

IMPLEMENTING RECIPROCAL TEACHING METHOD TO IMPROVE THE STUDENT READING COMPREHENSION ABILITY

Agus Setiawan

Teacher at SMAN 1 Driyorejo, Gresik

agus_smandry@yahoo.co.id

Abstract

In this two-cycled Classroom Action Research, the researcher implemented Reciprocal Teaching Method (RTM). It was conducted to help the tenth grade Science 3 students of SMAN 1 Driyorejo-Gresik, 2013/2014 academic year that had difficulties in comprehending the text of reading. The research questions are: 1) How is the implementation of Reciprocal Teaching Method in the tenth grade science 3 of SMAN 1 Driyorejo? 2) Can the tenth grade Science 3 of SMAN 1 Driyorejo students' reading comprehension achievement be improved by implementing Reciprocal Teaching Method? The results are: 1) The RTM could be implemented well at the class. The students were motivated to study because they could learn one another by sharing ideas among the teammates. Also the students could improve their understanding of the text because they gave help and received help from their group mates and the researcher, 2) There is an improvement student achievement in comprehending the reading text. In the preliminary study, the classical average score is 68.55 While in the cycle I (RTM was implemented) is 73.95 and in the Cycle II is 83.03. Because it has passed the designed success criterion (80%), the method effectively improved student reading comprehension ability.

Keyword: reciprocal teaching method, improve, reading comprehension

INTRODUCTION

Considering the importance of reading, the students in high school level should be well prepared with the skill as early as possible in order that they are accustomed to comprehending what they read in their daily life. It is in line with one of the objectives of teaching reading at the 10th grade of senior high school in Indonesia is to enable student to try, manage and present the concrete and abstract domains related to the development of what they have learnt in school.

It is clearly stated in the the fourth Core Competence (KI 4) of the 2013 Curriculum. *Diharapkan siswa mampu mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan* (Kemendiknas, 2013:162).

According to Ministerial Decree no. 81 A, students are supposed to have scientific experience in learning process. It can be gained through some steps, namely: observing, questioning, experimenting, associating and communicating.

Unfortunately, reading at the senior high schools from the first, second, and third grades still becomes a problem for students. The ability of comprehending a text is affected by several factors. Eskey (2008:93-100), assumes that the beginning readers of a first language and readers of second

language are likely to face linguistic problem. Adam (2005:6) ads that sources of reader's linguistics problem could be word recognition, syntactic and semantic processing.

The tenth grade Science 3 students of SMAN 1 Driyorejo, Gresik, 2014/2015 academic year also had similar problems. Most of them get difficulties in comprehending the text. When the researcher was conducting reading teaching and learning process in the class, the students get difficulty in answering the questions based on the text. Some of the just kept silent and others took at other students. Such a situation showed that their ability in comprehending a reading text beyond the expectation.

The result of the test was still under the minimum passing score. The average score in the formative test held on October 16, 2014 was only 70.26 on the average. The unsatisfied result also shown in the final term test held on December 4, 2014. The average score was 68.03.

Such result made the researcher worried.

It was because the result of English score in National Examination is satisfying on the average. For example, the reading section result that examined the ability to understand meaning in the formal and informal written texts in the daily life context in the form of short functional text, recount, news item, report, analytical exposition, hortatory exposition, explanation, discussion and review. In the 2013/2014 academic year SMAN 1 Driyorejo

students in achieved 72.5 on the average (Depdikbud Jawa Timur, 2014:28).

The researcher wanted to implement is Reciprocal Teaching (RT) Method. It was chosen since the researcher had not implemented the method in the school before. RT Method is one of some strategies based on cooperative learning activities. Hartman (1997:1) explains that RT Method is a cooperative learning method of improving reading comprehension that can also be used in individual teaching or tutoring. In RT Method students are divided into collaborative learning group of four.

RT Method emphasizes four reading strategies that a teacher or tutor and a group of students takes turns leading discussion about specific segment of text through the following strategies: predicting, clarifying, questioning, and summarizing (Palincsar and Brown, 2004:117).

