



Reciprocal Teaching Strategy to Improve Students' Reading Comprehension: Action Research

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Abstract: The objectives of this research were to improve the students' learning activity and reading comprehension by using the Reciprocal Teaching Strategy. This strategy helps students with four steps, such as predicting, questioning, clarifying, and summarizing. In this research, the writer used Classroom Action Research as the design in collecting the data. The research implementation of research was in two cycles. The sample of this research was in one class only with 27 students. The writer used an observation sheet and reading test in form of was multiple choice and consisted of 40 questions, it aimed to get the score of students' reading comprehension and used observation sheet for the students' learning activity. The findings of this research showed Reciprocal Teaching Strategy was successful to improve students' learning activity and reading comprehension. It can be seen from the average score of students' learning activity and reading comprehension. The average score of students' learning activity was increased from the first cycle 6.66 while in the second cycle 7.67, it was from less active to active criteria. Then, it was found that the average score in cycle 1 was 67.4 or 51.85% of students who passed Minimum Mastery Criteria while in cycle 2 was 76.5 or 85.19% of students who passed Minimum Mastery Criteria. Therefore, the implementation of Reciprocal Teaching Strategy was successful to be used in improving the students' learning activity and reading comprehension in the tenth grade of SMKN 9 Bandar Lampung in the academic year of 2022/2023.

Keywords: action research, reading comprehension, reciprocal teaching strategy

INTRODUCTION

English is international language which is used by most people around the world. In the global area, people are expected to master English so they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language (Hastomo et al., 2022). English language has an important role in educational world, especially in

Indonesia. It could be seen that English has been learnt in any level of education. For instance, in Indonesia, this language has been taught from kindergarten level up to university level (Andeska et al., 2021). It says that English is learnt for all level of education in Indonesia. It is due to one of English skills that should be learned.

English used as a communication tool throughout the world, this is why English is very important language to learn. People use language to express their emotions, feelings and ideas. Apriyanti et al. (2018) state no one can communicate internationally without using English, because almost all scientific books are written in English. Therefore, in Indonesia, English lessons are one of the most important subjects to learn. English has four basic skills, namely listening, speaking, reading and writing. All of these skills are interconnected to improve the student's skills in communication (Yulistiani et al., 2020).

Reading is one of the four major skills that students have to master. It seems that reading is very important to learn. According to Schallert (2017), "Reading has special spotlight in many second and foreign language teaching situations. Reading becomes essential to learn because of the purpose of reading itself". Students need to learn reading to socialize in the global environment. Students read for some purposes, like for getting information, for getting pleasure, for getting job, and for study. Students have learned reading since early age, most of them still find obstacle in the reading process (Atayeva et al., 2019).

In fact, many students, even Senior High School students find it difficult to understand English texts (Anggara, 2021). They are still poor at reading English texts. Normally they get stuck because of some problems, such as unfamiliar words, inability in understanding the context, being reluctant, and so forth. Apparently, reading is a simple activity, which all English learners can do easily. However, it is not an easy skill to master. A complex process which requires specialized skill of the reader and needs a comprehension. According to Kotaman, Balci & Aydın (2018), reading comprehension of students in Indonesia is still low, even it is lower than that in other countries". The problem also happens to the students of SMK Negeri 9 Bandar Lampung.

Based on preliminary research that held by interviewing the English Teacher. The writer observed on the reading activity of students' grade X of SMK Negeri 9 Bandar Lampung. The writer found a fact that students' reading comprehension is still low. The teacher said that the students still need guidance while they are reading a text. Some of students have difficulties in comprehending texts. The teacher often helps students by discussing the text together before the students read the text. However, the effort is not enough to improve students' reading comprehension.

The writer also found some problems related to students' reading comprehension ability. First, students could not get the main idea of the text without translating the text. In this case, students only could read the text if they were facilitated by a dictionary while they were reading a text. It will become a problem when students do the reading test in their final exam, because they are not allowed to use dictionary. Furthermore, although students can get the translation of the text, they still got difficulties in comprehending the text. Second, students did not have motivation to practice reading (Hana & Faridi, 2015).

The students are not interested in the reading activity. Students did not have many activities, related to the reading. Students just did exercise and translated the text, then discuss it. Third, students are not confident and afraid to ask about what they have not understood yet. Students are lack of confidence. As the conclusion, students have problems dealing with their learning strategy and motivation. Students only can read and translate the text. They rarely practice reading strategies that is usually used to comprehend a text. Students also still depend on the teachers's guide and a dictionary. The problem should be solved, because in the examination students have to work independently without the help of the teacher and using a dictionary (Patel & Jain, 2008).

Based on the problems that have been discussed, it is very important to conduct a study as an effort to improve students' reading comprehension. For that reason, the writer will do a study using the Reciprocal Teaching Strategy. The writer chose to improve the reading comprehension of the student at tenth grade of SMK Negeri 9 Bandar Lampung because the students, especially at the tenth grade had difficulties in reading comprehension.

Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspect of comprehension (Sadiku, 2015). The best strategy is suitable in teaching reading comprehension that could solve students' difficulties. Based on Spörer, Brunstein & Kieschke (2009), they claim that reciprocal teaching strategies help teachers to effectively. Reciprocal teaching strategy is the one of teaching reading strategy that can solve the problems of the student. Reciprocal teaching strategy helps student with four steps, such as predicting, questioning, clarifying and summarizing (Oczkus, 2003).

This teaching strategy also encourages students to work independently. Reciprocal teaching facilitates students with reading strategies and reading activities in the form of discussion or dialogue (McAllum, 2014). Students learn reading uses some strategies; therefore, they do not need to translate each word in the text. Moreover, students have a change to interact with their friends and the teacher.

