

## USING RECIPROCAL MODEL IN TEACHING READING COMPREHENSION FOR THE TWELVE GRADE AT SMK KR. HARAPAN RANTEPAO

**Delvianti Posi**

delvianti12@gmail.com

English Education Study Program, Teacher Training and Education Faculty, Christian Unyversity of Indonesia Toraja.

### ABSTRACT

*The Objective of research is to find out whether the use of a reciprocal model in teaching reading comprehension for the twelve grade at SMK kr. Harapan Rantepao. The writer used quantitative experimental research. The population was the twelve grade students' of SMK Kr. Harapan Rantepao in the academic year 2018/2019. There were 2 classes as a population. The writer used cluster sampling technique, by choosing one class as a respondent, namely the class XI TJK B. There were 20 students. The data collected through a written test. The result of comparison between students' score in t-test and t-table indicated that there was a significant difference in improvement of students' reading comprehension between the students who were taught by reciprocal model and those who were not. Based on the result of data analysis, the writer concluded that the reciprocal model is effectively used in teaching reading comprehension for twelve grade students at SMK Kr. Harapan Rantepao.*

**Keywords:** *Teaching, Reciprocal teaching, Reading comprehension.*

### INTRODUCTION

Based on the syllabus of Senior High School the students are expected to be able to master the four language skills in studying English namely: speaking, listening, reading and writing. Reading is one of the main four skills that a learner needs to master in order to ensure success in learning. Reading is a skill that can not be separated from other skills; reading is a process of transferring information from the author to the reader. Through the information transferred, individuals, especially, learn to get some advantages from reading text such as knowing the history of the world, getting knowledge, and having entertainment. By learning reading, they are able to learn more about language components like grammar and vocabulary which are absolutely needed to master in learning language.

Underpinned by this real fact, the Indonesian government places English as the first foreign language. It becomes a compulsory subject in secondary schools and universities. Even some primary schools have included English in their curriculum. This is the fact of education system, which develops in line with the modern era. Thus, English curriculum always needs improvement in order to

generate a better result of learning. This study was focused on reading comprehension. Reading is one of the important languages skills.

Reading is an activity with a purpose; a person reads because of many purposes, for example, for getting information, expanding knowledge, and even for enjoyment. The reading text may included newspapers, letters, booklets, advertisements, magazines, etc. Purposes of reading are getting general information from the text, getting specific information from the text and for pleasure or for interest.

Aebersold and Lee Field (1997: 15) review in general sense, that reading is what happens when people look at a text and assign meaning to the written symbols in that text. As Grabe and Stoller (2002:9) state the reading is ability to draw meaning from the printed page and interpret this information appropriately. Whereas, teaching reading comprehension is not easy. Some students perceive that reading is boring. The boredom can lead the students to have low motivation in doing the activity. Consequently, teachers should pay attention in how to make reading comprehension activities more amusing and optimally understandable. Generally, during silent reading, students do not have chance to do something which helps them reach comprehension faster. By inserting the interesting activities before, during reading, and after reading, the boredom may be prevented. In addition, students can get the clues in order to evaluate whether messages they caught are true or false. By doing so, they was more ready and confident to answer the questions after reading.

Based on the researcher's observations, there are many students have difficulties in reading comprehension. Every student in the class have different background knowledge and ability. It is impossible for them to have the same experience of life and ability even if they live in the same place and time. For example, they had problems in comprehending the text and getting the main idea of the text, students also have known how to pronounce the word, but it occurred without understanding the meaning. There are some students who have tried to comprehend the text by reading it many times but they failed. There was no enjoyment while reading because they did not know its meaning. So, the students could not find good impressions from the text they read and they did not know what they read for. Moreover, there were some students interested in reading because they found the enjoyment while reading. Besides that, they had sufficient vocabularies and also they know what they read for. Considering these differences, the teacher should supply the students with sufficient vocabularies and make them aware of the kinds of text they read. Besides that, they should pay attention to which information they look for, for instance whether they want to find the general understanding or detailed information. In addition, they should be aware of the purpose of reading whether reading for enjoyment or a test.

In order to solve that problem, a good strategy, method, or technique should be used in order to make students become active, enjoy and comprehend (Sampelolo & Atmowardoyo, 2016) about the main point of the reading text because reading is a very important subject for the students of SMK KR. HARAPAN RANTEPAO for there are a lot of advantages from studying

reading. By reading, they were able to get a lot of information and to increase their knowledge in reading comprehension, especially students of SMK KR. HARAPAN RANTEPAO.

