text given to the student must be motivating, interesting and meaningful for the students. It can stimulate them to enjoy and learn better.

Based on the situation the researcher is interested in conducting a research under the topic "Improving Students' Ability in Reading Skill by Using Reciprocal Technique the tenth grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School", as a result in real situation she does not find an adequate and appropriate strategy teaching reading in SMA Kristen Mercusuar Kupang it may be caused by most English teachers still teach by using vocabulary method in reading comprehension. Therefore, it is very important to provide an alternative technique to improve student reading comprehension; it is assumed that using reciprocal technique in teaching reading might for improve the students reading ability.

From the background of the study, the researcher will formulated the research questions such as below:

1. What strategy should be applied in teaching reading by using reciprocal technique to second year student of SMA Kristen Mercusuar Kupang?
2. How are the students response toward reciprocal technique when it applied the reading subject in second year student of SMA Kristen Mercusuar Kupang ?

This research aims to improve the students' reading ability with a reciprocal technique. In details, the research has the objectives as follows:

1. To find out whether reciprocal technique can improve students' reading ability at SMA Kristen Mercusuar Kupang.
2. To describe the students' response when reciprocal technique is applied in reading at SMA Kristen Mercusuar Kupang.

The result of the study can give the following benefits such as students can apply reciprocal teaching strategies in their study club to improve their reading ability. It helps them become better learner and help them to evaluate and have responsible for their selves learning. This study can give a contribution to other teachers to apply innovate learning strategy, especially utilizing reciprocal teaching, so that they can increase both teaching-learning quality and the students' learning achievement. Teacher can conduct this study for other subject material especially by reciprocal teaching. It means for developing and increasing the students'

learning achievement and learning performance. At last, the improvement of learning achievement can give a good effect to increase a credibility of the institution.

The researcher focused on the improvement of students' reading skill especially in reciprocal teaching to the tenth grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School and their response toward the reciprocal technique, in reading subject

There are some previous studies related to the research. They are: Arma (2004) in her thesis is entitled "Reading Comprehension Ability of the Second Year Students Of SMP Kristen Palopo" revealed that student sometime fail to graph what they are reading. Some student might have good pronunciation and can read fast, but they were unable to retell, or summarized what they have read. She also found out that reading always involves thinking process beside of visual interpretation, in spread by this finding, the researcher is curious to apply the same research method to find out whether or not reciprocal teaching can make the student be easier to comprehend reading text. Minati (2009) in her thesis entitled "Increasing Students' reading skill at the second year SMA N 1 Baebunta through Anecdotes". The writer down her thesis from the table show that the mean score of the students pre-test was 6.0 and mean score of the post test was 7.0

From previous studies above the writer conclude that there are some differences and similarity of those studies the differences of the research, Arma conducted the research in SMP Kristen Palopo in Minaty does the research in SMA 1 Baebunta but writer will do the research in the tenth grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School and previous studies using experimental method but writer using Action Research Class(PTK) . While the similarity of the research, the previous studies and writer has the same research reading ability of the students

Reciprocal technique is a multiple-strategy instructional approach for teaching comprehension skills to students. Teachers teach students four strategies: asking questions about the text they are reading; summarizing parts of the text; clarifying words and sentences they don't understand; and predicting what might occur next in the text.

According Palincsar (1986) describes the concept of reciprocal teaching: Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

According to Palincsar, who introduced this technique, the formal definition of reciprocal teaching is as follows: Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text which is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. According

to Palinscar, during reciprocal teaching, the teacher and students take turns assuming the role of teacher in leading this dialogue, which leads to an interesting group learning experience.

According to Alverment and Phelps (1998:42) in their book, content reading and literacy: Succeeding in Today's Diverse Classroom, reciprocal technique has two major features: (1) instruction and practice of the four comprehension strategies- predicting, question generating, clarifying and summarizing; and(2) a special kind of cognitive apprenticeship where students gradually learn to assume the role of teacher in helping their peers construct meaning from text

Summarizing provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels (Masruddin, 2019; Ahmad; 2019: Nurul,2019).