Based on the description above, the writer interested in studying research entitled “Reciprocal Teaching Strategy to Improve Students’ Reading Comprehension: Action Research”.

METHOD

In conducting research, the writer used classroom action research. The classroom action research is research that improve the quality of the teaching learning process in order to obtain better result that before. In this research the researcher used Classroom Action Research (CAR) because the researcher wants to encourage the students to be active in learning process and improving students’ reading comprehension by using Reciprocal Teaching Strategy. According to Arikunto (2010), CAR is type of research that has characteristic, reflective, participative, collaborative, and spiral with purpose to solve and enhance the system, method, process, substance, competence, and condition. In CAR, there are four components in a cycle with several repetition to achieve the goal of the research.

RESULTS AND DISCUSSION

Result

Result of the data in Cycle I

The teaching Reading Comprehension through Reciprocal Teaching Strategy was solution to solve the problems that exist in SMKN 9 Bandar Lampung. The Reciprocal Teaching Strategy made the students’ knowledge better because they knew some stages of Reading Comprehension. Data from the cycle I of the students learning reading outcomes can be seem in the table:

Table 1. The Result of Cycle I

No	KKM	Pre-Cycle	Cycle 1		Criteria
			Total Students	%	
1	≥ 70	9 (33.33%)	14	51.85%	Passed
2	< 70	21 (77.77%)	13	48.15%	Failed

The result of Cycle I and the criteria of students’ learning achievement that was 6.66. Based on the table 1 above that clear the use of Reciprocal Teaching Strategy was successful but the criteria of successful in the KKM is at least 75% students who passed the Minimum Mastery Criteria (KKM).

Result of data in Cycle II

The Reciprocal Teaching Strategy in Cycle II was successful because it gained the successful criteria of learning outcomes. Data from cycle II of the students’ reading comprehension can be seen in the table as follows:

Table 2. The result of Cycle II

No	KKM	Cycle 1	Cycle 2		Criteria
			Total Students	%	
1	≥70	14 (51.85%)	23	85.19%	Passed
2	<70	13 (48.15%)	4	14.81%	Failed

The result of Cycle II and the criteria of students' learning achievement that was 7.67%. Based on the diagram above, it is clear that the use of Reciprocal Teaching strategy was successful because it was obtained 80% and it gained the successful criteria that at least 75% students who passed the Minimum Mastery Criteria (KKM). The improvement of students' learning activity and reading comprehension from cycle 1 to cycle 2 as follows:

Discussion

This research was conducted by using classroom action research which using Reciprocal Teaching Strategy. It consisted of two cycles and each cycle consisted of three meetings. There were four steps in each cycle of the research; planning, acting, observing, and reflecting. Before conducting the cycle, the researcher did pre-cycle to the students at the tenth grade of SMKN 9 Bandar Lampung. The pre-cycle/pre-test aimed to know the students' reading comprehension before they gave treatment by using Reciprocal Teaching Strategy. In pre-cycle data, there were many students who have lack of reading comprehension, it shown by their score in pre-cycle. So, it was clear that the students have less reading comprehension and their skill need to be improved.

Reading has special spotlight in many second and foreign language teaching situations. Reading becomes essential to learn because of the purpose of reading itself". Students need to learn reading to socialize in the global environment. Students read for some purposes, like for getting information, for getting pleasure, for getting job, and for study. Students have learned reading since early age, most of them still find obstacle in the reading process. In this research, the writer tried to improve the students' reading skill by using Reciprocal Teaching Strategy. There were two cycles with the same steps of learning, but in cycle II the lesson plan had been revised in order to make the teaching and learning process could achieve its purpose. In cycle 1, the students were followed the lesson, but they seemed not too active when the writer explained the material.

The material of this research was about narrative text. That was why in cycle 2, the writer revised lesson plan and allowed the students to open

dictionary. The writer also explained about indicators of reading comprehension such as; finding main idea, supporting idea, reference, making conclusion and recognizing vocabulary.

The second cycle was better than first cycle. It could be seen by the students' activeness in classroom and also the students' score in post-test of each cycles. In cycle 1 the post-test score lower than second cycle. The average score of students' reading comprehension in cycle 1 was 67.4 while in cycle 2 was 76.5. Due to the result of second cycle, then the writer decided to stop the cycle because there was significant improvement of students' reading skill and activity in the classroom.

The result of this research is in line with a theory stated by Todd and Tracey (2006: 9) that reciprocal teaching method requires students to monitor their reading comprehension. Strategies are used so that students comprehend better as they read various types of texts. The goal of reciprocal teaching is to make poor comprehends aware of how these strategies work, which ones to use and how to use them". For example, summarizing the main idea of a paragraph of text helps students not only to connect what they already know to this piece of text, but also to predict what might happen in the next paragraph to check their prediction.

Therefore, the writer concludes that there was an improvement in students' reading comprehension by using Reciprocal Teaching Strategy. From the cycle I was 51.85%, and cycle II obtained 85.19%. The writer decided to stop cycle 2 because it has reached the set criteria or can be said that the implementation of Reciprocal Teaching Strategy can improve students' reading comprehension In other words, it means that there was an improvement of students' reading comprehension and learning activity at the tenth grade of SMKN 9 Bandar Lampung in academic year of 2022/2023.

CONCLUSION

The writer conducted the research of teaching Reading Comprehension at the tenth grade of SMKN 9 Bandar Lampung by using Reciprocal Teaching Strategy and it was obtained the conclusions as follows: First, the use of Reciprocal Teaching Strategy (RTS) improves students' reading comprehension. Second, the use of Reciprocal Teaching Strategy (RTS) improves students' learning activity.

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