



THE INFLUENCE OF RECIPROCAL TEACHING STRATEGY AND STUDENTS' LEARNING MOTIVATION ON THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT BINA JAYA SENIOR HIGH SCHOOL OF PALEMBANG

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ABSTRACT: The research to improve able students' reading comprehension with used Reciprocal teaching strategy. In this study, the experimental method is used. Bast and Khan (1989:112) states that: An experiment involves the comparison of the effects of a particular treatment with that of different treatment or of no treatment. In a simple conventional experiment, reference is usually made to an experimental group and to a control group. And the variables may have one or more levels. Further, Fraenkel and Wallen (1991:245) say, factorial design extends the number of relationship that may be examined in an experimental. The technique in collecting the data, the researcher uses two techniques: testing and questionnaire. Before the data analysis is done, descriptive statistics analysis of the students pretest and posttest score in experimental and control groups, and the test of normality and homogeneity are done to the students' pretest and posttest of the two groups and the students' questionnaire. The researcher uses cluster random sample. The sample to be used is the eleventh grade students Bina Jaya Senior High School of Palembang. Two classes are chosen in which one class become control class and another class to be experimental class. There are 30 students for each group: a) experimental group that is taught reading comprehension using Reciprocal Teaching Strategy, and 30 students would be grouped into a control group. The value of kurtosis of the posttest was -1.029 while the standard error of kurtosis was .833. The difference was -1.862 indicating that the distribution of the posttest score is considered normal. The mean score of the posttest was 62.67. The value of kurtosis of the posttest was 3.112, while the standard error of kurtosis was .833. The difference was 3.945.

Key words: reciprocal teaching strategy, motivation, and reading comprehension

Introduction

Reading is an important language skill that is now in more demand than in any other time in the history according to Swalm and King (2000:187). With the exposure of the internet in a global era, students need to master reading in order to understand the vast knowledge of the world. Swalm and King (2000:189) claim that the literate adult today is reading more in one week than his/her great-grandfather did in a whole year. This fact places pressures on the students to perform at a higher level than the students before them did.

Reading has many benefits for the readers. It enhances our lives because reading gives us a greater understanding on everything: the world, ourselves, and other people. It is believed that reading is a way to relax and enrich the reader's mind since reading activities can give more



lesson, sense of values, ideas, etc, if we are able to connect what we have read with our prior knowledge.

In reading comprehension, the students may face some problems, for example in speed reading, their eyes keep wandering back and forth over the page; they may show low motivation, lack of concentration, and limited vocabulary as they are reading for comprehension (Price, 2009:154).

With regard to grammar, the students have problems with tenses and aspect. EFL teachers do not generally teach grammar in certain times, but integrate it in reading or listening comprehension. The students have more difficulties with the meaning, the use of tenses and aspect form (Bardovi-Hanlig, 1997:187).

Besides better materials, effective strategy can also make the students study harder. Reciprocal teaching strategy (RTS) is a strategy to be used to improve students reading comprehension achievement; it is characterized by the activities (summarizing, questioning, clarifying, and predicting) to be done by the students in reading comprehension.

Byrnes (1998:132) stated that reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticize a writer's ideas or writing style. Furthermore, Byrnes (1998:143) states that the purpose(s) of reading and the type of text determine the specific knowledge, skill, and strategies that readers need to apply to achieve comprehension. It means that reading comprehension is achieved when the reader knows which skills and strategies are appropriate for the type of text and understands how to apply them to accomplish the reading purpose. In order to give students more practices, so that they will do good process and have good product, the teacher can apply an effective strategy like RTS Flood.ed. (2003:166) states that RTS is one of the instructional methods commonly used in reading comprehension practices.

Based on the problems above, the writer tried to solve them by doing the research to prove the effectiveness of RTS in improving reading comprehension achievement at SMA Bina Jaya Palembang.



Concept of Reciprocal Teaching Strategy

RTS is a strategy in teaching reading comprehension in which teachers and students take turns leading a dialogue concerning sections of a text. There are four activities which are incorporated into the technique: summarizing, questioning, clarifying, and predicting sections of the text.

Actually, RTS is first used by Parlinclar and Brown (1984:82) and then improve by Parlinclar and Brown (1984:92) to improve students reading comprehension. Parlinclar and Brown, the creators of RTS state that this strategy is in some ways a compilation of four comprehension strategies: summerizing, questioning, clarifying and predicting.

