

# **THE EFFECT OF USING RECIPROCAL TEACHING TECHNIQUE ON STUDENTS' READING COMPREHENSION ACHIEVEMENT**

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## **Abstract**

*This research was intended to investigate the effect of using of Reciprocal Teaching Technique on the eighth grade students' reading comprehension achievement in reading recount texts at SMP Negeri 6 Jember in the 2013/2014 academic year. The research respondents were determined by using cluster random sampling. The design of this research was a quasi-experimental research with post test only design. The main data of this research were obtained from the students' scores of reading comprehension achievement test (posttest). The main data was analyzed by using Independent sample t-Test, and it showed that the value of Sig. (2-tailed) is 0.000. Because the value of Sig. (2-tailed) is 0.000, this value was lower than that 0.05 (the value of t table  $p=5\%$   $Df=70$ ), it indicated that there was a significant effect of using Reciprocal Teaching Technique on the eighth grade students' reading comprehension achievement in reading recount texts at SMP Negeri 6 Jember in the 2013/2014 academic year.*

**Key words:** *Reciprocal Teaching, reading comprehension achievement, recount text, quasi experimental research*

## **INTRODUCTION**

In Indonesia, English is the first foreign language which is taught formally from the Junior High School to the university level. The main purpose of teaching English in Junior High School is that students can master the four language skills namely reading, listening, writing and speaking with the language components namely vocabulary, grammar and pronunciation. Reading is an essential skill for English foreign language (EFL) students. It has been considered as one of the major sources of providing students with various information. The mastery of reading skill can help EFL students successful not only in English learning but also in other content-based classes where English reading proficiency is required.

Reading is known as the process of mind to get the information and knowledge by comprehending all of the components of reading texts which relates on reader's background knowledge and experience in reading. In line with this idea, Mezeske and Mezeske (2004:3) state that reading is a communication process which involves interaction or transaction between the print on the page (letters, words, sentences, and discourse) and the reader's

background knowledge (language, structure, print, and human experience).

Readers read to understand, to remember, to learn, or to find out information. This is why readers always put some of their own meaning into what they are reading. As Short and Harste (1996:506) state that readers bring different experiences and knowledge to a reading experience, each reader will construct a different interpretation of a text. They further explain that all readers work at constructing their own interpretations of what they read through their life experiences to the text as well as through discussing the text with other readers. By using background knowledge, readers make connections with what they already know about the topic and it will make the material more relevant and interesting to them.

According to Ministry of Education regulation no. 23 (2006:25), there are five texts that the students of Junior High School need to master. They cover recount, narrative, procedure, descriptive and report texts. Based on the standard competence and the basic competence of reading on 2006 English Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), reading recount text is taught to the eighth grade students in the first and second semesters.

In this research, the researcher focused on the recount texts (personal and biographical recount texts) in teaching reading at the second semester of the eighth grade students of Junior High School since it is stated in curriculum and associated with personal past experiences.

Since reading is an active mental process between reader's background knowledge and printed information stated in reading texts, reader who does reading activity is expected to know information better after reading process. In fact, many readers are still having difficulties with reading. Those who were not interested in reading, they were unable to find the meaning of what has been read. This failure, not only caused by the lack of knowledge to comprehend the text, but also caused by technique used when reading.

Due to the important role of reading in learning English, several techniques of teaching reading are developed. The aim of using an appropriate technique is to enable the students to learn and practice English easily, so that the teaching learning process will be effective. One of the techniques that can be applied in teaching reading comprehension is Reciprocal Teaching Technique.

Reciprocal Teaching Technique is a learning technique that focused on the development of text comprehension. As stated by Palincsar and Brown (1984) in Oczkus (2010:16), the Reciprocal Teaching Technique is a scaffolded discussion technique that is built of four strategies that readers use to comprehend text: predicting, questioning, clarifying, and summarizing. In this context, Reciprocal Teaching Technique is a process to comprehend a text by using four strategies done by the teacher and the students to build their speculation about the text. By using the Reciprocal Teaching Technique, students could build their confidence for many kinds of texts because Reciprocal Teaching Technique can be used with fiction, non-fiction, prose or poetry (National Behavior Support Service, 2014).

In this research, the sequence of the reciprocal teaching was implemented through cooperative learning. Cooperative learning involves students work together in small groups to maximize their own and each other learning. With group discussion, either with a teacher or without, student learns to focus on their understanding of the text. In addition, According to Oczkus (2003:22), Reciprocal Teaching Technique was designed as a discussion technique in which think-aloud plays an integral part. In this case, think aloud deals with the activity that students verbalize their thoughts and say out loud about what they are thinking as they read. Thus, the teacher is able to see the reading processes the students use when students say aloud what they are thinking when reading. In conclusion, Reciprocal Teaching Technique is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas, and summarizing information.

