IMPROVING STUDENTS' READING COMPREHENSION THROUGH RECIPROCAL TEACHING STRATEGY ON NARRATIVE TEXT

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Abstract
This study is a CAR. The objective of this study is improve reading comprehension through reciprocal teaching strategy for the ninth grade student. The researcher answered 2 problem questions of research 1) can the use of reciprocal teaching strategy improve the students' reading comprehension in the 9th grade of MTs At-Taqwa Cihampelas? 2) How far does the use of reciprocal teaching strategy improve the 9th of MTs AT-Taqwa? Design of the research was CAR. It was conducted in 2 cycles. The teacher analyzed the students' reading comprehension in each cycle. The results showed that (1) the use of reciprocal teaching strategy can enhance students reading comprehension step by step from cycle 1 and 2. It is proved with the students score, the mean score pretest in cycle I 52.57 and the mean of the posttest in cycle I 63.14.The mean of the post-test in cycle II 71.71.the last cycle means score was categorized as good. The improvements in students understanding indicates that reciprocal teaching strategy is effective and applicable when deals with the students' problem in reading narrative text.
Keywords: *Reciprocal teaching, reading comprehension, narrative text*

INTRODUCTION

In Indonesia, final examination has become an issue for several years, especially English subject. The skills tested are the reading skill and the listening skill. However, it is obvious that the reading skill is dominantly tested in the introgation. Therefore, the high school students are likely demanded to have a proficient reading comprehension in order to achieve a good result in their final introgation. This situation eventually makes the teachers tend to focus more on the reading skill rather than the other skills.

English teacher tend to use Bahasa Indonesia during classroom activity. Therefore, students do not get an exposure and a real model of target language. Finally, students tend to translate a particular text either sentence by sentence to observe the whole meaning. Therefore, teachers have to observe an appropriate strategy to help the students to improve the students' reading comprehension.

Reading is a form of communication using written language or symbols (text). Reading is a two-way communication between an author and a reader. Reading is an interpretation and

understanding. Thus, reading is a form of communication using symbols and the ways to communicate between writers to readers through understanding process.

According to Harmer (Harmer, 2003) reading texts provide opportunities to study language: vocabulary, grammar, pronunciation, and the way we construct sentences, paragraphs and texts. In addition, Brown states that reading may be categorized into intensive and extensive reading. Intensive reading focuses on the linguistic detail of a text (Brown, 2001). It can be known as learners' attention to grammatical forms, converse markers, and other surface structure specification for the goal of understanding literal meaning.

Reading is an activity that is done by written text or print text as amedium. In this activity readers decode and interpret the language to get the meaning. Urquhart and Weir in Grabe (Grabe, 2009) define reading as the process ofreceiving and interpreting information encoded in language via the medium ofprint. Meanwhile, Berardo (Berardo, 2006) says that reading has different meaning, forsome people reading is recognizing written words, while for others it is anopportunity to teach their pronunciation and topractice speaking. Based on thosedefinitions, it can be concluded that reading definition is become different foreach reader. It depends on the reader's aim in reading.

Comprehension is the main aim of reading activity (Bos, n.d.). By reading comprehension, people can get information of the written textthat they have read. Koda in Grabe (2009:14) states that comprehension is theprocess when readers dig and relate information of the text with what they alreadyhave known. In addition, Mikulecky and Jeffries (Power et al., 2002) define comprehensionis not only interpreting and understanding words but also relate the idea of the textwith readers' knowledge.

Based on those definitions, it can be concluded that readingcomprehension is the process of receiving information between the readers andthe text, when the readers understand the information that is asserted in the text byrelating it with readers' knowledge. The readers understand information that theyget, situation that they face, and fact that they face based on the knowledge thatreaders have known.

Burns (1996:177) in Parmawati (Parmawati, 2017) divides reading comprehension into four levels. They are: literal comprehension, interpretive comprehension, critical reading, and creative reading. The basis of literal comprehension is admiting stated main ideas, details causes and effect, and sequences.

One method that is assumed to effectively be able to improve students' reading skill is Reciprocal Teaching Strategy which was established by Palinscar and Brown in 1984 in order to help the students to comprehend texts, at the same time, to improve their reading comprehension (Palincsar, 2015). Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which theinstructor first models a set of reading comprehension strategies and thengradually cedes commitment for these strategies to the learners.Reciprocal teaching involves training and practice with 4 strategies: clarifying, identifying, summarizing and predicting. These 4 strategies supply the structure for a dialogue about text which the teacher and a small group of students read together.

Based on Omar's (Omari, 2010) definition, reciprocal teaching strategy is a dialogue between the students or between the learners and the teacher, which follows 4 steps, there are predicting, questioning, clarifying, and summarizing. It means that reciprocal teaching

strategy is a teaching process which is represented in dialogue between students and the teacher which has four steps, there are predicting, questioning,clarifying, and summarizing.