Question generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating

what might occur next.

In summary, each of these strategies was selected as a means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they are in fact understanding what they read.

Research Base: For the past five years, Palincsar and Brown (1985) have conducted a series of studies to determine the effectiveness of reciprocal teaching. The initial studies were conducted by adult tutors working with middle school students in pairs and by Chapter 1 teachers working with their small reading groups averaging five in number. The students were identified to be fairly adequate decoders but very poor comprehension, typically performing at least two years below grade level on standardized measures of comprehension. Instruction took place over a period of 20 consecutive school days. The effectiveness was evaluated by having the students read passages about 450 to 500 words in length and answer 10 comprehension questions from recall. The students completed five of these passages before reciprocal teaching instruction began and one during each day of instruction. Performance on these assessment passages indicated that all but one of the experimental students achieved criterion performance, which we identified as 70 percent accuracy for four out of five consecutive days. These results were in contrast to the group of control students, none of whom achieved criterion performance. In addition, qualitative changes were observed in the dialogue that occurred daily. For example, the experimental students functioned more independently of the teachers and improved the quality of their summaries over time. In addition, students' ability to write summaries, predict the kinds of questions teachers and tests ask, and detect incongruities in text improved. Finally, these improvements were reflected in the regular classroom as the experimental students' percentile rankings went from 20 to 50 and above on texts administered in social studies and science classes.

When the same instructional procedure was implemented in larger classes with groups ranging in size from 8 to 18, 71 percent of the students achieved criterion performance as opposed to 19 percent of the control students who were involved in individualized skill instruction. Furthermore, teachers observed fewer behavior problems in their reciprocal teaching groups than in their control groups." (pp. 19-20)

Students involved in the reciprocal technique process tend to learn the art of checking their own understanding of the material, which they have encountered. They do this by generating questions, clarifying concepts and summarizing important information from the text. The ultimate purpose of reciprocal teaching is to help students actively bring meaning to the written word, with or without a teacher. The reciprocal technique strategies not only assist reading comprehension but also provide opportunities for students to monitor their own learning and thinking processes. The structure of the dialogue and interactions of the group members in reciprocal technique system requires all the students to participate and foster healthy relationships and hence helps create an ideal learning

atmosphere. Not only does the reciprocal teaching system benefit the slow learners, but also normally achieving or above average students. This technique also facilitates peer-to-peer communication as students with more experience and confidence help other students in their group to decode and understand the text. Students who ask more questions stimulate deeper thinking and understanding in their peers as well.

Teachers who are planning to adopt the reciprocal technique into their curriculum should make their preparations for the same well in advance. A digest complete with graphic organizers of the questioning, summarizing, clarifying and predicting strategies is highly recommended for the teachers to get used to the intricacies of reciprocal teaching. Once the teacher is well versed with these techniques, sufficient planning must be done about the text to be provided for instructive purposes during the nascent or learning phase since the ability levels of the students should be taken into account before choosing a challenging text.

Once the process of reciprocal technique starts, a daily journal about students' progress should be maintained to track the performance of students. The reciprocal teaching system not only facilitates the routine teaching procedures but also aids the teacher understand the grasping level, and overall comprehension abilities of every student. Listening to students during the dialogue is also a valuable means for teachers to determine whether the students are learning the strategies and benefiting from them. In addition to this, the teacher can check the students' understanding by asking the students to answer questions and write the summaries of the text. Teachers should keep in mind that the early stages of reciprocal teaching require continuous monitoring and evaluation of performance to figure out the kind of support the children require. However the monitoring levels can be made less frequent as the students become more adept at monitoring their own performance and progress.