Further, Palincsar and Brown (1986) discovered that reciprocal teaching increased the reading comprehension of the students from 30% to 80%; a 50% increase (Rosenberger, 2011:14). From this finding, many studies have addressed the effectiveness of reciprocal teaching

across different research designs and research areas. The previous researches related to the use of Reciprocal Teaching Technique were conducted by Rahayu (2013) who investigated the use of Reciprocal Teaching Technique in the teaching of reading comprehension. She used Reciprocal Technique in teaching reading narrative text to increase the students' reading comprehension. She found that using Reciprocal Teaching Technique to teach reading narrative text was effective, especially to increase the students' reading comprehension achievement. It also indicated that the learners who used Reciprocal Teaching Technique achieved higher scores in reading comprehension than those who did not use Reciprocal Teaching Technique.

In the same vein, Febriani (2011) conducted a Classroom Action Research entitled "Improving reading comprehension through Reciprocal Teaching Technique at the first year of MTs. Hidayatul Umam Depok", the research proved that Reciprocal Teaching Technique could improve the students' reading comprehension achievement. The improvement could be seen from the students' reading mean score before the action was given, that was 55.4 to 64.87 in the first cycle after the action was given. The improvement continued from 64.87 in the first cycle to 72.57 in the second cycle. In accordance with the researches above, the use of Reciprocal Teaching Technique has been verified the theory that Reciprocal Teaching Technique was an effective learning technique in teaching reading comprehension.

Based on the previous explanation, the researcher decided to conduct an experimental research related to the use of Reciprocal Teaching Technique for teaching reading recount texts (personal and biographical recount texts) at SMP Negeri 6 Jember. The experiment of the use Reciprocal Teaching Technique (predicting, questioning, clarifying and summarizing) in teaching reading in this research was based on the statement from Foster and Rotoloni (2012), stating that effective Reciprocal Teaching lesson includes scaffolding, thinking aloud, using cooperative learning stating and facilitating metacognition in each step.

The problem of the research in this study was "Is there any significant effect of using Reciprocal Teaching Technique on students' reading comprehension achievement?"

The objective of conducting this research is to know whether or not there is a significant effect of using Reciprocal Teaching Technique on students' reading comprehension achievement.

## **RESEARCH METHOD**

The design of this research was a quasi experimental research with nonequivalent groups post test only design to investigate whether or not there was a significant effect of using Reciprocal Teaching Technique on the eighth grade students' reading comprehension achievement in reading recount text at SMP Negeri 6 Jember in the 2013/2014 academic year. The area determination method was SMP Negeri 6 Jember. The school was chosen purposively

because of several reasons. First, the research about the use of Reciprocal Teaching Technique to teach reading comprehension has never been conducted at this school. Second, the permission to conduct a research in this school was given by the English teacher and the school principal.

The research respondents were the eighth grade students of SMP Negeri 6 Jember in the 2013/2014 academic year. There were seven classes consisted of 36 and 37 students in each class. The research respondents were determined from homogeneity test to all of the eighth grade students in the form of reading comprehension achievement test to know the homogeneity of the population. The result of the homogeneity test was analyzed by using ANOVA formula in the SPSS. Hence, the two classes were taken as the experimental group (VIII A) and the control group (VIII C).

There were two kinds of data used in this research, namely main data and supporting data. The main data dealt with the students' score of reading comprehension achievement. Meanwhile, the interview and documentation were used to collect the supporting data. This research used achievement test to measure the students' reading comprehension achievement. Before administering the posttest to the experimental and the control groups, the researcher administered try out to one of seven classes which did not belong to neither the experimental nor control group and had almost the same ability with the research respondents. Djiwandono (1996:18) states that try out is very important to do because of some reasons, they cover the validity of test, the reliability of test, and the difficulty index of test items. The researcher administered try out based on the criteria of composing the test, a good test have to establish the validity, the reliability, and the difficulty index of the teacher-made-test. In order to administer good content validity, the test conducted in the research was adopted from *Kurikulum Tingkat Satuan Pendidikan/KTSP* and the English teacher's syllabus.

In addition, test reliability and difficulty index of test items were also important to be considered in conducting a good test. The objective of test reliability was to know the consistency of the test result. From the calculation, it was found that the reliability coefficient of the whole test was 0.75. Concerning with this research, Sudijono (1998:209) confirms that the reliability coefficient of the teacher made test is believed to be reliable if the reliability coefficient is  $\geq 0.70$ . Since the standard reliability of the teacher-made test is 0.75 so that the test is reliable.

Furthermore, the difficulty index was measured because the criteria of good test items are not too difficult or not too easy for the students. According to Djiwandono (1996:141) the difficulty index of the test shows how difficult or easy the test items or the whole test that have been conducted. From the result, it was known that the range of difficulty index of try out for vocabulary test was from 0.52 up to 0.77. The criteria of difficulty index stated by Djiwandono (1996:141) are as follows.

- 0.00-0.19 = difficult
- 0.20-0.80 = fair
- 0.81-1.00 = easy

Based on the criteria above, the test items were categorized into sufficient/fair. It means that the test items were not too difficult or too easy (moderate). From the clarification, it could be concluded that the test items did not need to be revised

In addition, the try out was done to know the accuracy of time allocation and the clarity of test instruction. The time allocation for the students to do the test was 45 minutes for 20 test items. The students did not have problems with the time allocation because they did the test within the available time. Besides, the instruction of the test was clear and understood by the students when they did the test so that the researcher did not need to extend or shorten the time allocation.