Here are the steps in implementing RTS as suggested by Parlinclar and Brown (1984:103):

1. Put the students in groups of four.
2. Distribute one note card to each member of the group identifying each person's unique role
 - a. the summerizer
 - b. the questioner
 - c. the clarifier
 - d. the predictor
3. Have students read a few paragraphs of the assssigned text selection. Encourage them to use note-taking strategies such as selective underlying or sticky-notes help them better prepared for their role in the discussion.
4. At the given stopping point, the summerizer will high-light the key ideas up to his point in the reading.
5. The questioner will then pose questions about the selection:
 - a. unclear parts
 - b. puzzing information
 - c. connection to other concepts already learned
 - d. motivation of the agents or actors or characters
6. The clarifier will address confusing parts and attempt to answer the questions that were just posed.



7. The predictor can offer guesses about what the author will tell the group or, if it is a literary selection, the predictor might suggest what the next events in the story will be.
8. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This activity continues until the entire selection is read.

The teacher can do the following activities in applying the RTS :

1. Select a text for the exercise and distribute copies of the selection to the class.
2. Explain four reading skills that you will demonstrate: summarizing, questioning, clarifying and predicting.
3. Model each of these skills by analyzing the first paragraph of the document.
4. Divide the class into groups. Each group consists of four students. Assign each student in the groups one of the remaining paragraphs have the student “teach” the four reading skills to the group, using their assigned paragraph.
5. Encourage discussion within the groups both during and after the student presentations. Ask students to identify the skills that were most and least effectively used.

Motivation

According to Slavin (1988:356) motivation is the influence of needs and desires on the intensity and direction of behavior. Furthermore, Richards et.al (1985:185) state that, the factors that determine a person’s desire to do something. In second language and foreign language learning, learning may be affected differently by different types of motivation. Two types of motivation are sometimes distinguished:

1. Instrumental motivation: wanting to learn a language because it will be useful for certain “instrumental” goals, such as getting a job, reading a foreign newspaper, passing an examination.
2. Integrative motivation: wanting to learn a language in order to communicate with people of another culture who speak the language as native speakers.

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Motivation and learning influence each other. Motivation for learning can turn up because of intrinsic and extrinsic factors. Lumsden as cited by Abdullah Rubab (2007:79) states that intrinsic motivation is motivation from within the students. An. It is explained that the material is interesting, challenging and rewarding, and the students receives some kind of satisfaction from learning. And an extrinsically motivated student studies and learns for other reasons (a student performs in order to receive a reward, like graduating or passing a test or getting a present from parents, or to avoid penalty like a failing grade). According to Abisamara (2001:98), states that there is a variety of specific action that teachers can take to increase motivation on classroom tasks. In general, these fall into the two categories discussed: intrinsic motivation and extrinsic motivation.

Intrinsic

- a. Set goals for learning.
- b. Help students develop plan of action
- c. Provide games and stimulus
- d. Relate learning to students needs.
- e. Explain or show why learning a particular content or skill is important.
- f. Provide a variety of activities and sensory stimulus.
- g. Create and/or maintain curiosity.

Extrinsic

- a. Make rewards available.
- b. Provide clear expectation.



- c. Provide valuable rewards.
- d. Give correction feedback.

Barbara. G Davis (1999:76) contributes two levels of motivation: high and low motivation. In addition, Santrock (2001:543) says that motivation can be measured by giving questionnaire. The answers of the questions in the motivation questionnaire are scored as follows: strongly agree = 5, agree = 4, undecided = 3, disagree = 2, and strongly disagree = 1. The student who chose 4 and 5 are categorized into highly motivated students. Meanwhile, the students who chose 1, 2 and 3 is categorized into low motivated students. In addition, Heckhausen (1991:77) suggests that the characteristics of students who have high motivation in learning are as follows:

1. Persistent in carrying out a task.
2. Does not like to waste time.
3. Success oriented and more self-confident in facing achievement related task.
4. Preference of moderate difficulties in achievement related tasks.
5. Prefer capable rather than liked persons as partner for a task.
6. Goal directed and future oriented attitude, can delay gratification for the sake of future rewards.

Based on the description above, the writer uses two levels of motivation: low motivation and high motivation.

Concept of Reading Comprehension

Reading is an interaction process between the readers and the texts. So the main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. Pakhare (2007:188) defines reading comprehension as the level of understanding a passage of text. It is viewed that a successful reader will be relied on how well the learners understand on their comprehension of a passage or text.

To develop the students' reading comprehension achievements in the classroom process, an understanding of the theories behind reading comprehension are really required. Three important theories on reading comprehension are necessarily noticed. They are the schema theory, mental models theory, and the propositional theory (Suhaimi, 2009:152). Furthermore,



Pakhare (2007:192) stated that a person having good comprehension skills is considered as active reader, with an ability to interact with the words by understanding its complete meaning and the concept behind it. Thus skill of reading comprehension distinguishes an active reader from a passive reader who just read the text without getting its meaning.

