The Effectiveness of Reciprocal Teaching Strategy to Increase Students Reading Comprehension in Narrative Text

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ABSTRACT: Reciprocal Teaching Strategy has proven as a good method in increasing students reading comprehension. This method has been applied in teaching in elementary school students, ESL (English as Second Language) and EFL (English as Foreign Language) contexts. The researcher doing a research about the implementation of Reciprocal Teaching Strategy to increase students reading comprehension. The objective of this research is to find out whether Reciprocal Teaching Strategy is Effective in Increasing Students Reading Comprehension in Narrative Text and to know how Reciprocal Teaching Strategy enhance students' reading comprehension in narrative text. This research use a quantitative method Quasi Experimental Design. The data is analyzed by the researcher using SPSS and Microsoft Excel. The subject are eighth grade one of the State Junior High School of Surabaya. This research done for about one month from 20th January until 22nd February 2018. Reciprocal Teaching Strategy has 4 steps in it, such as: Predicting, Questioning, Clarifying, and Summarizing. This strategy is effective for students' cognitive process in reading that prevent from failure and the result showed Reciprocal Teaching is Effective In Reading Narrative Text, it can be seen from the significant improvement of students score of pretest to post test.

Keywords: reading, narrative text, reciprocal teaching strategy

Introduction

Language is very important in human daily life and people use a language to communicate one to another among them. English language is one of language that famous then and now in almost all the world and also it is an international language. Since English as an International language, it has many interrelationships with some human aspects in life such as economic, education, politic, social, culture, and etc.

Today's era, people need to have some skills and competence to compete in this worldwide. Moreover for the young generation is needed to have them, so the parents and teacher have to help the children and young generation to develop and enhance their skills and competencies. The best, suitable, and appropriate place to reach it is school where the students learn, train, develop their knowledge, skills, and competence.

In addition, school is the place where teaching and learning process happen. School is the place to prepare the student in globalization era. In the school, the students are learning and improving their knowledge, skill, ability, thinking, communication, etc.

English is one of the subjects that students should learn in the school. English considered as the foreign language and constant subject in the school and taught formally from kindergarten until the university level. Basically, learning English in formal school is focusing on ability for students in order to they are be able to communicate with other people or they can communicate directly with the foreigner.

The goal of teaching and learning process of English subject is to develop student's discourse competence. It concerns on producing both oral and written texts. It also consists of four integrated skills, those are listening, speaking, reading and writing that needed for students to acquire in the school. Since the students have and use their own English textbook which is written in English language in school, so it is important for them to be able to read some kinds of text in English, understand, and focus on the reading skill. Reading has many reasons to be an important skill in English learning because reading help reader and students learn and understand a new language, furthermore, they will get new vocabulary and improve their knowledge.

Reading skill is important in learning English, because it helps the students to understand the meaning of the text, journal, article, novel, etc. Through reading, the students will find some new vocabularies in English so that their knowledge definitely will increase and develop more and more. Johnson (2008:3) states that "Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place" it means that reading is the way for students to practice how to get the meaning of the text, then create a summarizing from the text that the students have read. By practicing to read in reading activities, it helps students to learn and know a lot of information from text, journal, article, novel, etc. The students also can understand the meaning based on passages and text from the book that the students read. In the junior high school, reading is one of the skills that students should learn. Based on the school curriculum (K13) now change to Kurnas (Kurikulum Nasional) there are several types of text that students should acquire in school such as descriptive, narrative, and recount text especially for junior high school students.

Actually, reading comprehension is very important subject for students to learn it in school especially for the junior high school, but the students still have some difficulties in mastering reading. There are some problems of reading comprehension that student faced such as, difficulty understanding of the whole text, difficulty understanding some vocabularies, difficulty to find and give the main idea about a text, etc. So here the ability of the reader must be important to comprehend the text well.