Padma (2008: 13) stated that reciprocal teaching technique is recommended by reading experts and practitioners. He said this technique had been heralded as effective in helping students in improving their reading ability. Finally the researcher and the teacher chose a reciprocal teaching technique to help students comprehend the text and solve their problem. According to Palinscar and Brown cited in Oczkus (2005:2) reciprocal teaching technique is a scaffolded discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. Each of these strategies are selected as a means of helping students construct meaning from text as well as a means of monitoring their reading to make sure that they are in fact understand what they read, which in this case, these four strategies are implemented by working in groups.

## METHOD

The research is quantitative research. The writer applied quasi experimental design. The design involved two groups namely experimental group and control group. The experimental group used treatment of short stories and the control group used treatment without using short stories. The design can be shown as follows. The subject was selected by using cluster random sampling technique and two classes were selected. From the six classes, the researcher selected two classes randomly to represent the experimental group and control group. So, Class IX A was the experimental group and Class IXB was the control group. In collecting the data, the researcher applied a vocabulary test. It was an instrument based on the variable investigated. The vocabulary test was multiple choice.

## FINDING AND DISCUSSION

### Findings

It is started in the previous chapter that the data collected through pre – test and post – test were analyzed quantitatively. The score of the pre – test was taken before the treatment to see the vocabulary after the treatment to find out the difference between the post – test. The writer obtained two kinds of data: the score of the post – test. Here is a discussion of the analysis. post – test, there is the difference of the result, where the mean score of pre- test is 39.80 and 70% students get a very poor score, while the mean score of post- test is 68.40 and 60% of students get a good score.

**Table 1 The classification, frequency, and percentage of students' score obtained through pre – test.**

N O	classification	The student s' score	frequency	Percentage
1	Very Good	80-100	-	10%
2	Good	70-79	-	30%
3	Fair	60-69	2	12%
4	Poor	50-59	4	0
5	Very poor	00-49	14	0
Total Score			20	100%

The table above shows that before giving the treatment, out of 20 students, none of them got very good scores. There was two students (10%) got fair score, four students (20%) got poor score, fourteen students (70%) got the very poor score

**Table 2 The classification, frequency, and percentage of students' score obtained through post – test.**

No	Classification	The Students' score	Frequency	Percentage
1	Very Good	80-100	2	10%
2	Good	70-79	6	30%
3	Fair	60-69	12	60%
4	Poor	50-59	-	0
5	Very poor	00-49	-	0
Total score			20	100%

The table above shows that after giving the treatment, out of 20 students, two students (10%) got very good scores, six students (30%) got good scores, and twelve students ( 60%) got fair scores. It means that most of the students got good scores.

Based on the mean score and percentage of pre- test between the mean score and of percentage in

**Table 3 Paired Samples Statistics**

		Paired Samples Test					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
<b>Pair 1</b>	Pre test & Post test	-28.6000	9.01694	2.0162	-32.82006 -24.3799	-14.185	19	.000	

The table above showed that mean score of pre –test (x) 39. 8000 from 20 students, standard deviation is 11.71414 and standard error mean is 2.61936. The mean score of post test (y) is 68.4000 from 20 students, standard deviation is 7.09633 and standard error mean 1.58679.

## Discussion

Reciprocal teaching is a model or technique in teaching reading comprehension which allows students to share their experience and ideas related to their thinking about the text they had read. Reciprocal model helps students in thinking and getting the meaning of the text. Students have a chance to share their ideas with their friends and the teacher. Students will learn how to work in a team and how to appreciate others' thinking. In addition, a reciprocal model can help the teacher to manage students' misbehavior. Choo, Eng, and Ahmad model. From the findings above, it showed that the result of the students' pretest was lower than the result of the post test and the t-test was higher than the t-table. It means that the used reciprocal model is effective in teaching reading comprehension. So, H0 is rejected and H1 is accepted.

## CONCLUSION

The writer concluded that the reciprocal model is effectively used in teaching reading comprehension to the twelve grade students of SMK Kr. Harapan Rantepao. From the findings above, it showed that the result of the students' pretest was lower than the result of the post test and the t-test was higher than the t-table. It means that the reciprocal model is effectively used in teaching reading comprehension. Based on the finding that had been discussed, the writer concluded as the using of REDW strategy has positive effect to the students' reading comprehension by comparing the result of t-test (24,321) and t-table (2.048) it significant effect the third grade stutudents' at SMPN 2 Campalagian.