Hartman (1997:2) argues that with those reading strategies, the expected advantages are: (1) students are actively engaged in learning, (2) reading activities are used in an integrated and coordinated way in a meaningful context, (3) the students enjoy working together and acting as “teachers” themselves, (4) they are able to learn with the benefit of repeated tutor modeling and learn to take responsibility for their own and each other’s learning.

In this Classroom Action Research, the researcher proposed a Research Questions. On the basis of the background, the research questions of the study are formulated as follows: 1) How is the implementation of Reciprocal Teaching Method in the tenth grade Science 3 students’ reading comprehension of SMAN 1 Driyorejo? 2) Can the tenth grade Science 3 of SMAN 1 Driyorejo students’ reading comprehension achievement be improved by implementing Reciprocal Teaching Method?

RESEARCH METHOD

This research is categorized as Classroom Action Research. It is distinctive approach to inquiry that is directly relevant to classroom instruction and learning. It provides the means for teacher to enhance his teaching and improve student learning (Stringer, 2008:1).

In this study, the researcher and the collaborator (the English teacher) have different roles. The researcher acts as the teacher who teaches the reading comprehension skills to the students with the proposed model. Meanwhile, his collaborator acts as the observer observing the process of teaching and learning activities by firstly gives him some trainings. Before conducting the activities of the research, the researcher firstly socialized the Reciprocal Teaching Method to him and also the students. This method is developed into most appropriate model through a cycle process involving

planning, implementing, observing, and reflecting (Kemmis and Taggart’s model in Mc Niff, 1992:27).

Before conducting the research, the researcher conducts a preliminary study that aims at identifying the real and current condition of the class, to see the students’ problem in reading comprehension. These activities are done in order to design an appropriate planning to solve the problem. The preliminary study is conducted to focus on a specific issue, as a part of “Look”. After that, the researcher is supposed to “Think” and “Act” (Stringer, 2008).

The setting of the study is at SMAN 1 Driyorejo. It is located in *Jalan Raya Tenaru, Gresik Regency –East Java*. The school was chosen as the setting of the study because based on the preliminary study conducted, it was found that many of 38 students at the class had low ability in comprehending texts given to them in which it is indicated by the average score of English test in preliminary study conducted on October 16, 2014 was 68.55.

The study is conducted under the following procedures: preliminary study, planning, implementing the plan, observing the action, and reflecting on the action. These procedures are adapted to Kemmis and Taggart’s model (in Mc Niff, 1992:27). The description of the procedures employed in the research is presented as follows.

The data and the source of data stated above, the data in the study are collected through the techniques of observation, field-notes, and test. The instrument used in this technique is field-notes. Moreover, documentation technique is used to analyze the test result and the plan of action. The test results are used to get information about the students’ achievement after finishing each cycle. The instruments used in this technique are test in every cycle.

In order to make the data analysis easier, the data collected in each cycle are classified first on the basis of the form of the data and are presented in an organized description. A basic interpretative will be applied to provide descriptive accounts targeted to understanding a phenomenon using data that might be collected in a variety of ways, such as interviews, observations, and document review. The purpose is to understand the world or experience of another. These are the most simple and most common qualitative studies (Ary, et al., 2007: 30).

RESULT AND DISCUSSION

On the basis of the result of the preliminary test done on Monday, February 23, 2015, it indicated that reading comprehension of the tenth Science 3 students of SMAN 1 Driyorejo was low. The mean score of 68.55. From 38 students who joined the pretest, only 12 students obtained scores greater than or equal to 75, while the rest or 26 students obtained less than 75.

