

THE IMPLEMENTATION OF RECIPROCAL TEACHING STRATEGY TO SUPPORT READING
COMPREHENSION IN TEACHING READING RECOUNT TEXT FOR EIGHT GRADERS AT SMP NEGERI
2 SIDOARJO

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Vivin Setyawati

English Education, Languages and Arts Faculty, State University of Surabaya
11020084026vivin@gmail.com

Drs. Fahri, M.A.

English Education, Languages and Arts Faculty, State University of Surabaya

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana *strategy Reciprocal Teaching Strategy* dalam mendukung pemahaman membaca pada pengajaran membaca yang diterapkan oleh guru di SMP Negeri 2 Sidoarjo, hasil pekerjaan siswa setelah penerapan strategi reciprocal teaching, dan respon siswa setelah penerapan teknik tersebut. Reciprocal Teaching Strategy diambil dari teori Palinscar and Brown (1984) dia mengatakan bahwa Reciprocal Teaching Strategy adalah strategi yang cocok untuk pengajaran membaca, dimana strategy tersebut siswa harus bekerja dalam satu kelompok diskusi yang beranggotakan 4 siswa.

Data-data dikumpulkan melalui pengamatan ketika menerapkan strategi reciprocal teaching, pekerjaan siswa, dan kuesioner. Dengan melakukan pengamatan, peneliti memperoleh aktivitas yang dilakukan oleh guru dan siswa selama penerapan strategi reciprocal teaching, dengan menganalisis pekerjaan siswa peneliti memperoleh bagaimana kemampuan membaca siswa setelah menggunakan strategi reciprocal teaching dan dengan melalui kuesioner peneliti memperoleh respon siswa setelah penerapan strategi reciprocal teaching. Penelitian ini menggunakan metode penelitian kualitatif dimana hasil dari data-data tersebut akan didiskripsikan menggunakan kata-kata sesuai dengan realita yang ada di kelas.

Hasil dari observasi di kelas menunjukkan bahwa guru dan siswa mengikuti langkah-langkah teknik Reciprocal Teaching Strategy dengan baik meskipun terdapat perbedaan sedikit dengan teori yang ada. Selain itu, dari data pekerjaan siswa dapat dilihat bahwa strategi ini membantu siswa dalam memahami teks karena banyak siswa yang dapat melengkapi tahapan dari reciprocal teaching strategy dengan pemahaman mereka mengenai teks yang dibantu dengan 4 tahapan pada reciprocal teaching strategy, ini meliputi predicting, questioning, clarifying, and summarizes, dan mereka juga dapat membuat rangkuman dengan menggunakan bahasa mereka sendiri. Dan hasil dari respon siswa banyak siswa yang setuju bahwa strategi ini membantu mereka dalam memahami teks jadi lebih baik. Dari hasil tersebut dapat disimpulkan bahwa strategi reciprocal teaching dapat diterapkan untuk pengajaran membaca karena membantu siswa dalam membaca. Terdapat beberapa siswa VIII-10 di SMP Negeri 2 Sidoarjo yang setuju bahwa mereka senang dan strategi tersebut membantu mereka. Strategi reciprocal teaching dapat membantu siswa dalam memahami teks.

Kata Kunci: *Reciprocal Teaching*, membaca, dan memahami.

Abstract

This study was conducted to know how The Implementation of Reciprocal Teaching Strategy to Support Reading Comprehension in Teaching Reading Recount Text For Eight Graders at SMP Negeri 2 Sidoarjo, the implementation of reciprocal teaching strategy, students' task, and the students' responses after the implementation of Reciprocal Teaching Strategy. Reciprocal Teaching Strategy was taken from Palinscar and Brown (1984), he stated that Reciprocal Teaching Strategy is a strategy to teach reading which is the students work together in group discussion, one group consists of 4 students.

The data was collected through observation, students' task, and questionnaire. By conducting the observation the researcher gains the teacher' and the students' activity during the implementation of Reciprocal Teaching Strategy, by analyzing the students' task the researcher gains the students' reading ability after the implementation of reciprocal teaching strategy, and by distributing questionnaire the researcher gains the

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students' responses after using Reciprocal Teaching Strategy. This study used descriptive qualitative research method which is from the data the result will be described using words based on the fact in class.