Based on the problems above it is necessary to apply appropriate strategies which help the students understand the text well. Reciprocal teaching strategy is one of the strategies that can help to solve the problems of the students faced in reading comprehension. Reciprocal teaching strategies has four steps in it, those 4 activities are: predicting, questioning, clarifying, and summarizing. According to Palinscar and Brown (1984:117) reciprocal teaching has two instructional studies which consist of comprehension fostering and comprehension monitoring activities. It has four study activities to build the comprehension in it, those four activities are: Predicting, Clarifying, Questioning, and Summarizing. The application of this strategy is that the

teacher and the student take turn leading a dialogue centered on relevant text in their studying. This method guides the student to interact with the text in sophisticated ways of learning process. This Strategy will make the students easily to understand about the information and meaning in the text by predicting because they will think about content of the text, is it make sense or not, so students get new vocabularies from the text. In Clarifying activity, the teacher and students clarify all things that found in the text from difficult vocabulary, main idea, etc. In questioning activity the teacher ask some questions to the students to know how far students understanding about the text or on the contrary, students can ask to teacher about the text that they do not understand it. In Summarizing activity, the students learn to find the main idea of the text and they should write the important point and conclusion by using their own language. Reciprocal teaching strategy will also lead to improvement in learning process especially in reading comprehension activities. The students in junior high school learn some kinds of text such as descriptive, narrative, recount, etc. Narrative text is one of texts that should learn by eight grade in junior high school. Narrative text is a text that telling about the story that happen in the past. There are some kinds of story in narrative text, such as: fairy tale, fable, legend, and folk tale that amuse and entertain the reader. Narrative text usually contain some problem to be solved not only that it is also has attitudes and moral value in it.

In this study, the researcher focus on applying this Reciprocal Teaching Strategy in reading narrative text to increase students' comprehension in reading.

This research aims to:

1. know whether Reciprocal Teaching Strategy is effective in increasing students reading comprehension in narrative text.

2. describe that Reciprocal Teaching Strategy is effective in increasing students reading comprehension in narrative text.

Method

In this research, the researcher used quantitative design. According to Cresswell (2002:13) it identifies problem based on the trend then explain why something occurs, this research is focus on which one variables effect the other variables. John and James (2006:64) The researcher using term of number to explain and analyzing the data in this research. This research used experimental design which has relation with the quantitative research like Creswell (2002:294) states that "experimental design is the traditional approach to conducting quantitative research".

In this research, the researcher used quantitative methods, to be more specific is Experimental design. The purpose of this research is to know and to find out the effectiveness of reciprocal teaching to increase reading comprehension. Ary (2010:271) states " The experimental design sets up the conditions required for demonstrating cause and effect relationships". "These conditions as follows: (1) cause precedes effect in time, (2) the cause variable covaries (occurs together) with the effect, and (3) alternative explanations for the causal relationship can be ruled out". Experimental design has differ in the number of independent variables that are manipulated. According to John and James (2006:177) Experimental design is the blue print of the

procedures that enable the researcher to make a test of hypotheses by reaching valid result about relationships between independent and dependent variables.

In this research, the researcher used Quasi Experimental Design. Quasi experimental design includes assignment but not random assignment of participants to groups. According to Creswell (2002:309) In quasi experiments, the researcher assigns intact groups the experimental group and control group. In this research, there are 2 groups selected, they are Control Group and Experiment Group. Both of them are given same pre-test and same post-test too. the experimental group given a treatment after the pre-test while the control group will not be given a treatment.

In this study, the researcher chose one of the State Junior High School in Surabaya as the sample. The researcher chose eight grade. There are 8 classes from eight grade in this school, they are: VIII A - VIII H in this academic year 2017-2018. So, the participants for this research are VIII A as Experimental group and VIII B as Control group.

In this research the researcher used some instruments to do the experimental research. The first instrument is try out. Try out test is needed in this research. Try out was given in the beginning of the research before pretest, treatment, and post-test were held. The researcher are conducting try out test before conducting pretest. Try out was conducted in another class of experimental class and control class. The subject for this try out was VIII F class which has the same ability with both classes that the researcher taken in this research. In this test, the students were asked to answer 30 questions which 15 questions were multiple choices in part A, and 10 matching synonyms in part B. There are several purposes why try out should be conducted. The first purpose is decided whether the test got validity and reliability or not. Second, the instrument of this test is appropriated for students as the tools for testing experimental class and control class.

The second instrument is pre-test after conducting Try Out. Pre-test is the test which given by the researcher to the student before doing the treatment in the research. According to Creswell (2002:297) a pre-test gives or provides a measure on some attribute or characteristic from researcher for the student in an experiment before the student receive a treatment. So the pre-test is a tool to measure the students' ability in reading before doing the treatment. This pre-test is given to the both of group, experimental group and control group. So, in this research, the researcher will give pre-test about reading comprehension in narrative text. The pre-test was given for VIII A class and VIII B class with the same materials.

