PROCEEDINGS

The International English Language Teachers and Lecturers (iNELTAL) Conference 2019
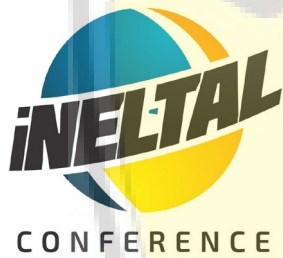
Malang, October 12-13, 2019

**Department of English
Faculty of Letters
Universitas Negeri Malang**

The Learning University

iNELTAL CONFERENCE

CONFERENCE PROCEEDINGS

iNELTAL CONFERENCE 2019

October 12-13th, 2019

Organized by the Department of English, Faculty of Letters

Universitas Negeri Malang

With this Year's Theme:

The Treasure of the English Classrooms: Exploring, Reflecting, and Sharing

FOREWORD FROM THE HEAD OF ENGLISH DEPARTMENT

Dear Presenters and Participants,

It is a great pleasure for me to welcome you all to the International English Language Teachers and Lecturers Conference hosted by the Department of English, Faculty of Letters, Universitas Negeri Malang. This year's conference takes on the theme "**The Treasure of the English Classrooms: Exploring, Reflecting, and Sharing**" as we believe these aspects are the key to success in language learning.

The iNELTAL conference attempts to provide an academic forum where both presenters and participants can upgrade and refine their knowledge and skills as well as disseminate their thoughts and share their best practices relevant to the conference theme. The conference addresses key issues in engaging students, which include cooperative learning, project-based learning, task-based learning, intercultural approaches to learning, integrating literature and pop culture in the classroom, using authentic materials, autonomous learning approaches, and integrating ICT in learning. It also discusses important insights and perspectives on teacher empowerment, such as teacher professional development, teacher research, reflective practice, teacher learning community, teacher training and education, educational partnerships and collaborations, creative teacher projects, and teacher leaderships.

This iNELTAL Conference invites prominent ELT scholars as keynote speakers who share their thoughts and expertise in ELT addressing this year's central theme. We proudly welcome Prof Eun Sung Park, Sogang University, Souh Korea, Assoc. Prof Jonathan Newton, University of Wellington, Dr. Faizah Abdul Majid, UiT. We also have our homegrown expert, Prof. Adnan Latief, as one of our keynote speakers.

At this year's conference, we have a variety of groups of academics, including mainly teachers, lecturers, and postgraduate students. We are also happy to share that we have, among us, some undergraduate students as well as participants of our one-year teacher professional education program who have been selected to share their work in this conference. We do hope that the iNELTAL conference can become a fruitful and insightful forum to disseminate academic work among scholars in the field.

I wish you all good luck and have a great conference.

Malang, October 27, 2018
Head, Department of English

Dr. Suharyadi

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IN ENHANCING STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING RECIPROCAL TEACHING STRATEGY: A CLASSROOM ACTION RESEARCH

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Abstract: This research aimed at enhancing both students' reading comprehension achievement and students' participation at SMKN 5 Jember in the 2017/2018 academic year by applying Reciprocal Teaching strategy. A classroom action research design that was conducted collaboratively with the English teacher was used. The research participants of the study were the X Multimedia Department 2 students of SMKN 5 Jember in the 2017/2018 academic year. The result of the analysis and discussion revealed that the use of Reciprocal Teaching strategy could enhance students' reading comprehension achievement and their participation. The enhancement of students' reading comprehension achievement could be seen from the students who get score ≥ 75 which increased from 75.57 in the Cycle 1 to 76.71 in the Cycle 2. The enhancement of students' active participation was also shown from 78.57% in the Cycle 1 to 81.43% in the Cycle 2. Reciprocal Teaching strategy could help the students comprehend a descriptive text in predicting, questioning, clarifying, and summarizing.

Keywords: *reciprocal teaching strategy, classroom action research, reading comprehension, descriptive text*

INTRODUCTION

Students still consider reading as a difficult skill. As stated by Grellet (1998), reading is an active skill which requires readers to guess, predict, check, and ask questions. Reading also requires interaction between a reader and a text and this leads to fluency in reading (Alyousef, 2005). Therefore, reading becomes an active process of comprehension in which students are introduced to strategies to be able to read more efficiently.