The observation result showed that the teacher and the students followed the procedure of Reciprocal Teaching Strategy very well, although there is a slight difference with the existing theory. Moreover, from the students' task data showed that this strategy helps the students to understanding the text well because there were many students can answered for the states of reciprocal teaching strategy by their comprehension about the text by this stages correctly, and they can wrote summary by using their own words. From the students' responses, it showed that there were many students who agreed Reciprocal Teaching Strategy helped them to understand the text well. In conclusion, Reciprocal Teaching Strategy can be implemented to support reading comprehension because it helped the students in reading. There were many students of viii-10 in SMP Negeri 2 Sidoarjo agreed that they were happy and it can help them.

Key Words: Reciprocal Teaching Strategy, reading, and comprehending.

INTRODUCTION

According to WP Smith (2008) reading comprehension is a subject matter of the act of reading. the process of getting information from the text included in the cognitive process, this means that indirectly the reader used to his knowledge for understanding of phonemes that include the individual sounds, phonics (the connection between letters and sounds and the relationship only between words) and the ability to construct meaning and conclusion of the text.

While Mikulecky (1990) reading skill is an activity to make an impression on reading texts and through cognitive processes. For a fluent reader, it requires the skills of reading, and this is done unconsciously or automatically when it starts to get information from a reading text. In addition reading strategies are required in order to comprehend. It means to make the students understand and comprehend when reading a text, it must implement some of the strategies that helped students understand a text. While Nunan (2003) Read fluently and strategy are the two main things in reading, reading by using strategies used to achieve the purpose of reading. Reading activities can be defined as the ability to understand information from text. Various strategies can be used to achieve the purpose of reading, and not resting on a reading when it does not understand the information

The problems of reading comprehension that student have such as, difficulty understanding vocabulary, difficulty to give an idea about a text, or finding the main idea of a text. So here the ability of the reader must be important to comprehend the text well, and according to Brown and Palinscar (1984) monitoring comprehension is the ability of a reader to be aware,

while reading, whether a text is making sense or not. To make the reader can monitoring their comprehension there is an appropriate strategy to help students understand the text well Reciprocal teaching strategy is a strategy that can helps to solve the problems of the student have.

According to Oczuks, L. (2003) reciprocal teaching strategy is a reading comprehension which is the activity that combines four instructional strategies there are predicting, summarizing, questioning, and clarifying of the student's comprehension a text. Thus using this strategy with 4 instructional means it will be able to make the student solving the problems in the reading activities, and also student's will be easily understand about the information in a text by predicting because by using it the students will get many new vocabularies and also can think that the content of the text it makes sense or not, and also to helps the ability of students in the reading activities, summarize is a activities that can make a student learn to think about the important points in a text such as main idea so they can write it again by their language.

Palinscar and Brown (1984) explained that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is based on a sociocultural method through which readers are modeled, explained, and guided in acquiring strategies within a social, supportive environment. Moreover, the four main strategies of predicting, questioning, clarifying, and summarizing promote and enhance reading comprehension, Palinscar and Brown (1984) stated that those four main strategies were based on the following criteria: 1) the successful readers employ these strategies;

2) these strategies support both comprehension monitoring and comprehension fostering; 3) each strategy is applied when there is a problem in reading a text; 4) these strategies are regarded as metacognitive strategies. For these reasons, the readers who are taught through reciprocal teaching are more aware of their own thinking and reading process. Indeed, they build effective reading plans such as setting a purpose to the reading, hypothesizing on what is being read, and drawing and testing hypotheses, interpretations, and predictions; they monitor and control their thinking process and check whether they understand; and they evaluate their own reading process, problem solving skills, and comprehension. Reciprocal teaching builds in the readers a metacognitive awareness of the active nature of reading, of task demands, and of self-regulating, in order to succeed in reading comprehension.

To understand about the important points in a text a student must be able to clarify the component in a text so it can help them to give some questions about it from the important point in a text it makes sense or not. They can give their idea and opinion of the contents of the text and they have free argued to give their opinion so it can make enjoy in the reading activities. For the teacher by using Reciprocal Strategy it will be an innovation in teaching, especially in teaching reading recount text. It will make students more motivated to read and also express their opinion of the content of information in the text and also support their comprehension monitoring in a text.

