

AN APPROACH OF RECIPROCAL TEACHING AS THE SOLUTION FOR AN ENGLISH READERS

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ABSTRACT

The objectives of this research were to find out whether or not reciprocal teaching technique improve the students' reading skill of the tenth-grade students of class X 1 at SMA Negeri 4 Makassar. This research applied a pre-experimental with pre-test and post-test design. The population was the tenth-grade students of class X 1 at SMA Negeri 4 Makassar, in 2023/2024 academic year. The population consisted of 49 students where the sample was taken by using purposive sampling technique. The research data were collected by pre-test and post-test on speaking test and analyzed by using IBM SPSS 23 version to see the significant difference between pre-test and post-test. The results of the research were the application of reciprocal teaching technique significantly improved the students' reading skill. The researcher concluded that reciprocal teaching can be the alternative choice for teaching English at SMA (Senior High school).

Keywords: Approach, Reciprocal Teaching, English Readers

INTRODUCTION

Language is a tool of communication to make human interaction. People communicate and interact with others using language. In some community English has become an international language. Most of the community in the whole world use English to communicate with others who have different languages. Because of that English is very important to be taught and learned by the students.

In Indonesia English learning is taught as one of the compulsory subjects from elementary school for fifth and sixth level, junior to senior high school up to the universities. In learning English there are four skills namely: speaking, writing, listening and reading. In this sense the writer especially discusses about reading because it can cover the three other skills. Barbara Taylor (1986:3) states that reading is very closely allied to other language processes such as listening, speaking and writing.

Reading skills should be thought earlier to the children (Tessero: 2003). Reading habits can increase the students' achievement. Most Indonesian learner are acknowledged that reading a low will support them reaching their goals of studying, but categories low for years. Many efforts have been performed to socialize reading as a burden for most school ages. This phenomena effects them to be creative readers, that finally will influence their comprehension towards their achievement is categories low.

The purpose of reading in many languages is to inform ourselves about something we are interested, or to challenge certain our methods. In other words, to extend our experience of the world in which we live. A person may read to get information. He may also read for enjoyment, or to enhance knowledge of the language being read (Janz: 2004).

The purpose for reading is to guide the reader to select the appropriate texts, to determine the appropriate to reading comprehension.

The nature of reading is not merely read the text trough line, a reader has to bring his mind into the text to comprehend what is read. Cooper (1984:4) states that to comprehend the written words the reader must able to: understand what an author has to structure of organized the ideas and information presented in the text and relate the ideas and information from text to ideas information stored in his or her mind.

Furthermore, comprehension is a really important either in reading and other skills. The ability of someone to comprehend is closely related to one's background knowledge. Coady (1972:12) states that the interest and background knowledge would enable the students to comprehend at reasonable rate and keep him involved in the spite of synthetic difficulty.

The observation result when the researcher conducted teaching practice in class of SMA Negeri 4 Makassar, the students' reading comprehension skill still poor. All the students can be read but only a few of students can comprehend or can understand what they have read especially English text. It because many factors such as the students consider that English is a subject that very difficult, bored and scares because meaning and letters are different. The other factor is the teacher always uses the same method to teach English subject like the direct method. It is also making the students more bore to study English. As value of observation in the class room the students has score 5.5. This score is poor category. In this research the aim is to solve this problem up to the student has a good score, while the successfull minimal criteria (KKM) for the first year is 6.0. The researcher wants to achieve the score at 7.0 targets in learning reading comprehension.

The technique of teaching English must develop especially to improving reading comprehension, because the technique of teaching influences the students' success. So, the teacher of English should select the suitable method or technique to teach and material to teach. There are many approaches or techniques have been applied in the English curriculum. In general, the techniques in reading found at High School are comprehension question answering exercises, therefore can improve the teaching of reading in order that the students' activity involves in reading class particularly in the given tasks.

Teaching is the art of transmitting knowledge in a way that ensures the learner receives it. This is accomplished by the careful manipulation of the circumstances of learning and by the essential simplification of complex procedures of the subject (subject-matter knowledge) and which aspects of the concepts and procedures are subtle or difficult to grasp (students-learning knowledge). By building on these two knowledge bases, the successful teacher

can explain new material to students in a way that enhance students' knowledge acquisition (Gaea Leihard, 1989)

Palinscar and Brown (1984) developed a technique called reciprocal teaching that taught students to predict, summarize, clarify, and ask questions for sections of a text. The technique had positive outcomes. Since then, the use of strategies like summarizing after each paragraph have come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text (Pressley, 2006).