Zwiers (2004:133) states that during a reading process, the readers have to hold the following basic elements.

- 1) Establishing a purposes for reading, and keeping in mind whether the purpose is being met or not by checking to see whether each new piece of text fits the purpose for reading.
- 2) Combining new information with previously stored information in your brain.
- 3) Realizing when a current piece of text clashes with your involving main idea or expectations.
- 4) Controlling your attention, commitment, attitudes, and motivation during learning.

Questions that help with this step include the following:

- Can I keep other things out of my mind long enough to concentrate on this text?
 - Am I committed enough to read it all and go back over it, if necessary?
 - Do I believe I have the ability to understand this
- 5) Use “fix-up” strategies when comprehension breaks down

Rivers and Temperly (in Hedge, 2000:206) describe seven purposes in reading which are develop into a framework for text selection with intermediate high-school or adults students, they are as follows.

- 1) Getting information

If we to find out a specific information for our necessary needs, for example, to know the flight schedule, we can get it by reading brochures, or if we want to find out another transportation’s schedule, we can find it by reading train timetable and bus schedules.

- 2) Finding and curiosity about a topic

If we want to find out important information about an interesting topic, reading some interesting articles in magazine, advertisement and specialist brochures can get it.

- 3) Following instructions



If we are in another country that we do not know either about the names of its road, especially some important places there, we can find them by reading maps. It can give us some information that we need by following the instructions

In it.

4) Enjoyment

If we want to find out something in written language which can make us enjoy our break time, we can get it by reading poems, short stories, plays, and cartoons.

5) Keeping in touch

As a sociable person, we must have a good relation to another person. For example, a friend in another place, that is very far from our place. For keeping a good relation to him or her, we have to send him or her letter and vice versa. We can get some information about our friend by reading letters or messages from our friends.

6) Knowing what was happening in the world.

To improve our knowledge or getting new information from all over the world, we can get it by reading news articles, news in brief and news reviews. Therefore, we will never be in regression.

7) finding out when and where

As a guide for a tour, we have to prepare our schedule, which includes the time and some places, which will be invite by us. We can get some information of its by reading tour guides.

So, if the teachers use a framework such as the above as a guide to the selection of texts, they can be sure that learners will be provided with a range of reading purposes and will be able to practice different ways of approaching a text. This was particularly important with students who are gradually developing the confidence to approach a text without expecting to understand every word, in other word they are expected to comprehend the text and can answer the questions based on the text correctly.

Method and Procedures

In this study, the experimental method is used. Bast and Khan (1989:112) states that: An experiment involves the comparison of the effects of a particular treatment with that of different



treatment or of no treatment. In a simple conventional experiment, reference is usually made to an experimental group and to a control group. And the variables may have one or more levels. Further, Fraenkel and Wallen (1991:245) say, factorial design extends the number of relationship that may be examined in an experimental study. They are essentially modifications of either the post-test only control group or pre-test-post-test control group design (with or without random assignment), which permit the investigation of additional independent variable. The population of the study is the eleventh grade students of SMA Bina Jaya Palembang in the academic year 2013/2014. The total number of the population is 123 students. In this study writer used the lottery system. She wrote the students' names on small pieces of paper, The researcher used cluster random sample. Siegle (2008:1) defined cluster random sampling as the samples where they are chosen from pre-existing groups. Groups was selected and then the individuals in those groups was used for the study. The sample to be used is the eleventh grade students Bina Jaya Senior High School of Palembang. Two classes were chosen in which one class become control class and another class to be experimental class. There were 30 students for each group: a) experimental group that was taught reading comprehension using Reciprocal Teaching Strategy, and 30 students would be grouped into a control group. the researcher used two techniques: testing and questionnaire. The test was a means of measuring the knowledge, skill, feeling, intelligence and aptitude an individual or group, the writer uses multiple choice tests. The tests are in the forms of pre-test which was given before the treatment and posttest which was given after the treatment. To analyze the influence of students' motivation in teaching reading comprehension using Reciprocal Teaching Strategy, the writer used the questionnaire. The questionnaire was distributed to both experimental and control group. Based on Santrock (2001:543) if the students answered with score 4 and 5 for each question, it meant the students had high motivation and if the students pointed score under 3, it meant the students had low motivation.