An interview with the English teacher of SMKN 5 Jember indicated that the tenth grade students of SMKN 5 Jember got difficulty in reading since it was difficult for them to comprehend the text and they did not have any confidence. As a result, the students needed to have a more effective strategy to help them in comprehending the text.

To solve the problems, Reciprocal Teaching Strategy was applied in teaching reading because it was an effective strategy that could assist the students in comprehending the text. The stages in this strategy can help them comprehend a descriptive text based on the generic structure. Palinscar & Brown (1986) argue that this strategy is an instructional procedure set up to enhance students' comprehension. Considering the description above, conducting a research entitled *"Enhancing Students' Reading Comprehension Achievement by Using Reciprocal Teaching Strategy: A Classroom Action Research"* was necessary.

REVIEW OF RELATED LITERATURE
Theoretical Framework

Reading comprehension is an understanding of a written text and extracting the required information from the text efficiently (Grellet, 1996:6). In this case, the students need to do comprehension exercise in order to polish their reading skills. Reading is considered as a process where readers have to decode a text and receive information. This indicates that there are multiple processes in reading activity. Based on how readers decode the language, the process of

reading comprehension can be divided into three processes, namely *bottom-up*, *top-down* and *interactive* reading (Brown, 2001).

Bottom-up process includes identifying and decoding the language features of a text. In this process, readers must decode the text before they understand it. Top-down process requires readers use their background knowledge to understand the text. For example, they can associate the title of the text to their knowledge to guess what the text is about. Meanwhile, in interactive reading, readers put together the bottom-up and top-down processing. In this process, the readers are not only to identify and decode the language feature of the text but also to use their background knowledge and experience to comprehend the text. Those processes of reading occur while readers are reading a text. Some readers do not usually realize that those processes are occurring while they are reading, but some of them do.

Conceptual Review

Reading Comprehension Achievement

Grabe & Stoller (2002) argue that reading is the ability to draw meaning and interpret the information appropriately from printed page. By reading, hopefully, the students can comprehend and interpret information from the text. Hennings (1997:245) defines comprehension as a process of interacting and constructing meaning with text. Thus, it means that it is an active process where readers have to derive meaning from the text, involving word knowledge, sentence knowledge, and paragraph knowledge.

Palinscar & Brown (1984) express that reading comprehension is the output of three main factors; (1) thoughtful text, (2) the similarity of readers' knowledge and text content, and (3) the workable strategies the reader applies to enhance understanding and overcome comprehension failure. In this stage, a process like predicting, questioning, clarifying, and summarizing can help them obtain the information from the text. Then they can share to their peers in a group. From this explanation, it is clear that reading comprehension has an essential role in English language learning.

According to Pardo (2004), comprehension is a process where readers create meaning by corresponding with text via the mixture of previous knowledge and experience, information in the text and the stance the reader takes in relationship to the text. Furthermore, Hughes (2003) defines that achievement is related to test that is done to discover how successful students in achieving the objectives of a course. Reading comprehension achievement deals with the levels of the students' ability in understanding a reading text in the form of test score. McWhorter (1986) also states that there are a few features of reading comprehension that can be utilized to comprehend the text involving word, sentence, paragraph, and text.

Contribution of Reciprocal Teaching Strategy in Reading Comprehension

Reading is an activity with a written or printed text as a medium. In reading activity, readers do activities like decoding and interpreting the language to get the meaning. Grabe (2002) argues that reading is the process of receiving and interpreting information encoded in language via printed medium. The process of reading comprehension is divided into three kinds; bottom-up, top-down and interactive reading (Brown, 2001).

Palinscar & Brown (1984) argues that Reciprocal Teaching Strategy is a systematic teaching strategy which reinforces reading, such as predicting, questioning, clarifying and summarizing. This strategy helps students read a text more easily because each student can share his/her idea with other students and it will be better for them to comprehend and answer comprehension questions based on the text.

Previous Studies

There are several research findings showing the implementation of Reciprocal Teaching Strategy on reading comprehension achievement. Chronologically, the findings of previous studies are reported in the following. There are several researchers who conducted research with experimental research design which mostly cover the effectiveness of this strategy in some levels of schools in Finland, New Zealand, Malaysia, Israel, and Turkey. And there was another researcher focusing on classroom action research design conducted in Yogyakarta.