Predicting

At the beginning, the students and the teacher see the aspects of the story;the title, the introduction and headings. After that, the teacher asks to thestudents to predict the text. Based on Pallincsar and Brown, they stated that predicting implicates combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing.Predicting supply an overall rationale for reading – to confirm ordisconfirm self-generated hypotheses.In other word, the students find outor create hypothesis of the text that he/she reads.

Questioning

The next measure, students read silently in order to know about the main ideaof the paragraph. And the students formulate about unclear section of this paragraph. Based on the journal, Pallincsar and Brown defined that,questioning involves the identification of information, themes, and ideasthat are central and important enough to warrant further delibration. The important information, themes, or ideas are used to produce questions that are then used as self-tests for the reader. Questioning prepare a context for exploring the text more deeply and assuring theconstruction of meaning. It means that after the students read the text, they propose the question about the reading passage to make sure theirunderstanding.

Clarifying

Later, teacher and students try to find out the answer in the text that theythink confuse. According to the journal, Pallincsar and Brown defined that clarifying involves the identification and clarification of ilicit, difficult,or unfamiliar aspects of a text. The aspects may incorporate clumsy sentence or passage structure, unfamiliar vocabular ,or obscure concepts. Clarifying provides the motivation to remediate disorder through re-reading, the use of context in which the text waswritten and/or read, and the use of external resources (e.g., dictionary orthesaurus).

Summarizing

And the last step is the students try to find the important part of the text.According to the journal, Pallincsar and Brown defined that summarizing is the process of recognizing the important information, themes, and ideas within a text and combining these into a clear and concise statement that communicates the crucial meaning of the text. Summarizing may based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.

To sum up, reciprocal teaching technique has four steps, there arepredicting. In the predicting section, the students and the teacher see some of theaspects, such as the title of the text, the introduction, and headings. The next stepis questioning, the students read silently the text in order to know the main idea ofthe paragraph and then, the students formulate unclear section, such as they do not know the main idea in the text which they read, or some vocabularies that they donot understand. The next is clarifying section; here the students and the teacherlook for the unclear section which the students do not understand before together.And the last is summarizing section. Here, the teacher asks to the students to findout the important information, such as, main idea in the text that they read. Inshort, the four steps of reciprocal teaching technique above explained inclassroom cooperatively between teacher and students. Its purposes are toencourage students to predict and to ask questions about the text or story.

METHOD

This research uses Classroom Action Research. This method is perceived as the appropriate method by the researcher, since the focus of the researcher is to improve the students' reading comprehensionas the real teaching and learning process, classroom action research will be conducted in a certain step. The general process of conducting action research was briefly introduced as a four-stages procedures according to Zuber-Skerritt (1996) cited in Cohen, Manion and Morrison (Cohen, Manion, & Morrison, n.d.): (1) Planning stage; (2) action stage (i.e. implementing the plan); (3) Observation stage, (evaluation and self-evaluation); (4) Critical and self-critical reflection on the results of points 13 and making decisions for the next cycle of action research (Reflecting stage) (p.232).
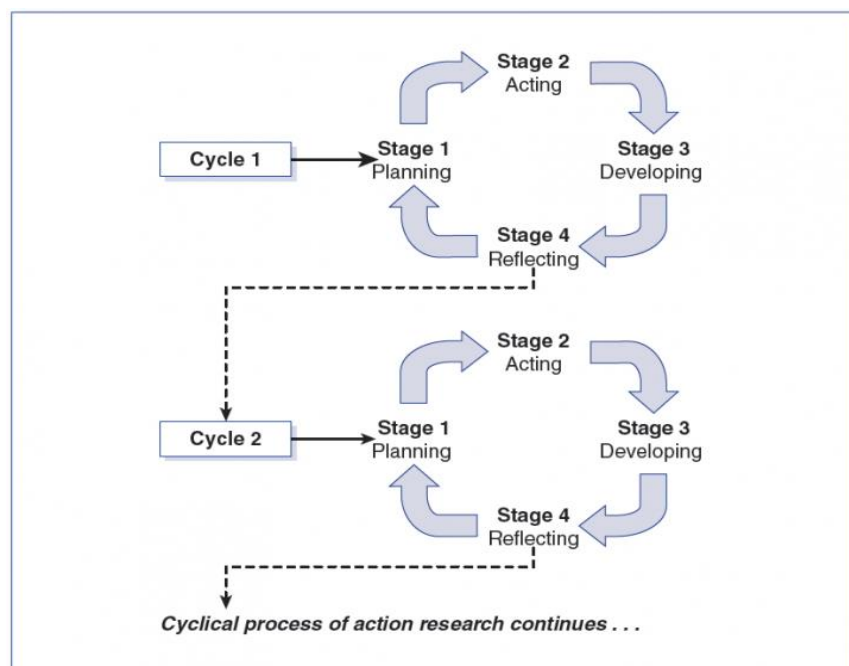

