

## Reciprocal Teaching Technique to Improve Students' Reading Comprehension

Puji Lestari<sup>1\*</sup>, Listyaning Sumardiyani<sup>2</sup>, Maria Yosephin Widarti<sup>3</sup>

<sup>1</sup>English Education Study Undergraduate Program, Faculty of Language and Arts Education,  
Universitas PGRI Semarang, Indonesia

<sup>2</sup>English Education Study Undergraduate Program, Faculty of Language and Arts Education,  
Universitas PGRI Semarang, Indonesia

<sup>3</sup>English Education Study Undergraduate Program, Faculty of Language and Arts Education, Universitas PGRI  
Semarang, Indonesia

\*[pujilestari12386@gmail.com](mailto:pujilestari12386@gmail.com)

### Abstract

The purpose of this research was to find out significant difference in students' reading comprehension those taught using and without using reciprocal teaching technique. This research was experiment research. The participants of the research were tenth graders of SMAN 1 Godong in the academic year 2020/2021 which consisted of 30 students for control group and 30 students for experiment group. The instruments used to collect the data were from test. This research was conducted using quantitative methods in processing the data and getting the results. The design used was quasi-experimental, which involved two groups of students, namely the experimental group and the control group. The experimental group as the group that received treatment and the control group that did not receive treatment. Research result from SPSS showed the significance value is 0.02 or less than 0.05. This means the reading comprehension skills of students studied using reciprocal teaching technique differed with students who studied using reciprocal teaching technique. To sum up, the implementation of reciprocal teaching technique was able to provide positive results on their reading comprehension. The students felt enthusiastic and enjoy the lesson after being taught through reciprocal teaching technique. Therefore, the students' reading comprehension skills are significantly improved after being taught using reciprocal teaching technique. This can be concluded that reciprocal teaching technique approach has been shows to be effective in improving students' reading comprehension skills.

**Keywords:** reading comprehension, reciprocal teaching, reading strategies, metacognitive strategies

### Introduction

Reading is a central means of information knowledge about a language. Reading activities will improve vocabulary, and can improve writing skills and memory. According to Grabe & Stoller (2013), reading is the process of being able to get a meaning from a printed page and interpreting information appropriately, by understanding the nature of reading itself, namely conveying ideas, creating comprehension skills, reading in a fast but precise understanding, the ability to interpret the meaning of a text, and how a text is interpreted.

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

Teacher plays an important role in inspiring students to read books. As a reason, the teacher must implement a strategy to ensure that students not only enjoy reading but also understand it. This is when a student is said to be successful in reading. Teachers' reading strategies get a big influence on students, but some teachers who teach reading only concentrate on students' reading fluency without prioritizing students' reading comprehension, so many students are less interested in reading activities.

In reality, many high school students still struggle with their reading skills and comprehension of English text. They frequently have problems such as a lack of context understanding, difficulties finding the meaning of sentences, and so on.

Based on the researcher's experience during the teaching practice conducted in class X SMAN 1 Godong, the researchers found that the level of students' reading comprehension was still low. It can be seen that many students have difficulty understanding English texts. They also have difficulties understanding the meaning of sentences and identifying the main ideas in paragraphs. Researchers also discovered the students who were less interested to read materials.

The above problems underlie why this research was conducted by applying the technique of reciprocal teaching as a strategy to improve student's reading comprehension of SMAN 1 Godong.

Reciprocal teaching is a learning technique by emphasizing students to think critically and independently referring to instructional activities, in reciprocal teaching activities students are divided into small groups that discuss each other, where students play a role as a teacher during reading activities while during activities the teacher will guide. Reciprocal teaching has four cognitive strategies, namely: predicting, clarifying, asking questions, and summarizing. A research by Annemarie Sullivan Palinscar & Brown (1984) reveals that reciprocal teaching strategies can help improve reading comprehension skills.