The research on Reciprocal Teaching Strategy was conducted by Marjata (2007), who found that reading comprehension can be enhanced by this strategy in University of Helsinki, Finland. Kelly, M., Moore, D. & Tuck (2010) carried out an experimental research to examine the effects of a reciprocal teaching program conducted during the reading lesson in University of Auckland. The findings showed the effectiveness of this strategy as an instructional procedure for students with reading comprehension problem.

In line with Bryan's research, Ahmad (2011) used the Reciprocal Teaching Strategy in some universities in Malaysia. This research showed a remarkable difference of the effectiveness of the strategies from the respondents of the Experimental Group. A study conducted by Alfassi (2014) showed that the results of this study underpinned the application of this strategy which aimed at fostering self-monitoring skills of students with intellectual disabilities. Another relevant study was conducted by Pilten (2016) who applied these strategies on the comprehension of expository texts in the University of Turkey. The objective of this study was to present the effects of this method on comprehending expository texts. The findings showed that reciprocal teaching strategy gave some benefits at different levels.

Another research was conducted by Utami (2013). The findings showed positive results and the students improved their reading comprehension after they had been taught by Reciprocal Teaching Strategy.

From those previous studies, most of the researchers applied experimental research, and carried out in university level. Here the gap was the researcher examined the use of Reciprocal Teaching Strategy in Vocational High School by using Classroom Action Research (CAR) because it was appropriate to enhance the students' reading comprehension achievement.

The Advantages of Reciprocal Teaching Strategy

Wright (2015) argues that there are four advantages of using Reciprocal Teaching Strategy, namely:
1. To encourage students to think about what they are reading.
2. To allow students to collaborate with others.
3. To teach students to be actively involved in monitoring their comprehension
4. To teach students to ask questions during teaching learning process.

The Procedure of Teaching Reading by Using Reciprocal Teaching Strategy

Palincsar & Brown (1984) propose four discrete reading comprehension strategies within reciprocal teaching: predicting, clarifying, questioning, and summarizing. Since the teaching learning process involved group work, the procedure used was like the following:
1. Teacher grouped the students and explained the procedure of the strategy.
2. Teacher distributed the descriptive text to students and asked them to read it.
3. Students predicted what the text was about (Predicting).
4. Students interacted and collaborated to ask questions about a descriptive text (Questioning).
5. Students interacted and collaborated to clarify the questions (Clarifying).

6. Students constructed their own knowledge to summarize the content of a text (Summarizing).

METHOD

This research applied classroom action research since the purpose of the researcher was to solve the students' difficulties in reading a descriptive text, and to enhance the students'reading comprehension achievement by using Reciprocal Teaching Strategy at SMKN 5 Jember. Furthermore, this research used the cycle model of an action research proposed by Kemmis & McTaggart which consisted of four steps, namely; planning, implementing, observing and reflection.

Research Context

The research was conducted at SMKN 5 Jember with several reasons. First, the school applied the 2013 Curriculum. Second, the school had students which got low score that under the minimum standard score in reading test by looking at the interview result with the English teacher. Third, from the result of observation, it was found that the school had students which were not interested in reading since the teacher used a traditional method in teaching reading. And fourth, the headmaster agreed and gave the permission to conduct this research. Besides, the English teacher never applied Reciprocal Teaching Strategy.

The subjects of the research were the students of the tenth grade of SMKN 5Jember. The class in the tenth grade that was chosen as the research participant was the tenth *MMD 2* grade students of SMKN 5 Jember that were 35 students. They had problems with their reading comprehension achievement especially in reading a descriptive text. There were two reasons of choosing the tenth *MMD 2* grade students. First, based on the interview that researcher conducted, it was found that the tenth grade had problems in comprehending a text. Second, most of the students lacked confidence in learning and participating in reading class and were categorized as having low average score in their reading.

Data Collection Method
a. *Observation*

The observation was done in each meeting to collect the data about the contribution of this strategy in helping students read a descriptive text. The researcher distributed the observation checklist to collect the data during the observation as it is said that the most effective way in observation is by using observation instrument such as a checklist (Arikunto, 2006:229). The observation was based on observation checklist to check the students' participation. The researcher took notes by considering several indicators observed. First was predicting what the text is about. Second was asking some questions related to the important information in the text. Third was clarifying the questions or unclear parts in the text. And fourth was summarizing the content of the text. The students were categorized active if they fulfilled 3 indicators or more.

b. *Reading Test*

An achievement test was administered in this research to know the tenth grade students' achievement in reading a descriptive text. The test was used to measure the success of the individual student, group of students or the course themselves in achieving objective (Hughes, 2003:13). The test that was given to the students was based on the materials that were taught to the students in teaching reading.