Figure 1 Cycling Process of Classroom Action Research

(adapted from Mertler and Charles, 2011)

There are four steps of typical action research model; they are divided into certain cycles of action starting from stage 1 (planning), stages 2 (acting), stage 3 (observing), and stage 4 (reflecting). The cycle stopped if the students had reached the target score stated in school KKM (*KriteriaKetuntasan Minimal*), that is 70 as the minimum score for English subject at the Junior High School in Mts At-TaqwaCihampelas. In other hand, if the students cannot reach the target score which was stated in school KKM, this cyclical process of action research should be continued.

The research brought into two cycle contained pre-test and post-test. The subject study was the 9th grade of Junior High School level which consisted of 37 students. There were total seven meetings covered on those two cycles; three meetings were for tests, and the other four meetings were for doing treatment. The treatment was teaching narrative text, especially particular activity, with the application of Reciprocal Teaching Strategy.

The instruments used in this research were observation, questionnaire and test. The tests were used to test the students on pre-test, post-test 1 and post-test 2. The tests given instruction to answer the 30 question narrative text.

RESULTS AND DISCUSSION

Results

The research carried on the 9th grade of junior high school level for seven meetings. The seven meetings were categorized into two cycles. The result of each cycle will be organized on four steps of CAR, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting.

Cycle 1.

On planning section, the researcher prepared some lesson plans to teach conditional sentences. Lesson plans were made to be implemented on treatment 1 and 2, which contained some procedures of Reciprocal Teaching to teach narrative text. Come to the next step, it is acting. In this step, the researcher came to the class four times. The first session was used for conducting pre-test which consisted of 30 items. The same thing went to the fourth meeting which was used for conducting post-test which consisted of the same number as pre-test. The third step on CAR is observing. It was done together with the second step. During the fourth session, the researcher provided some field notes to capture what the students do in order to ease the process of regrading them. The steps of acting and observing are displayed on table 1 below:

Table 1. Meetings in cycle I

	Acting	Observing
Meeting	**Topic**	**Activity**
1	Pre-test: Narrative Text	In this first meeting, the researcher gave them pre test which consisted of 30 item
2	Treatment 1: Generic Structure	The students started to learn about the material on generic structure of narrative texts using reciprocal teaching in the text 1. Then, they discussed some questions allowed.
3	Treatment 2	They did the same as the previous meeting in this treatment. The difference was only the theme of text on narrative text. They tried to solve the problem and

understand the concept with their partner.

4	Post-test	In this meeting , the researcher conducted a post-test which consisted of 30 items. The questions presented were in the same form and level of difficulty with the pre-test.

The last session for cycle I was reflecting. In this measure, the researcher made some purpose from the result of observation found during the teaching and learning process. It initiate from the pre-test. The students admitted that the assistance of test was surprising since they knew very little about the material to be delivered. However, their willingness to do test still existed. The test was conducted well even though there were some students who did really bad. The mean score of pre-test was only 52.27. This score was considered low still the minimum score. Besides, the low capability on the students was due the ability of them to understand the concept.

Most of the students had already been taught about this topic, but almost the students still missed in concept. During the treatment 1 and 2, the researcher paid attention on the way the students reading the text. On the first treatment, the students looked confused. They did not know for sure what to do. They still needed the teacher's guide to do almost everything in every step. The students still felt inconvenience on reading text using reciprocal teaching strategy. They still lost when the teacher asked them some question about the narrative text on text 1. And it came more difficult when they were asked to continue to text 2. On top of that, they created noise and disturbing during the lesson.

However, in the end of treatment 2, the researcher noticed that the enjoyment of working started to arise. They started to ask questions. It followed with the increase of their score of post-test which hit the point 63.14. From these treatment in cycle 1, we can draw conclusion that there are positive and negative result found during the lesson. The positive result is that the students begin to show their curiosity through asking question, and the negative result is the noise and disturbance from they discussed the material. The revision should be done to improve their quality of learning and also their mean of score. Therefore, cycle II was carried to continue the research.

Cycle II.