Researchers hope that the application of reciprocal teaching can improve problems in reading lessons. Henceforth, the researchers will follow up this technique to become classroom research. Through this technique, the researchers wanted to know the extent to which the students' reading ability increased through understanding descriptive texts. Based on the above problems, the researchers conducted a research on "Using Reciprocal Teaching Technique to Improve Students Reading Comprehension "in the Tenth Graders of SMAN 1 Godong in the Academic Year 2020/2021.

## Literature Review

Reading is one of the language skills that students must master. Elizabeth et al.,(2003) explain the reading is an activity in understanding a written text. Reading ability is mastered when students have good skills and levels of understanding (Spivey<sup>1</sup> & Cuthbert<sup>2</sup>, 2006).

Reading is very important for students. It is one of the difficult things in their school. Reading is process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. The mastered must be the same time reading comprehension should be emphasized in the process.

According to Spivey<sup>1</sup> & Cuthbert<sup>2</sup>, (2006), reading comprehension is the process of transferring and constructing meaning through interaction with written language, which consists of the reader, the text, and the purpose of reading. A reader who has a high level of

ability, if he can identify the main idea, interpret the meaning of words, find detailed information and make conclusions.

### Reciprocal Teaching

Reciprocal teaching is a technique of teaching, instructional procedures through guided practice in its application, to improve students' text comprehension skills (Annemaria Sullivan Palinscar & L, 1984). Reciprocal teaching techniques are designed to use cognitive strategies so that students are more independent, active, and creative. The purpose of this strategy is to improve students' reading comprehension, Statements from Carolyn, (2001) reciprocal teaching is characterized by collaborative use through the dialogue of the teacher and a group of students. In the dialogue, students take turns replacing the teacher's role in leading the dialogue on the reading text, gradually the teacher explains until the students are fully responsible. The results of this collaboration will build meaning and understanding.

According to Lori D. oczkus (1994), reciprocal teaching has four important strategies for teachers and students to work well together in understanding texts: clarifying, predicting, questioning, and summarizing. He likes to call this strategy the "Fabulous Four" or "Be the Teacher." The four strategies are as follows:

a. Predicting

Predicting is an understanding strategy where students have to predict what will happen next in the text, predicting also allows students to conclude. When the students predict, they are coming up with ideas of what can happen next in the text they just read. It requires that they consider what has already taken place and use their imagination to think ahead. It also connects the student with the think and intentions of the author.

b. Questioning

Thinking of questions allows students to identify areas that are confusing, share their needs for clarification, and ask if there are connections with material have been read. So, questioning enables the student to think critically and to get their classmates to do the same. In this comprehension strategy students will try to understand the text by looking for important information, then make questions from important points so that they can be sure to answer these questions.

c. Clarifying

Clarifying is answering the posed questions. The clarify also points out areas the class may see as confusing and clarifies them. Students can also share their own thoughts on how they understand the material. In this comprehension strategy students will note things that they do not understand or do not make sense, by checking and verifying whether we have understood the passage.

d. Summarizing

A great way to help students get to know what they read is summarizing. By putting a segment of text into a summary, the student has to identify the points that do, and put them together. Then, they need to explain those points in their own words, allowing students to develop and display their understanding of the material. In this comprehension strategy students must concentrate on identifying and integrating important information. Then students are taught to make sentences or paragraphs to get a conclusion from the explanation of the reading that has been read. In the final

stage, students are instructed to make the main and supporting ideas in their own words.

## Method

This research was conducted using quantitative methods in processing the data and getting the results. The purpose of this study was to obtain information on the use of reciprocal teaching techniques to improve reading comprehension in tenth graders of SMAN 1 Godong. According to Uhar Suharsaputra, quantitative research is a research approach that focuses on understanding positivism on data and information obtained and then proven empirically.