The reading test was done in 45 minutes. The students were asked to answer 20 items of comprehension questions consisting of general information and specific information with the

distribution as follows: word, sentence, paragraph, and text comprehension. Each correct answer of the items carried 5 points while the wrong answer had zero.

Data Analysis Method

There were two kinds of data analysis methods applied in this research, namely product evaluation analysis and process evaluation analysis.

1. Product Evaluation Analysis

The product evaluation was carried out at the end of each cycle in the form of descriptive text reading comprehension test. The results of the reading test were analyzed by using the following formula:

$$E = \frac{n}{N} x 100\%$$

Notes:

E: the percentage of students with score ≥ 75.

n: the number of the students with score ≥ 75.

N: the number research participants.

2. Process Evaluation Analysis

The process evaluation was done by conducting the observation of the tenth grade students' participation. Here is the formula used to analyze the results of observation.

$$E = \frac{n}{N} x 100\%$$

Notes:

E: the percentage of the students actively participating in the reading class by using Reciprocal Teaching Strategy.

n: the number of the students actively participating in the reading class by using Reciprocal Teaching Strategy.

N: the number research participants.

(Adopted from Ali, 1993:39)

FINDINGS AND DISCUSSION

The result of the observation in Meeting 1 of Cycle 1 showed that there were 77.14% or 27 of 35 students who were categorized as active students and 22.86% or 8 students who were categorized as passive students. In the classroom, all students felt enthusiastic joining the lesson. The students could answer the comprehension questions collaboratively. The students were able to share their ideas with each other and comprehend the text.

The activities also made the students enjoyable by implementing reciprocal teaching strategy. Then in Meeting 2 of Cycle 1, it indicated that 80% or 28 of 35 students were categorized as active students while 20% or 7 students were categorized as passive. Thus, the percentage of the students who were active in Cycle 1 was 78.57 %. The students still felt enthusiastic and the students could comprehend a text easily using this strategy.

Meanwhile, the average score of the students comprehension achievement was 75.57 which was higher than 75. From the reflection by the observer (English Teacher), the result of the action in the first cycle successfully reached the research objectives. The second cycle was then conducted to know the students' consistent results of teaching reading using this strategy.

The Result of the Reflection in Cycle 2

The research was continued to Cycle 2 to know the students' consistency in comprehending the text by using Reciprocal Teaching Strategy (predicting, questioning, clarifying, and

summarizing). From the data above, it was shown that the achievement of the students' reading comprehension in Cycle 2 reached the target that was at least 75% of the students' belonged to active students and the average score of the students' reading comprehension score was at least 75. Based on the calculation above, the percentage of the students' participation in Meeting 1 of Cycle 2 was 80% or 28 of 35 students were categorized as active students while 20% or 7 students who were categorized as passive students. In addition, the participation of the students in Meeting 2 of Cycle 2 was 82.86% or 29 of 35 students were categorized as active students while 17.14% or 6 students who were categorized as passive students so that the percentage of the students who were active in Cycle 2 was 81.43 %. Meanwhile the average score of the students' comprehension achievement was 76.71 which was higher than 75. Thus, the results of this research indicated that this research had fulfilled the criteria of this research.

It can be concluded that Reciprocal Teaching Strategy was considered an appropriate strategy to enhance students' participation and reading comprehension achievement and in descriptive text. The four stages helped the students read which consequently enhanced the students' achievement. The students could predict what the text was about, ask some questions related with the important information in the text, clarify the unclear parts in the text, and summarize the content of the text cooperatively.

This action was successful as it fulfilled the target of success. Those are as follows.

1. The use of Reciprocal Teaching Strategy can enhance the students' participation if 75% of the students participate actively in teaching learning process.
2. The use of Reciprocal Teaching Strategy can enhance the students' reading comprehension achievement mean score if the reading achievement test is at least 75 and it could be reached by at least 75% of the students.

The result in Cycle 2 showed the consistent results with Cycle 1. Therefore, the researcher stopped the action.

Discussion

This research was conducted to enhance the participation of the tenth MMD 2 students and their achievement in reading comprehension at SMKN 5 Jember. The four stages of Reciprocal Teaching Strategy enhanced the students' reading comprehension achievement as well as their participation in the class. The previous study conducted by Pilten (2016) showed this strategy gave students some benefits in comprehending the text.