## REFERENCE

- Aebersold and Lee Field (1997). Review in general sense, people look at the text and assign meaning to the written symbols in that text
- Brown, D. H. (2000). Principles of Language Learning and Teaching fourth edition. San Francisco: Addison Wesley Longman, inc. September 2011.
- Brown, D.H. (2001). Teaching by Principles An Interactive Approach to Language Pedagogy second edition. San Francisco: Addison Wesley Longman, inc.
- Brown, D.H. (2004). Language Assessment Principles and Classroom Practices. San Francisco: Pearson education, inc.
- Burns, A. (2010). Doing Action Research in English Language Teaching. Madison Ave, New York: Taylor & Francis e-Library.
- Caldwell, S.J (2008). Reading Assessment A Primer for Teachers and Coaches second edition. New York. The Guilford Press.
- Choo, T.O. L, Eng T.K and Ahmad, N. (2011). Effect of Reciprocal Teaching Strategies on Reading Comprehension. The Reading Matrix, Vol.11, No 2, 141-142. [www.readingmatrix.com/...2011/](http://www.readingmatrix.com/...2011/). Accessed on 30 March 2012.
- Cooper, T. and Greive, C. (2009). The Effectiveness of the Methods of Reciprocal Teaching. *ResearchOnline@Avondale*, 45-47. [research.avondale.edu.au/](http://research.avondale.edu.au/). Accessed on 29 March 2012.
- Foster, E. and Rotoloni, B. (2008). Reciprocal Teaching, [projects.coe.uga.edu/](http://projects.coe.uga.edu/). Accessed on 30 April 2012.
- Grabe, W. (2009). Reading in a Second Language Moving From Theory to Practice New York: Cambridge University Press.
- Harmer, J. (2001). The Practice of English Language Teaching third edition. Cambridge: Longman Company.
- Johnson, A. P. (2008). Teaching Reading and Writing (A Guidebook for Tutoring and Remediating Students). New York: A Division of Rowman & Littlefield Publishers, Inc.
- Oczkus, L. D. (2005). Reciprocal Teaching Strategies at Work. New York: International Reading Association. Oczkus L.D. (2005). Reciprocal Teaching at Work. International Reading Association, USA.
- Padma B. (2008). Reciprocal Teaching Technique. Palincsar, A. S. and Brown, A. L. (1984). Reciprocal Teaching of Comprehension Fostering and Comprehension-Monitoring Activities. *Cognition and Instruction*, 1, 117-175.
- Palincsar and Brown (1985). Reciproca Teaching: Reading Education, foundation for literature America.
- Palincsar, A.S., & Klenk, L. (1991). Learning Dialogues to Promote Text Comprehension (PHS Grant 059). Bethesda, MD: National Institute of Health and Human Development.
- Panmanee, W. (2009). Reciprocal Teaching Procedure and Regular Reading Instruction: Their Effects on Students' Reading Development. (Master

- thesis, Prince of Songkla University). Retrieved from <http://kb.psu.ac.th/>
- Patel M.F. & Jain M.P. (2008). English Language Teaching (Method, Tools and Technique). Sunrise Publisher & Distributors.
- Richards, J. C., & Renandya, W. A. (2002). Methodology in Language Teaching: An Anthology of Current Practice. USA: Cambridge University Press.
- Sporer, N., Brunstein, J., & Kieschke, U. (2009). Improving students' reading comprehension skills: Effects of strategy instruction and reciprocal teaching. *Learning and Instruction*, 19(3), 272-286. Retrieved December 10, 2010, from the SciVerse Science Direct database.
- Sampelolo, R., & Atmowardoyo, H. (2016). Learning Strategies and Styles of a Part Time Job Student With Good Achievement (A Case Study of a Successful Part Time Job EFL Learner). *ELT Worldwide: Journal of English Language Teaching*, 3(1). <https://doi.org/10.26858/eltww.v3i1.1883>
- Stricklin K. (2011). Hands-on Reciprocal Teaching: a Comprehension Technique. International Reading Association.
- Timothy Cooper. 2004. The effectiveness of the methods of reciprocal teaching, *Journal of Human Society and its Environment*
- Westwood Peter. (2008). What Teachers Need to Know About Reading and Writing Difficulties. Camberwell: ACER Press.