The design used was quasi-experimental, which involved two groups of students, namely the experimental group and the control group. The experimental group as the group that received treatment and the control group that did not receive treatment. Quasi-experiment using nonrandomized control group pretest and posttest design which is described as follows:

*Table 1 Design of the research*

GROUP	PRETEST	TREATMENT	POSTTEST
Experimental	O1	X	O2
Control	O3	-	O4

*(prof. dr. sugiyono, 2007)*

Note:

O1: Pretest of the experimental group

O2: Posttest of the experimental group

O3: Pretest of the control group

O4: Posttest of the control group

X: Treatment using Reciprocal Teaching

## Finding and Discussion

The purpose of this study is to investigate the reading comprehension of students who taught with and without the use of the reciprocal teaching method among the tenth graders of SMAN 1 Godong in the 2020/2021 academic year. In addition to the purpose of this study, it is also used to find out the significant difference in reading comprehension of students taught with and without the peer learning method among tenth graders of SMAN 1 Godong in the 2020/2021 school year. The data from this study consisted of pretest and posttest evaluations of the control and experimental groups.

### 1. CONTROL GROUP'S FREQUENCY DATA

The researchers use SPSS version 25 to analyze the frequency of the data before and after the test. Frequency explanations are used to see how many times students score appeared. The table below shows the data frequencies in the pretest and posttest result.

Table 4. 1  
Pretest Frequency Data for Control Group

N	Valid	30
	Missing	0
Mean		63.17
Median		61.50
Mode		54 <sup>a</sup>
Minimum		48
Maximum		82

a. Multiple modes exist. The smallest value is shown

(SPSS, 2022)

The pretest result for the control group, which was used without reciprocal teaching technique has the lowest score of about 48 and the highest score of about 82. Pretest data indicates that the mean score is 63.17 and the median score is 61.50.

Table 4. 2  
Posttest Frequency Data for Control Group

N	Valid	30
	Missing	0
Mean		70.97
Median		71.00
Mode		71
Minimum		61
Maximum		83

(SPSS, 2022)

The posttest result for the control group, which was used without reciprocal teaching technique has the lowest score of about 61 and the highest score of about 83. Collection of pretest data shows that the mean score is 70.97 and the median score is 71.

Table 4. 3  
Descriptive Statistic of Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	48	82	63.17	9.896

Posttest	3	61	83	70.97	7.022
Valid N (listwise)	3				

(SPSS, 2022)

The data above shows that the minimum pretest score is 48 and the maximum score is 82. The mean score of pretest is 63.17 . After receiving conventional teaching, the result shows that minimum posttest score is 61 and maximum score become 83. The students' average posttest score is 70.97. Furthermore, students score is higher on the posttest than on the pretest.

## 2. EXPERIMENT GROUP'S FREQUENCY DATA

The researchers use SPSS version 25 to analyze the frequency of the data before and after the test. Frequency explanations are used to see how many times students score appeared. The table below shows the data frequencies in the pretest and posttest result.

Table 4. 4  
Pretest Frequency Data for Experiment Group

N	Valid	30
	Missing	0
Mean		59.43
Median		59.00
Mode		61
Minimum		49
Maximum		78

(SPSS, 2022)

The pretest result for the experiment group, which was used without reciprocal teaching technique has the lowest score of about 49 and the highest score of about 78. Pretest data indicates that the mean score is 59.43 and the median score is 59.

Table 4. 5  
Posttest Frequency Data for Experiment Group

N	Valid	30
	Missing	0
Mean		75.37

Median	75.50
Mode	75
Minimum	63
Maximum	85

(SPSS, 2022)

The posttest result for the experiment group, which was used reciprocal teaching technique has the lowest score of about 63 and the highest score of about 85. Collection of pretest data shows that the mean score is 75.37 and the median score is 75.50.

Table 4. 6  
Descriptive Statistic of Experiment Group

	N	Minimu m	Maximu m	Mean	Std. Deviation
pretest	30	49	78	59.43	7.994
posttest	30	63	85	75.37	6.322
Valid N (listwise)	30				

(SPSS, 2022)

The data above shows that the minimum pretest score is 49 and the maximum score is 78. The mean score of pretest is 59.43. After receiving reciprocal teaching, the result shows that minimum posttest score is 63 and maximum score become 85. The students' average posttest score is 75.37. Furthermore, students score is higher on the posttest than on the pretest.