The third instrument is post-test. Post-test is a test that given by the researcher to the both of classes after the treatment in the experimental group in this research. For treatment the researcher implement Reciprocal Teaching Strategy. The post-test is given whether to know the effectiveness reciprocal teaching strategy in students' reading comprehension in narrative text is increasing or not. Creswell (2002:297) states "A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment". It means that the post-test given from the researcher to both of group after a treatment in experimental group.

Findings and Discussion

Findings

The researcher measured the effectiveness of Reciprocal Teaching Strategy is used in reading narrative text by using T-test with software SPSS verse 20.0. The hypothesis is formulates as below :

H_0: If the t_{count} is lower than t_{table}, it means there is no significant difference between the students who are taught by using Reciprocal Teaching Strategy and those who are not taught by using Reciprocal Teaching Strategy.

H_1: If the t_{count} is higher than t_{table}, it means that there is significant difference between the students who are taught by using Reciprocal Teaching Strategy and those who are not taught by using Reciprocal Teaching Strategy.

The post-test data of both groups calculated in T-Test calculation by using SPPSS 20.0 software to know the different significance between experimental group and control group. The result of the data above can be seen with T-Test calculation below:

Table 9.

Statistical Group of T-test

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	30	84.93	5.426	.991
	Control	30	81.47	5.894	1.076

Table 10.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.027	.871	2.370	58	.021	3.467	1.463	.539	6.395

Equal variances not assumed		2.370	57.608	.021	3.467	1.463	.538	6.395

From the calculation above seen that T_{count} is 2,370 which compared with T_{table} of significant level 5% and df is 58. means that **T_{count}** is higher than **T_{table}** (2,370 > 1,697). In this case, if the T_{count} is greater than T_{table}, it is proofing there is significant difference between the students who are taught by using Reciprocal Teaching Strategy as the method and the students who are not taught by Reciprocal Teaching Strategy. Means that H_0 is pushed away and H_1 is accepted because $T_{count} > T_{table}$.

Based on the result obtained above, the value of SPSS 20.0 output that the p-value post test of both class is 0.021. Due to the value of the *p-value* post-test is lower than alpha (0.021 < 0.05), So H_0 is pushed away and H_1 is accepted. Indeed, Reciprocal Teaching Strategy is effective to increase students' reading comprehension in narrative text and it is accepted, which means that there are significant differences are likely the scores with of both class post-test score.

Discussion

Reciprocal Teaching Strategy is effective to increase students reading comprehension in narrative text. In order to prove the hypothesis is rejected or not, the researcher was calculating the value of both class using SPSS 20.0 software. Firstly the researcher calculated the normality test distribution. It is needed to know whether the sample represent the population or not. The data of both class experimental and control class have normal or not can be used Kolmogorov-Smirnov test relate of the hypothesis that H_0 is accepted if *p-value* > alpha (0,05 and H_1 is rejected if *p-value* < alpha (0,05). It means that the data is getting normal distribution if H_1 accepted. So, from the calculation shown that the result of post-test scores of both classes is significant and Sig. (2-tailed) of experimental class is *P-value* > α (0,174 > 0,05) means the data got the normality of distribution. Then Sig. (2-tailed) of control class is *P-value* > α (0,073 > 0,05) means the data got the normality of distribution too. So, H_0 is accepted and the data is normality distribution.

The researcher is measuring the homogeneity test. In this study both of two classes experimental and control class have the same ability.

The researcher is measuring the T-Test to know the effectiveness of Reciprocal Teaching Strategy to increase students reading comprehension in narrative text.

This test was measured using SPSS 20.0 with the result shown that P-value is 0,021, it means the *P-value* less than alpha (0,05). It is proven that H_0 is pushed away. So, the researcher concluded that Reciprocal Teaching Strategy in teaching is effective to increase students reading in narrative text. Then T-test calculated also shown **T_{count}** is higher than **T_{table}** (2,370 > 1,697). There is significant difference between the students who are taught by using Reciprocal Teaching as the method and the students who are not taught using Reciprocal Teaching Strategy.

Conclusion

Based on the result and discussion in above, it could be concluded that the use of Reciprocal Teaching Strategy for students reading comprehension in narrative text was effective and increased. It was proved by obtained score above.

Teacher should prepared appropriate teaching strategy, media or technique to increase and develop students' knowledge in the process of English learning especially in this study, the researcher used method in it, it is Reciprocal Teaching Strategy which can increased the students reading comprehension in narrative text. During the treatment of this strategy, the students in experimental class more interest and enthusiastic in the learning process. Furthermore, they got easily understand about the material.

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