This cycle only covered four steps as stated in Cycle I. In planning session, the researcher made some revision towards the lesson plans. On the previous treatment, noise and disturbance still occured during the teaching and learning process. For the revision, the researcher made different partner for each student. Then, researcher made the students worked with more tasks. They were prepared with work sheet so that they would be busier. This strategy was hoped to reduce noise and disturbance. The acting session covered three meeting, since the pre-test used for this cycle was taken from the post-test from previous cycle as seen on table2 below:

Table 2. Meetings in cycle II

	Acting	**Observing**
Meeting	**Topic**	**Activity**
5	Treatment 3 Narrative text	The lesson did not hit the satisfaction yet so that the researcher continued to deepen the students' understanding using the revised plan. The researcher give text again with the different text on narrative text using reciprocal teaching strategy, and then provided their discussion with puzzle of words to arrange formula, and a work sheet which contained 4 problem to solve
6	Treatment 4 Narrative text	On this treatment, students seemed to ask more questions related with the topic. In every step of learning, noise and disturbance were less occurred since they were very busy with the task given.
7	Post-test	In this meeting, the researcher conducteda post-test which consisted of 30 items. The questions presented were in the same form and level of difficulty with the pre-test.

Reflecting of the observation done would be discussed in this section. There were much improvement in every meeting. The improvement were as follows: (1) their score on post-test 2 was increased. From 4.1875 for pre-test, it was improved to be 5.9625. and for the post-test 2, their score became 7.225, and (2) their quality of learning shown from their attitude and behaviour during joining the lesson.
The detail result of score of the test can be seen on table 3 below.

Table 3. Improvement on students' score of the tests.

	Pre-test	**Post-test 1**	**Post-test 2**
Minimum score	35	45	60
Maximal score	65	75	90
Mean score	52,57	63,14	71,71

While the improvements on attitude and behavior are presented in table 4 below:

Table 4. Improvement on attitude and behavior

Points	Former condition	Improvements
Activeness	On the first meeting, students really difficut to tell. They just kept silent and sit quitely on their desk when the researcher explained the topic. Even, several students seemed do nothing with their books or notes.	the students created more movement during lesson. The movement created when they discussed with the partner, or when they tried to compare their result to others. They asked more questions, and produced more notes.
Enjoyment	The students looked so calm. But their condition made them more difficut to tell. So much hesitation occured during the lesson. When they were set into pair, they looked uncomfortable. It could be seen from their expressions; they produced little smile, they did litle work.	They seemed more joyful during the lesson. It can be detected from their smiley face, and so much jokes when they worked in pair. Sometimes, they did the task together with other pairs. It created much enjoyment on joining the lesson. Until the last session of the lesson, the students still felt so energetic. It means that the enjoy the lesson more than before.
Curiousity	Inactiveness becomes one of the indicators of low curiousity. They just received what their teacher gave them without any questions a long the explanation.	Their mood was changed. And it affected their curiousity towards the topic given. They asked more questions, they share more information, and they laughed louder.

| Knowledge | The main purpose using Think-pair-share is to deepen their understanding on concept of conditional sentences. The students" knowledge related to the topic was really bad, since the learnt about the topic on senior high school, so that not many students could recall the memory well. | In pair, transfering idea and knowledge were occured very often, since they work together on the same problem. They do take-and-give activity covering vocabulary, understanding, application, and so on. In the end, they could use their knowledge to do the test and improved their score. |

Discussion

Based on the result of this research, the result from each cycle that applied reciprocal teaching strategy to improve learners reading comprehension could be categorized as improving. This indicated that reciprocal teaching strategy can improve the students' reading comprehension to the IX-A class of MTs At-Taqwa Cihampelas. The good result and responses of students during exercise of reciprocal teaching startegy proved the potency of reciprocal teaching strategy and it is a good strategy to improve students reading comprehension at the IX-A class of MTs At-Taqwa. Students were easier to recognize the text by using this strategy when reading. Because of the strategy itself, students could understand the information of reading text start from make prediction, clarification, question, and summarization of text.

Furthermore, the improvement of students in reading comprehension could not be separated from successful treatment from the teacher in applying reciprocal teaching strategy. Firstly, teacher should focus on solving the class management problem in order to create conductive situation in teaching learning process. This way make students can enthusiastically ask the teacher whenever they found some problems in reading. This is the goal of applying reciprocal teaching strategy, to encourage students to be enthusiastic, more active and be attentive during learning by reading.

CONCLUSION

The use of Reciprocal Teaching was effective in improving the interaction among the students and between students and the teacher. It allowed the interaction among the students by holding the discussion group. It also allowed the interaction between the teacher and the students by holding a class discussion. The use of predicting was effective in helping students to guess the content of the text. It allowed students to predict what the content of the text by reading the title or reading of some clue words of the text. The use of clarifying strategies was effective in helping students to guess themeaning. It allowed students to suspect the meaning of the difficult words of thetext by reading the precede sentence or the following sentence.The use of question generating was effective to find the importanceinformation of the text. It allowed students to find the important or detailsinformation of the text by creating questions to the text.The use of summarizing was effective to find the content of the text. Itallowed students to find main idea of each paragraph and find the informationor content of the text.

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