## Discussion

The results of the study, showed that the average scores between the pretest and posttest of the control group and the experimental group are different. The purpose of the study is to find out the effectiveness of using reciprocal teaching technique in student reading comprehension, as well as to know the significance of the differences between students who are not taught using reciprocal teaching technique and students who taught using reciprocal teaching technique at tenth grade students in SMAN 1 Godong in 2020/2021 academic year. The results of statistical calculations, showed that the result of the experimental group after taught using reciprocal teaching technique has a significance value of 0.02, which is below the significance level (0.05), so the null hypothesis (Ho) is rejected or the alternative hypothesis (Ha) is accepted, which means that there is a difference between students who taught using the reciprocal teaching technique and students who taught without using reciprocal teaching technique.

The average pretest score of the control group was 63.71, the average score of posttest was 70.97. While the average pretest score of experimental group was 59.43, and the average score of posttest was 75.37. The difference between the average scores of the two groups showed that the experimental group's posttest result is better than control group's posttest

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

result. From this result, it can be concluded that the students' reading comprehension skills are significantly improved after being taught using reciprocal teaching technique. The students also felt enthusiastic and enjoy the lesson after being taught through reciprocal teaching technique. It because to achieve the goal of reciprocal teaching, it is expected that the teacher should be creative in teaching students to make students active in learning and feel happy to study (Marks, 1993). To make this happen, reciprocal teaching technique need cooperative technique to improve students' reading comprehension.

From the observations, the researchers observed how the use of reciprocal teaching techniques was effective and had a positive effect on students' reading comprehension. students with low levels of ability are helped, because reciprocal teaching is able to facilitate peer-to-peer communication which requires all students to allow sharing of ideas, enjoy a pleasant learning atmosphere with understanding activities, confidence to express their ideas, besides more experienced and confident students help other students in their group to solve and understand the text. In teaching reading comprehension using reciprocal teaching techniques, the teacher will demonstrate how to use strategies (predicting, clearing, questioning, and summarizing).

The teacher leads students' discussion of a text in cooperative groups, provides instructions for using strategies, and continues to provide motivation and feedback as needed. The teacher must increase the responsibility of the students by gradually reducing the teacher and their modeling, so that they are able to work independently and the teacher only becomes a facilitator. Then the teacher has to go around the room making sure students carry out empathy strategies appropriately, if learning requires teacher help reminding in appropriate and flexible language to ensure success during teaching activities.

This shows that teacher-student interaction helps students in reading comprehension and ability through learning the four reading strategies applied in the reciprocal teaching strategy learning which supports the findings of several previous experts. Discussions between teacher-students can increase students' self-confidence, so that interaction occurs and creates an ideal learning atmosphere Ahmadi & Gilakjani (2012). The findings were in line with Alverman and Phelps (1998) who said that reciprocal teaching helps students with or without a teacher present, actively bring meaning to the meaningful world. Reciprocal teaching strategy was chosen as it promoted not only reading comprehension, but also to monitor their own learning and thinking. Besides that, the reciprocal teaching strategies may serve the good ways in raising students' motivation, cooperation, responsibility, leadership, and social relation among them.

In teaching reciprocal teaching techniques to improve reading comprehension, there must be some advantages and disadvantages and these must be faced by all teachers who do it in class. The advantages of the reciprocal teaching technique are; students are more focused on the material explained by the teacher, students become more active and enthusiastic to develop reading comprehension, the opportunity to understand the subject matter more by asking other groups without being shy and afraid to express the ideas found, besides that students are able to investigate problem solving on reading. Even so, the reciprocal taching technique also has disadvantages, some students have difficulty reading passwords or unfamiliar words in reading besides that some students are still shy in working in groups.