Findings and Discussion

The data obtained from the pretest and posttest scores had presented into two groups. The first group present of the pretest score in the experimental group and in the control group. While, the second group presented with the posttest score in the experimental group and in the



control group. The data of the students on pretest both the experimental group and control group were analyzed to find out the homogeneity of the two samples. While, the data of the students on the posttest both the experimental group and control group were analyzed by using the independent t-test formula to find out the significant difference in means between the experimental and in the control group.

Then, the data of the students about their motivation was used to classify them on the basis of whether they were classified in high motivation or low motivation levels. The Results of Pretest in Experimental Group After the test was administered to the experimental group, it was found that there was four students who got the lowest score, namely 50. The scores among 60 up to 70 were got by twenty one students and the highest score, i.e., 80 was got by six students. The Results of Pretest in Control Group Then, when the test was done to control group it was found that there were four students got the lowest score, namely 40. The scores among 50 up to 60 were got by twenty three students and the highest score, i.e., 70 was got only by one student.

Table 1
The Score Distribution of Students' Reading in
Experimental Group Descriptive Statistics

		Pretest _experiment	Posttest _experiment
N	Valid	30	30
	Missi ng	0	0
	Mean	65.50	72.83
	Std. Error of Mean	1.735	1.412
	Median	65.00	70.00
	Mode	60	65(a)
	Std. Deviation	9.500	7.733
	Variance	90.259	59.799
	Skewness	.105	.436
	Std. Error of Skewness	.427	.427
	Kurtosis	-.698	-1.029
	Std. Error of Kurtosis	.833	.833
	Range	30	25
	Minimum	50	60
	Maximum	80	85
	Sum	1965	2185

the mean of the score was 72.83 for the posttest of experimental group. The value of kurtosis of the posttest was -1.029 while the standard error of kurtosis was .833. The difference was -1.862 indicating that the distribution of the posttest score is considered normal.

Table 2
The Score Distribution of Students' Reading in Control Group
Descriptive Statistics

		Pretest_control	Posttest-control
N	Valid	30	30
	Missin g	0	0
Mean		54.00	62.67
Std. Error of Mean		1.650	1.240
Median		55.00	62.50
Mode		60	60(a)
Std. Deviation		9.040	6.789
Variance		81.724	46.092
Skewness		.170	.855
Std. Error of Skewness		.427	.427
Kurtosis		1.136	3.112
Std. Error of Kurtosis		.833	.833
Range		40	35
Minimum		40	50
Maximum		80	85
Sum		1620	1880

From Table 2 we can see the result of students' posttest score in control group. The mean score of the posttest was 62.67. The value of kurtosis of the posttest was 3.112, while the standard error of kurtosis was .833. The difference was 3.945.

Conclusion

In terms of the results based on the findings and the interpretation in her previous chapter, the writer concluded that: first, from the statistics calculation using independent sample test was found the p-output .000. It means that the p-output was lower than α (.05). It was concluded that there was a significant difference in average scores between students who both have high



motivation taught using RTS and that of those who were taught using conventional technique. It means that the null hypothesis is rejected and the alternative hypothesis is accepted.

From the statistics calculation using independent sample test was found the p-output .000. It means that the p-output was lower than α (.05). It could be concluded that there was no significant difference in average scores between students who have high motivation taught using conventional technique and that of those who have low motivation taught using RTS. It means that the null hypothesis is accepted or vice versa.

From the statistics calculation using independent sample test was found the p-output .330. It means that the p-output was higher than α (.05). It could be concluded that there was no significant difference in average scores in reading between students who both have low motivation taught using and that of those who were RTS taught using conventional technique. It means that the null hypothesis is also accepted and the alternative hypothesis is rejected.

And at last from the statistics calculation using independent sample test was found the p-output .000. It means that the p-output was lower than α (.05). It could be concluded that there was a significant difference in average scores between students who have high motivation taught using RTS and that of those who have low motivation taught using conventional technique. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. the writer would like to suggest some points particularly extended to the English teachers, students and other researchers. For English teachers several suggestions can be offered for improving students' reading achievement. First, to improve the teaching and learning of reading teachers needs to recognize the students' needs and interests not only through the mouth of the teacher but also the mouth of the students by involving them in teaching and learning activity. Second, to maintain attention and to aid students in learning reading teacher should use the variety of reading strategy or skills, then it was suggested that the teacher of English use RTS that are appropriate to the level of the students. Finally, to encourage the low or middle students' motivation in reading teachers should treat them the same as the high one. For students are expected to give more attention to the teacher's explanation and discuss to the teacher if they have a problem in learning reading. The students should improve their interest, concentration, imagination and active in learning English especially reading by using RTS. Students are also hoped to increase



their motivation in studying English particularly reading so that their reading achievement can improve day by day.

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