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research is as follow:

$O_1 \ X \ O_2$

Where:

O_1 = pre-test

X = treatment

O_2 = post-test

(Best 1997:103)

The population of this research was the tenth grade students at SMA Kristen

Mercusuar Kupang, an Indonesian High School. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used reading test to measure the students' ability to write in English. Before and after giving treatment writing involves

The data was collected by using the procedure below:

1. Giving Pre-test

Firstly, the researcher introduced himself to the students and explained purpose of her coming in their class. The researcher gave pre-test to the students to measure the reading skill of the students before giving treatment.

2. Giving Treatment

The researcher conducted the treatment to the students for sixth meetings by using reciprocal teaching technique in teaching reading with various themes. the steps as follows: a. Thinking activity in reading a text, b. Pairing activity in discussing and answering questions about the text c. Sharing activity.

3. Giving Post-test

The students were given the same activity in the pre-test after the treatment. The researcher gave reading test and asked the students to answer. It aimed at finding out the students' ability in writing skill after giving treatment..

In analyzing data, the researcher giving score to the students based on the result of their reading test in pre test and post test. The last step of the data analysis was the hypothesis testing. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Findings

From the result data analysis, shows that the mean score of the students pretest was 24 and the mean score of posttest was 70 It means that using reciprocal teaching technique in teaching reading can enhance the students' achievement especially for the students' reading skill.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students' reading ability through reciprocal teaching technique as a way to deliver learning material. Reciprocal teaching technique is effective in enhancing the students' reading ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in reading skill. Therefore, in teaching writing one of technique that the teacher may use this technique in teaching, especially in writing or constructing ideas is greatly expected to make the students easier in generating and expressing their idea in different mode and sense.

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After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

Table 1: students' pretest, the mean score and standard deviation

	Pretest	Posttest
Mean	24	70
Standard dev.	8.30	10.49
Max	43	64
Min	21	37

The data shows the mean score of the students pretest was 24 and the mean score of posttest was 70. Standard deviation of pretest was 8.30 and the standard deviation of posttest was 10.49. It means that using reciprocal teaching technique in teaching reading can enhance the students' achievement in reading.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where N = 25, then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' writing ability trough reciprocal teaching technique as a way to deliver learning material. The result of statistical analysis for level of significance (p=0.05) with degree of freedom (df)= N-1, where (N) = 25, df = 24. The probability value was smaller than α (0.00<0.05). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that reciprocal teaching technique is effective in enhancing the students' reading ability.

Discussion

Based on the result of data analysis, the researcher found out that the use of reciprocal teaching technique is effective in developing students' reading skill.at the tenth grade students at SMA Kristen Mercusuar Kupang. Actually, there some technique that we can use to teach speaking but the researcher using parallel writing technique, moreover the application of think pair share strategy gave good effect in enhancing the students' skill in reading..

Based on the data collected, using reciprocal teaching technique in teaching reading can enhance the students' achievement. It was proved by students' score on the reading test. All students' score was improved after conducting the

treatment through reciprocal teaching technique. The result of this research is supported by Raba (2017) who explained the influence of reciprocal teaching technique on improving students' oral communication skills, to foster critical thinking to provide an opportunity for students to work independently and increase in their self-efficacy, participation, understanding and enjoyment levels after the intervention.

This research has shown that think pair share can increase the students' vocabulary in writing. So, in teaching writing, the students should be have a model of sentence or paragraph that will be a guide text for them in writing and as a basis of knowledge in writing and guide them to express their own ability in parallel work.

Conclusion

The researcher concludes that the use of reciprocal teaching technique is effective in developing students' reading skill at the tenth grade students at SMA Kristen Mercusuar Kupang, NTT. It was proven by there was a significant difference between the students' mean score of pretest and posttest. The result of statistical analysis for level of significance ($p=0.05$). The probability value was smaller than α ($0.00 < 0.05$). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in improving students' vocabulary in reading by applying reciprocal teaching technique to the tenth grade students at SMA Kristen Mercusuar Kupang NTT.

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