The purpose of this study is to investigate the reading comprehension of students who taught with and without the use of the reciprocal teaching method among the tenth graders of SMAN 1 Godong in the 2020/2021 academic year. In addition to the purpose of this study, it

is also used to find out the significant difference in reading comprehension of students taught with and without the peer learning method among tenth graders of SMAN 1 Godong in the 2020/2021 school year. The data from this study consisted of pretest and posttest evaluations of the control and experimental groups.

**1. The Students' Reading Comprehension Those Taught Using Reciprocal Teaching Technique at Tenth Graders of SMAN 1 Godong in the Academic Year 2020/2021**

To find out the students' reading comprehension those taught using reciprocal teaching technique at tenth graders of SMAN 1 Godong in the academic year 2020/2021, the writers conducted a test by comparing students' scores on the test before and after being taught using the reciprocal teaching technique. The minimum pretest score is 49 and the maximum score is 78. The mean scores of pretests are 59.43. After receiving reciprocal teaching, the result shows that minimum posttest score is 63 and maximum score become 85. The students' average posttest score is 75.37. Furthermore, students score is higher on the posttest than on the pretest. This shows that the students' reading comprehension those taught using reciprocal teaching technique has increased.

**2. The Students' Reading Comprehension Those Taught Without Using Reciprocal Teaching Technique at Tenth Graders of SMAN 1 Godong in the Academic Year 2020/2021**

To find out the students' reading comprehension those taught without using reciprocal teaching technique at tenth graders of SMAN 1 Godong in the academic year 2020/2021, the writers conducted a test by comparing students' scores on the test before and after being taught using conventional teaching technique. that the minimum pretest score is 48 and the maximum score is 82. The mean score of pretests is 63.17. After receiving conventional teaching, the result shows that minimum posttest score is 61 and maximum score become 83. The students' average posttest score is 70.97. Furthermore, students score is higher on the posttest than on the pretest. This shows that the students' reading comprehension those taught using conventional teaching technique has increased.

**3. Significant Difference in Students' Reading Comprehension Those Taught Using and Without Using Reciprocal Teaching Technique at Tenth Graders of SMAN 1 Godong in the Academic Year 2020/2021**

The significance value is 0.02 and it was less than 0.05. This means the reading comprehension skills of students studied using reciprocal teaching technique differed with students who studied using reciprocal teaching technique. This means that there is a significant difference in students' reading comprehension skills between students who are taught through reciprocal teaching technique and students who are taught without using reciprocal teaching technique.

## **Conclusion**

Based on the results of the study, it showed that the average scores between the pretest and posttest of the control group and the experimental group are different. The purpose of the study is to find out the effectiveness of using reciprocal teaching technique in student reading comprehension, as well as to know the significance of the differences between students who are not taught using reciprocal teaching technique and students who taught using reciprocal teaching technique at tenth grade students in SMAN 1 Godong in 2020/2021 academic year. Based on the results of statistical calculations, it is shown that the result of the experimental group after taught using reciprocal teaching technique has a significance value of 0.02, which

is below the significance level (0.05), so the null hypothesis (Ho) is rejected or the alternative hypothesis (Ha) is accepted, which means that there is a difference between students who taught using the reciprocal teaching technique and students who taught without using reciprocal teaching technique.

### **Suggestion**

To achieve the goal of reciprocal teaching, it is expected that the teacher should be creative in teaching students to make students active in learning. The reciprocal teaching technique is a cooperative technique to improve students' reading comprehension. In teaching reading text, the teacher should make sure students can analyze the main points written by the author. This can be proven by asking students a question or make a summary from the text. The teacher also need to motivate students so they can be active in the process of analyzing the text. This can be achieved by rewarding students to make them active in class.