In this study, researcher focused on each steps of the implementation of Reciprocal Teaching Strategy to Support Reading Comprehension. It is based on several reasons: (1) Using Reciprocal Teaching Strategy can helps student to be able to monitor their comprehension, especially in recount text. (2) It helps student to easily understand about the text and also can develop ideas and their opinions about the information in a text. It will be focus on predicting, summarizing, questioning, and clarifying. The teacher give a text and the student will make a summary of a text but before doing that student should be able to predict the information of the text, so student will know it makes sense or not. From this activities student can knows how important content in the text is, also give opinions and questions about the text. And for teachers will helps them to more easily make students active to read as well as giving ideas and opinions in the reading activities. The researcher will

describe what happened when the process of the implementation is done in the classroom.

According to the previous study from Ani Afida (2008) entitle 'IMPROVING STUDENTS READING COMPREHENSION USING RECIPROCAL QUESTIONING TECHNIQUE (A Classroom Action Research in SMK Diponegoro Salatiga in 2007/2008 Academic Year).' In her study she analyzed improving reading comprehension by using reciprocal questioning technique. The result of the study that done by Ani Afida was successful. Based on those previous studies, the researcher wants to conduct similar research which can help the students in reading and understand the text well. But with different Text and by using descriptive qualitative.

Based on the background of the study above, the research questions are:

1. How the implementation of reciprocal teaching strategy to support reading comprehension to teach reading recount text for eighth graders at SMP Negeri 2 Sidoarjo?
2. How are the students' reading results during the implementation of reciprocal teaching strategy to support reading comprehension to teach reading recount for eighth graders at SMP Negeri 2 Sidoarjo?
3. How are the students' responses toward the implementation of reciprocal teaching strategy to support reading comprehension to teach reading recount text for eighth graders at SMP Negeri 2 Sidoarjo?

RESEARCH METHOD

The researcher used a descriptive qualitative as the research design. The purpose of this study is to describe about the implementation of reciprocal teaching strategy in teaching reading. According to Bogdan and biklen (1982) Qualitative research is descriptive. The data collected are in the form of words. Bogdan and Biklen said "the data collected in qualitative research has been termed "soft", "that is, rich in description of people, places, and conversations, and not easily handled by statistical procedures. Supporting to the definition above, Ary (2002) the research by using descriptive qualitative research is planned to obtain information or data on a particular phenomenon. In qualitative research, there is little or no statistic. It means the data that will be

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produced after conducting Reciprocal Teaching Strategy using descriptive qualitative design is in the form of a sentence that tells all the sequence of events when implementing this. The subject of the study is the eighth graders students of SMP Negeri 2 Sidoarjo. The researcher chooses the school for several reasons. First, there are many teachers who are expert in implementing reciprocal teaching strategy. Second, reciprocal teaching strategy is already used by the teacher.

This study was conducted in SMPN 2 Sidoarjo and the subject of this study is an English teacher of eighth grade students. The reason why the researcher choose the teacher was because the teacher used Reciprocal Teaching Strategy in teaching reading recount text in this school, and in addition, the school is implementing the curriculum in 2013 because this study used 2013 curriculum so of these researcher apply Reciprocal Teaching Strategy in the eighth grade because according to K13, recount text is taught in this grade.

The researcher conducted observation two times in the classroom. The researcher observes the implementation of reciprocal teaching strategy to support reading comprehension in teaching reading recount text for eight graders at Smp Negeri 2 Sidoarjo. It focused on the way how the teacher implemented the RC. The focus of this study was in the teaching learning process, especially in reading class. The researcher used observation checklist, it is used to get information about the teacher's activities, students' activities and the material during the implementation of RC. Other instruments used were students' task and questionnaire.

In this research, the data was collected by conducting observation, students' task, and distributing questionnaire. Those instruments were used to describe the implementation of Reciprocal Teaching Strategy in reading class. The researcher became a non participant observer. The data are collecting through observing the learning process of reading a recount text through reciprocal teaching strategy during teaching learning process. It is done by using observation. Then, distributing the task that used in teaching reading in every meeting, and questionnaire is the last instrument in conducting the research which completed the data of the research. Questionnaire is given for the students in the end of the implementation of Reciprocal Teaching Strategy in reading recount text.

The data that had been collected will analyze descriptively. The researcher will describe the result of the implementation of RC in reading class based on the result of the observation checklist. The researcher will analyze the result of the students' task. The researcher will analyze the students' responses toward the implementation of RC strategy in reading class by percentage and then describe the result of questionnaire

RESULT OF THE STUDY

In this stage, the researcher described about some aspects that were related to the implementation of reciprocal teaching strategy in teaching reading recount text, includes how the teachers' preparation was, how well the strategy was implemented and also the teacher and the students' activities during teaching learning process.