The main data of this research that was the students' scores of reading comprehension achievement test were analyzed by using independent sample t-Test which is available on SPSS (Statistical Package of Social Science). In this research, t-Test was used to know the mean difference between two different independent groups namely experimental and control groups. The data was analyzed quantitatively by using Independent Sample t-Test with 5% significant level (confidence interval 95%) and degree of freedom (df). The results of analyzing data were used to know whether or not there is a significant effect of using Reciprocal Teaching Technique on the students' reading comprehension achievement. The hypotheses were as follows.

$H_0$ : There is no significant effect of using Reciprocal Teaching Technique on students reading comprehension achievement.

$H_1$ : There is significant effect of using Reciprocal Teaching Technique on students reading comprehension achievement.

The decision to determine that the means between the two groups are the same was based on the following criteria:

If the probability (Asymp. Sig.(2-tailed))  $\geq 0.05$ ,  $H_0$  is accepted.

If the probability (Asymp. Sig.(2-tailed))  $\leq 0.05$ ,  $H_a$  is accepted.

## RESEARCH RESULT AND DISCUSSION

This research was conducted in one meeting for homogeneity test, two meetings for the treatment, and one meeting for reading posttest. The research finding was based on the students' scores of reading comprehension achievement test. The reading comprehension test was done to measure the students' reading comprehension achievement after they were taught by using Reciprocal Teaching Technique.

The results of data analysis showed that Reciprocal Teaching Technique gave contribution to the eighth grade students' reading comprehension achievement at SMP Negeri 6 Jember. This could be seen from the result of statistical computation value of t-Test which was less than that the value of t-table with significant level of 5% ( $0.000 < 0.05$ ). This means that the null hypothesis was rejected.



Thus, the alternative hypothesis stating, "There is a significant effect of using Reciprocal Teaching Technique on students' reading comprehension achievement" was accepted. In addition, it could be seen from the table scores of posttest that the mean score of the experimental group was higher than that of the mean score of the control group (80.97 > 71.25). This evidence proved that the experimental group that was taught reading comprehension by using Reciprocal Teaching Technique had better achievement than the control group that was taught reading by using Question-Answer Technique.

Based on the teaching learning process in experimental group, the students were so excited and interested in participating in Reciprocal Teaching Technique. They were also involved in teaching learning process by doing the four strategies. From the activities done in the classroom, the students from experimental group could understand and comprehend the content of the material better than the control group. They also showed better enthusiasm in reading activity, and they enjoyed working in groups. The results of the data analysis above were in line with what was described by Hartman (1997) stating that the advantages of Reciprocal Teaching Technique are (1) students are actively engaged in learning, (2) reading strategies are used in an integrated, coordinated way in a meaningful context, (3) students enjoy working together and being 'teachers', (4) students are able to learn with the benefit of repeated tutor modeling and learn to take responsibility for their own and each others learning.

In addition, the use of four instructional foundations (scaffolding, thinking aloud, cooperative learning and metacognition) proved that it helped both the teacher and the students in the application of predicting, questioning, clarifying and summarizing effectively. In scaffolding, the students could see the models of the four strategies, experienced as they try out Reciprocal Teaching Technique in a supported environment and worked independently which can promote group interaction with thinking aloud assisted in each steps. Moreover, Reciprocal Teaching Technique also provided effective metacognition because it helped the students to monitor their own reading in order to overcome any difficulties in their reading. In other words, the four strategies with the four instructional foundations helped students overcome difficulties when reading text as they evaluated their reading comprehension. In relation to this the theory, this research finding is in line with the statement from Foster and Rotoloni (2012), state that effective Reciprocal Teaching Technique lesson includes scaffolding, thinking aloud, using cooperative learning, and facilitating metacognition in each step.

In brief, from the explanation above, it proved that Reciprocal Teaching Technique had not only successfully improved the students' reading comprehension achievement but it also gave a significant effect on students' reading comprehension achievement. It could be concluded that the application of Reciprocal Teaching Technique could help the students understand and comprehend the reading materials easily because the reader

can use the four strategies to construct the meaning of the text.

## CONCLUSION AND SUGGESTION

Regarding the result of the hypothesis verification and the discussion, it could be concluded that there is a significant effect of using Reciprocal Teaching Technique on the eighth grade students' reading comprehension achievement in reading recount text at SMP Negeri 6 Jember in the 2013/2014 academic year.

Since Reciprocal Teaching Technique had a significant effect on reading comprehension achievement, the researcher proposed some suggestions to the English teacher, the students, and the future researchers. The English teacher of the eighth grade of SMP Negeri 6 Jember should use Reciprocal Teaching Technique as an alternative teaching technique in reading class to teach reading comprehension to make the students develop their thinking more effectively. Besides, it is suggested that the students of SMP Negeri 6 Jember practice Reciprocal Teaching Technique to sharpen their ability in order to be able to comprehend the content of the reading text more efficiently.

Hopefully, the result of this research could be used as a reference and information for the future researchers to conduct further research dealing with the use of Reciprocal Teaching Technique by using a different language skill and component, in different research area or research design for different level of students.

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