The rank was arranged from 1 to 38 following the number of the students, in which 1 represents the highest achiever while 38 represents the lowest achiever. After ranking the students, the second procedure was grouping the students into 9 groups. 7 groups consist of 4 students and 2 groups consist of 5 students. The first group was chosen from the top, bottom, and two middle students from the list. The remaining groups were chosen in the same ways as choosing the first group. In this case, ranks 1, 11, 30, and 38 belonged to group I, ranks 2, 12, 29, and 37 belonged to group II, ranks 3, 13, 28, and 36 belonged to group III, ranks 4, 14, 27, and 35 belonged to group IV, ranks 5, 15, 36, and 34 belonged to group V, ranks 6, 16, 25, and 33 belonged to group VI, ranks 7, 17, 24, and 32 belonged to group VII, ranks 8, 10, 18, 23, and 31 belonged to group VIII, ranks 9, 19, 20, 21 and 22 belonged to group IX.

Then, the researcher explained them how they did their group work. In this case, the researcher explained that each student in group had a certain role such as a predictor, clarifier, questioner, and summarizer. The students listened to the explanation and determined their own roles in the groups. The next step was giving the group worksheet that included some strategies needed by the students to comprehend the text.

At that time the researcher and the collaborator monitored and encouraged the students to share their ideas, to help each other, to play their roles, and to ensure that each group member learned the materials. After completing the worksheet in group, the students completed the reading comprehension task individually.

The Findings of the Action Research

There were two cycles with four meetings for each cycle in conducting the Classroom Action Research (CAR). Each cycle consists of 4 meetings. The Cycle 1 was done on March 3, 16, 17 and 23, 2015. While the Cycle 2 was conducted on March 30 and 31, 2015 and April 6 and 7, 2015. The three meetings were allocated to teach reading comprehension by implementing the RT Method and one last meeting was allocated for assessment. The findings of the each cycle are presented as follows.

Cycle 1

In Cycle 1 until 3, the researcher implemented same mechanism or procedure. For example in the meeting 1 cycle 1 carried out from March 3, 2015. The first cycle dealt with the planning, implementing and observing, evaluating, and reflecting.

Planning the Action

The researcher and the collaborator made preparation before conducting the action. The preparation involved the activities of providing the

lesson plans, the students' worksheet, the instructional media, the seat arrangement, the instruments of observation, field notes, and the reading comprehension test. The lesson plans were designed for three meetings. In the first meeting, the topic was "Public Transportation Should be Free", in the second meeting, the topic was "The Importance of English", and in the third meeting, the topic was "A Ban on Cell Phone Use at the Wheel".

The lesson plan consisted of topic, time allocation, basic competence, indicators, instructional materials and media, procedure of teaching and learning activities, and assessment. After three lesson plans were prepared, the group worksheets were also prepared. The worksheet comprised four reading strategies needed by the students to comprehend the text, including predicting, clarifying, questioning, and summarizing.

The researcher and the collaborator prepared media and pictures. Observation forms and field notes were prepared in order to get data concerning the teaching and learning process. The observation forms for the teacher's performance contain the teacher's activities observed, the meeting, and the remark of the activities, while the observation forms for the students comprise the students' activities. Besides, field notes were used to note facts, which could be covered in the observation forms.

Implementation of Action Plan

In the pre-reading activity, the researcher introduced the topic by showing pictures related to the text. The researcher began the activity by discussing the picture being shown. In the whilst-reading activity, the researcher and the collaborator distributed the reciprocal teaching group worksheets to the students, and asked them to complete the forms in group. The RT group worksheet comprised four reading strategies (Predicting, Clarifying, Questioning, and Summarizing) needed by students to comprehend the text.

After distributing them, the researcher asked the students to do their job based on their roles in the group. First of all he asked the predictors to predict the text they would read based on the pictures given and asked them to express 2 or 3 predictions, to discuss their prediction in groups, to predict what the rest of the passage would be about after they read the text.

Furthermore, the students were instructed the clarifiers to clarify the text. First of all they were asked to identify or list some unfamiliar words, phrases, or sentences from the text. After having listed them, they were asked to get their meanings through discussion in their groups or look them up in the dictionary. In this case, they were assigned to work in groups and discuss the meaning of the unfamiliar words, phrases, or sentences listed.

They were also encouraged to ask other peers for help if they had difficulties in comprehending the

text. Through finding the meaning of the difficult words before reading, it was expected that the students could improve their understanding of the text, and enlarge their vocabulary items as well. Based on the collaborator's notes, it was identified that many of them could not complete this form of worksheet. They could not find the meaning of the words they had listed.