### **References**

- Ahmadi, M. R., & Gilakjani, A. P. (2012). Reciprocal teaching strategies and their impacts on English reading comprehension. *Theory and Practice in Language Studies*, 2(10), 2053–2061. <https://doi.org/10.4304/tpls.2.10.2053-2061>
- AlSaraireh, M. Y. A., & Hamid, K. M. N. K. (2016). The Effect of the Reciprocal Teaching Model on Developing Jordanian Students' Reading Comprehension at Mutah University. *International Journal of Linguistics*, 8(6), 70. <https://doi.org/10.5296/ijl.v8i6.10448>
- Carolyn, J. (2001). *C, YPROD C AL TEACIEM* :
- Choo, T. O. L., Eng, T. K., & Ahmad, N. (2011). Effects of Reciprocal Teaching Strategies on Reading Comprehension. *Reading Matrix: An International Online Journal*, 11(2), 140–149. <http://search.proquest.com/docview/964185063?accountid=14391>
- Cooper, T., & Greive, C. (2009). The Effectiveness of the Methods of Reciprocal Teaching. *Teach*, 3(1), 45–52. <http://research.avondale.edu.au/teach/>
- Duke, N. K., & Pearson, P. D. (2009). Effective Practices for Developing Reading Comprehension. *Journal of Education*, 189(1–2), 107–122. <https://doi.org/10.1177/0022057409189001-208>
- Elizabeth, S., Elizabeth, B., & Michael, L. (2003). *Pang, Elizabeth S.; Muaka, Angaluki; Bernhardt, Elizabeth B.; 1*.
- Grabe, W. (2004). 3. Research on Teaching Reading. *Annual Review of Applied Linguistics*, 24, 44–70. <https://doi.org/10.1017/s0267190504000030>
- Grabe, W., & Stoller, F. L. (2013). Teaching and researching reading, second edition. In *Teaching and Researching Reading, Second Edition*. <https://doi.org/10.4324/9782315833743>
- Jeremy Harmer. (2001). *The Practice of English Language Teaching, 3rd Edition by Jeremy Harmer (z-lib.org).pdf* (p. 304).
- Klingner, J. K., & Vaughn, S. (1996). Reciprocal teaching of reading comprehension strategies for students with learning disabilities who use english as a second language.

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

*Elementary School Journal*, 96(3), 289–293. <https://doi.org/10.1086/461838>

- Komariah, E., Ramadhona, P. A. R., & Silviyanti, T. M. (2015). Improving reading comprehension through Reciprocal Teaching Method. *Studies in English Language and Education*, 2(2), 88. <https://doi.org/10.24825/siele.v2i2.2703>
- McAllum, R. (2014). Reciprocal Teaching: Critical Reflection on Practice. *Kairaranga*, 15(1), 26–35.
- Omari, H. A., & Weshah, H. A. (2010). Using the reciprocal teaching method by teachers at Jordanian Schools. *European Journal of Social Sciences*, 15(1), 26–39.
- Palinscar, Annemarie Sullivan, & Brown, A. L. (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities. *Cognition and Instruction*, 1(2), 117–175. [https://doi.org/10.1207/s1532700xci0102\\_1](https://doi.org/10.1207/s1532700xci0102_1)
- Palinscar, Annemaria Sullivan, & L, B. A. (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension Monitoring Activities. *Cognition and Instruction*, 1(2), 117–175. <https://doi.org/10.1207/s1532700xci0102>
- Pilten, G. (2016). The Evaluation of Effectiveness of Reciprocal Teaching Strategies on Comprehension of Expository Texts. *Journal of Education and Training Studies*, 4(10), 232–248. <https://doi.org/10.11114/jets.v4i10.1791>
- prof. dr. sugiyono. (2007). prof. dr. sugiyono, metode penelitian kuantitatif kualitatif dan r&d. intro ( PDFDrive ).pdf. In *Bandung Alf*.
- Spivey<sup>1</sup>, N. R., & Cuthbert<sup>2</sup>, A. (2006). Reciprocal Teaching of Lecture Comprehension Skills in College Students. *Journal of Scholarship of Teaching and Learning*, 6(2), 66–83.