The first stage, that is "Predicting" stage, allowed the students to predict the text from the title. Here, they found out or created hypothesis of the text they read. Palinscar & Brown (1984) mention that predicting covers not only the readers' prior and new knowledge from the text, but also text's structure to compose a hypothesis in accordance with the text. At the beginning of this stage, the teacher instigated a discussion based on the title of the text which was designed to elicit predictions regarding the content of the text. The result of this stage showed that predicting helped students create hypothesis on what the text is about. Therefore, in this research the aspects of reading improved from Cycle 1 to Cycle 2.

The second was "Questioning" stage. In this stage, the students had the opportunity to ask about important information or unclear parts in the text. Palinscar & Brown (1984) state that questioning involves three important aspects, namely the identification of information, themes, and ideas. In this case, the students proposed the questions about the reading passage to make sure they understood the text. Besides, "Questioning" also gives students a context for exploring the text or passage deeply and thoroughly, and helping the construction of meaning. There were

two previous studies by Marjata (2007) and Ahmad *et al* (2011) showing that "Questioning" stage gave positive influence to the students. It helped them make various kinds of questions.

The third was "Clarifying" stage. The students had time to clarify any questions or unclear parts in questioning stage. "Clarifying" involves identifying and clarifying the aspects of a text which is not clear, hard, or unfamiliar including awkward sentences or passage structures, unfamiliar vocabulary, and unclear parts. Therefore, the students searched for the words and tried to understand their meaning by working cooperatively. It was supported by the previous study done by Utami (2013), where the result of that research showed that Reciprocal Teaching strategy provided group discussion which made students enjoyable in learning process. Another previous study by Kelly, M., Moore, D. & Tuck (1994), the result of that research showed this strategy was effective as an instructional procedure for students who were having problems in comprehending a text.

The fourth was "Summarizing" stage. The students had time to summarize not only the information and themes of the text, but also the ideas of the text. Then they had to integrate them into a clear and good statement that represented the crucial meaning of the text. "Summarizing" could be from one paragraph, one section of text, or a whole text. "Summarizing" also enabled the students to create a context for understanding the text's specifics. Marjata (2007) mentions that when the students summarize a text, they have to focus on the main content. In this stage, they will find out whether they understand the text or not.

Thus, it can be said that this was an effective strategy in enhancing the students' achievement in reading comprehension. It is revealed that the students' reading comprehension achievement kept enhancing from 75.57 in Cycle 1 to 76.71 in Cycle 2. This convinces us that the application of this strategy also enhanced the students' reading comprehension achievement test in Cycle 1 to Cycle 2 as well. Therefore, it can be concluded that the required target percentage in this research is fulfilled. The results obtained from Cycle 1 and Cycle 2 shows the implementation of this strategy could enhance the students' participation and their achievement of reading comprehension significantly.

CONCLUSIONS

There are several points to conclude the research results, namely:

1. The application of this strategy could enhance the participation of the tenth MMD 2 students and their achievement in reading comprehension at SMKN 5 Jember. The result showed that the students' participation increased. The average result of Cycle 1 was 78.57% while Cycle 2 reached 81.43%. The result of the students' reading comprehension achievement also indicated that the percentage of the students who got the minimum standard score (≥75) increased. This can be proved by the average score in Cycle 1 which was 75.57 and Cycle 2 which was 76.71.

2. The use of the strategy could help the students comprehend the text by following the four stages. "Predicting" stage could help the students predict what the text is about by using their background knowledge; "questioning" stage could help the students construct questions based on the text; "clarifying" stage could help the students clarify any unclear parts in the text, and "summarizing" stage could help the students summarize about the text by using their own words. Thus, Reciprocal Teaching strategy was an appropriate strategy to use in teaching reading.

Considering the benefit, Reciprocal Teaching strategy is recommended for the teaching and learning of reading skill. Teacher can apply Reciprocal Teaching Strategy to enhance both the students' participation and their reading comprehension achievement since it helps them participate actively during the reading class. For students, it is expected that the application of

this strategy can motivate them to get involved actively in the classroom as the strategy help comprehend the text better.

Future researchers can refer to the result of this study when they want to conduct similar researches using the same strategy. They can conduct researches with another type of research design, for example by using experimental research, to investigate the effects of Reciprocal Teaching Strategy on the students' reading comprehension achievement.

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