Moreover, they were asked to make their own questions, including literal and inferential comprehension questions. Firstly, they identified the kinds of information that provided the contents for an appropriate question. In doing this, they were asked to frame questions before, during, and after the reading activity. After that they read one question to the group and asked for possible answers. Then, they continued discussing the rest of their questions. Basically, they rather found difficulty in composing their own questions and they could not get the idea to make their own questions easily but they were actively discussing the questions with their groups.

The fourth meeting was conducted on Monday, March 23, 2015. In this meeting, the researcher and the collaborator administered a test for cycle 1 to the students. The material of the test was based on the level for the tenth grade students. The test consists of 10 items in the form of essay questions. The objective of the test was to see whether 80% of the students got scores greater than or equal to 75 as required in this research. The score achieved by the students can be seen in table 1.

Reflection

After doing the evaluating, reflection was performed to make sure whether or not the action given was successful. It was held by the researcher in collaboration with the observer. It was focused on the analysis of the result of teaching and learning process and the students' English learning.

Based on the results of the analysis of the teaching and learning process and the students' learning results in cycle 1, it can be concluded that the implementation of RT Method was effective in improving the students' reading comprehension. But it was still not successful since the results in cycle 1 had not reached the criteria of success stated in this study. Therefore, the researcher had to conduct cycle 2 to achieve the criteria expected.

Cycle 2

Cycle 2 was carried out from March 30 to April 7, 2015. This cycle also dealt with the planning, implementing and observing, evaluating, and reflecting. It has same mechanism or procedure of treatment. In the fourth meeting was conducted on Tuesday, April 7, 2015. In this meeting, the researcher and the collaborator administered a test to the students.

The material of the test was based on the topic for the tenth grade students. The test consists

of 10 items in the form of essay questions. The objective of the test was to see whether 80% of the students got scores greater than or equal to 75 as required in this research. The result of the test for cycle 2 can be seen in table 1.

Reflection

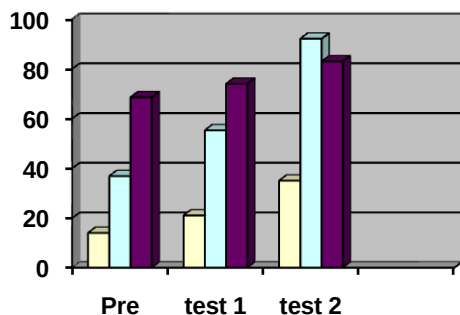
Reflection was performed to make sure whether or not the action given was successful. It was held by the researcher in collaboration with the classroom teacher. It was focused on the analysis of the result of teaching and learning process and the students' English learning.

The analysis of the students' learning result was done based on the students' work during the teaching and learning process and the results of their reading comprehension test at the end of the cycle. The analysis of the students' learning Result can be shown in the table 1 below.

Table 1. Recapitulation of the Student Score OF The Tenth Science 3 Class Academic Year 2014/2015

NO	NAME	PRELIMINARY	CYCLE 1	CYCLE 2
1	AZM	75	75	85
2	AA	100	95	100
3	AIB	80	85	95
4	ADR	70	70	80
5	AGMH	95	90	100
6	AA	100	100	100
7	AHH	75	75	80
8	CWW	75	80	90
9	DMZ	50	55	75
10	DAB	80	80	85
11	DSIS	90	90	95
12	DTA	80	85	95
13	ENABS	65	65	75
14	EM	60	65	75
15	FR	80	80	90
16	FAN	55	65	75
17	HL	60	65	80
18	H	50	65	75
19	LM	55	60	75
20	MHA	45	60	65
21	MS	70	80	85
22	MHP	70	70	80
23	MR	95	95	100
24	NR	45	55	60
25	NUU	70	80	85
26	PAW	70	70	80
27	RPW	55	75	85
28	RRA	55	55	60
29	RSAP	55	65	75
30	RAW	55	75	80
31	SPY	65	70	85
32	SHNR	55	65	75
33	SW	45	45	75
34	SS	80	85	95
35	TA	85	90	95
36	VD	65	75	80
37	WKP	65	75	85
38	YF	65	80	85
MEAN SCORE		68,55	73,95	83,03