Palinscar and Klenk (1991) states that, students not only improved their comprehension skills almost immediately, but they also maintained the improved comprehension skills when tested a year later. This powerful teaching technique especially effective when incorporated as part of an intervention for struggling readers (Carter, 1997). Lubliner (2001) points out that reciprocal teaching is an effective teaching technique that can improve on the kind of reading comprehension that is necessary not only for improved test scores but also for an information age.

The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Each strategy was selected for the following purpose:

a) Predicting

Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

b) Clarifying

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

c) Question generating

Question generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose

this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.

d) Summarizing

Summarizing provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

In summary, each of these strategies was selected as a means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they are in fact understanding what they read.

METHOD

In this research, the researcher used the pre-experimental method by using the one group pre-test and post-test design in finding out the improvement of students' achievement in reading English by using reciprocal teaching. The treatment was given between pre-test (T1) and post-test (T2). The pre-test was administered to find out whether the reciprocal teaching improve the students' reading skills.

FINDING AND DISCUSSION

Findings

The Frequency and Percentage of The Students' Reading Achievement

In this section, the researcher presents frequency and percentage of the students' score on reading test both pre-test and post-test. Before conducting the treatment, the researcher gave a pre-test to know the prior knowledge of students in reading. After giving the treatment, the students get post-test. Then, the result of pre-test and post-test are compared to measure the students' achievement in reading.

Here, reciprocal teaching applied as the treatment, and this was done by the students for several meetings in their' English speaking class. The students read some passage and read in front the classroom based on the topics that presented in each meeting as follows: news, historical passage, economic passage, humanity passage.

As being stated at the previous chapter that the frequency and percentage of the students' score are firstly tabulated and classified into 5 (five) levels of classifications, namely: very poor, poor, fair, fairly good, good, very good, and excellent. The frequency and percentage of the students' scores on pre-test and post-test were calculated based on the score result of both Raters on the following table.

Table 1. The frequency and percentage of the students' achievement on pre- test and post-test

Category	Range of Score	Pre-test		Post-test	
		f	%	f	%
Excellent	9.0 to 10	0	0	0	0
Very good	8.6 to 9.5	0	0	3	12.50
Good	7.6 to 8.5	0	0	4	16.67
Fairly good	6.6 to 7.5	0	0	6	25.00
Fair	5.6 to 6.5	2	8.33	6	25.00
Poor	3.6 to 5.5	10	41.67	2	8.33
Very Poor	0.0 to 3.5	12	50.00	3	12.50
Total		24	100	24	100

Table 1 above shows that in pre-test or before giving treatment by applying reciprocal teaching in the students' reading class, there was 12 students or 50 percent out of twenty-four whose grades are in the very poor classification, 10 students or 41.67 percent whose grades are in the poor classification, only 2 students or 8.33 percent whose grades are in the fair classification as the highest score that could be reached by the students in pre-test. So, there were none of the students whose grades are in the fairly good, good, very good and excellent classifications.

On the other hand, in post-test or after giving treatment by reciprocal teaching in the students' reading class, the students showed the development. Table above shows the development of students' score in which 3 students or 12.50 percent out of twenty four whose grades are in the very poor classification, 2 students or 8.33 percent whose grades are in the poor classification, 6 students or 25 percent whose grades are in the fair classification, 6 students or 25 percent whose grades are in the fairly good classification, 4 students or 16.67 percent whose grades are in the good classification and 3 students or 12.50 percent whose grades are in the very good classification as the highest level that could be reached by the students in post-test. It means that the application of reciprocal teaching in the ELT classroom, particularly in the students' reading class could improve the students' English reading skill.

Discussion

Reciprocal teaching used as teaching technique in improving the students' reading skill. Some stages in reciprocal teaching, such as overview, training, performing, and debriefing were done by the students in reciprocal teaching their reading materials in ELT classroom. These stages trained the students to practice and to perform their reading skill for several time related with the topic.

Based on the data analysis, the application of reciprocal teaching improved the students' reading skill. The improvement of the students' reading skill can be

seen in the result of their reading test. It shows that the result of post-test is higher than pre-test.

The data also shows that the t-test value (0.000) was smaller than the level of significant .05. Of course, it indicates that the application of reciprocal teaching in English language Teaching (ELT), particularly in reading class improved significantly the students' reading skill.

The application of reciprocal teaching improved significantly the students' reading skill. It is proved by the students could gain a significant progress in developing their reading skills.

CONCLUSION

Based on discussion proposed in previous chapter, the researcher gives conclusion that 1) Reciprocal teaching as one of the methods in teaching was able and significant in improving the students' reading skill. 2) The students more active to participated in learning reading by applying reciprocal teaching.

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