On the basis of the result of the reading comprehension test in cycle 2, it was found that the students' reading comprehension was improved. The subject's minimum score was 60 with the mean score of 83.03. Compared with the minimum score of the reading comprehension test in preliminary study which was only 45 with the mean score of 68.55, the mean score obtained at the end of the study showed that the students had improvement in their learning. Therefore, it could be said that the teaching of reading comprehension by implementing RT Method was successful since 35 of 38 students or 92.11 % finally could achieve scores 75 or higher. Figure 1 below shows us clearly.



PRELIMINARY	TEST 1	TEST 2	COLOUR
14	21	35	 number of students who got score at least 75
36.84	55.26	92.11	 Percentage of students who got score at least 75
68.55	73.95	83.03	 Classical average score

Figure 1. The Number and Percentage of Students who Got Score at least 75, and Average Score in Preliminary study, Test 1, and Test 2

Based on the results of the analysis of the teaching and learning process and the students' learning results in cycle 2, it can be concluded that the RT Method was effective in improving the students' reading comprehension. The improvement can be examined from the indicators of success achieved. Therefore, the result was satisfactory enough because the criteria of success (80%) defined in the study have been reached.

The method was considered successful if the students showed improvement in their test of cycle 2. Based on the results of the test in preliminary study, it showed that only 36.84 % or 14 students passed the course. Whereas through the implementation of the RT Method in cycle 2, finally 92.11% or 38 students passed. In other words, all of the students involved in this study could achieve score higher than or equal to 75.00 Since the results

had matched with the set up criteria, the action was stopped.

CONCLUSION

On the basis of the research findings, there are two conclusions as the answers to the research questions of the study. First, The Reciprocal Teaching Method could be implemented well at the tenth grade Science 3 of SMAN 1 Driyorejo. The students were motivated to study because they could learn one another by sharing ideas among the teammates. Also the students could improve their understanding of the text because they gave help and received help from their group mates and the researcher.

Second, the improvement of the students' reading comprehension achievement in the two levels of comprehension was shown by the mean scores obtained. Based on the result of the second reading comprehension test, it was revealed that there was an increase in students' score and the number of students who got score at least 75. It had passed the success criterion set in the early stage of this classroom action research.

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Keterangan Penulis:

Agus Setiawan, terlahir di Surabaya, 30 Oktober 1975. Menyelesaikan S-1 Pendidikan bahasa Inggris di IKIP Surabaya (sekarang UNESA)

pada 1999. Menyelesaikan program Magister Pendidikan Bahasa dan Sastra Inggris di Pascasarjana UNESA pada Oktober 2015. Menjadi guru Bahasa Inggris di SMAN 1 Sangkapura, Pulau Bawean, Gresik pada 2000-2003. Setelahnya hingga saat ini mengajar di SMAN 1 Driyorejo, Gresik. Beberapa kali menulis artikel ilmiah yang dimuat di Namira, jurnal pendidikan Kabupaten Gresik. Sementara karya ilmiah populernya yang berkaitan dengan seni dan budaya menghiasi halaman majalah dan koran, antara lain Majalah Bende, Media, Warta Giri, Majalah Prestasi dan lain-lain. Di samping itu harian Jawa Pos, Kompas dan Surya juga pernah memuat pemikiran dan ide-idenya. Pria yang pada 2011 tercatat sebagai guru Berprestasi Kabupaten Gresik ini juga mendapat beberapa predikat sebagai penulis terbaik dari Majalah Media dan pernah tercatat sebagai "The Best Ten" pada event *Teacher Writing Competition*. Kini, di tengah kesibukannya mengajar dan menulis, ia berkiprah sebagai editor Majalah Media dan Penyunting Jurnal Pendidikan Kabupaten Gresik, Namira.