The Implementation Reciprocal Teaching Strategy

This research was conducted in two meetings, based on the implementation of reciprocal teaching strategy, it was began the first meeting for the researcher to gain the data. In the first meeting the teacher has already implemented the reciprocal teaching strategy in reading comprehension recount text in the eighth graders well. Based on the K-13, in the pre-activities the teacher greeted the students after that, the teacher checked the attendance list and also gave motivation for the students. Then, the teacher continued to explained what the material was going to be learned, here the teacher asked the students about descriptive text in the previous meeting. In the while-activities was about observing activities, the teacher showed about recount text, here the teacher explained about recount entitled 'My Vacation at Bali' the teacher explained about the generic structure of the text also language feature of the text, after that, the teacher explained about reciprocal teaching strategy in reading recount text and also gave the procedure how to use the steps of reciprocal teaching strategy. In the questioning activities the gave the student chance to asked about recount text and about implementation of reciprocal teaching strategy. For next activities it was about exploring, In the class the teacher gave a text about recount text for students, based on the Palinscar and Brown (1984), explained there were four strategies. They were predicting, questioning, clarifying, and summarizes and also the purpose of reciprocal teaching is to promote the reading ability and to construct meaning from text. In

the Associating activities, teacher gave a recount text for all groups and a group consist 4 students in a group. In the first steps the teacher asked for them to made a predicting about text, then the student started to discussion about this step with their friend in a group, one by one of student share their ideas about this text, and if there was one of the student in a group cannot share their ideas another student will help to tell about it, and It was continued for next steps of reciprocal teaching strategy, because of the teacher forgot one thing that the teacher did not explained student assignments differ in the group, which student have different work to completed stages of reciprocal teaching strategy, because in this activities the students in the group should to make each of the steps in the reciprocal teaching strategy. But because the teacher did not explain about it, so the students students in one group made the same stages of reciprocal teaching strategy, but it still runs well., but it still runs well. The teacher started to explain for the student for this activity the student will use the reciprocal teaching strategy which has the student made the all steps of reciprocal teaching strategy. By used this strategy the student act like a teacher, because by using this strategy the teacher asked to the student to made the predict about text that teacher gave for them and also made some questions about text which will ask the teacher when she made the question. After that in the communicating activities the students presented their work in front of the class. In the post-activities After they were completed all of the steps of reciprocal teaching strategy, every groups presented their work and another group gave their opinion about their work, and here the teacher just saw and gave the opinion about the students work. After doing all those procedures, the students have to submit their final reading task result to the teacher. The teacher activities was related with K-13.. In the next meeting, the teacher did not explain as much as the first meeting. The teacher just reviewed a little explaining of reciprocal teaching strategy. For this activity, the teacher asked to the student to made the steps of reciprocal teaching strategy same like last meeting, and here the teacher still not explained that students in a group have different work to completed stages of reciprocal teaching strategy. so here the student, so because of this the students do same like last meeting to completed the stages of reciprocal teaching strategy. From this activities the teacher followed all of the activities related with K-13, but here when the teacher implemented the reciprocal teaching strategy the teacher less to explained about the procedure

of reciprocal teaching strategy, because the teacher followed the stages of the reciprocal teaching strategy without the teacher explain how these systems work in a group. But it was still helps the students to comprehend the text.

Students' Task

Based on the result of the students' task, the students' participated in following the procedure of reciprocal teaching strategy well. The make a predicting, questioning, clarifying and summarizes very well. It supported by Oczuks (2003) the procedure of this strategy is the must work in group. Because of that the teacher divided the class into several groups that consist 4 students in every group. From the result of students task focusing in a group the student can complete all the stages of reciprocal teaching well, and also the strategy can help the students to understand the text well. It can be seen by their work. The can answer all the steps of reciprocal teaching by their comprehension. They answer by using their own words and write the summary based on their understanding after reading the text. It means that they can understand what the text about they can work together and also can solve the problems in a text, when one of them did not know how to complete the stages of reciprocal teaching strategy, so from this activities the student in a group can same like a student for another students in a group, because when one of them do not know about the meaning or the content of the text another students can helps to solve it. It can support Palincsar and Brown (1984) explained that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. In describing the students' reading comprehension, the researcher described it through the result of students' reading task. Based on the students' reading comprehension result in the first and second observation, it could be seen that there was a group who had best result since they can completed 4 steps in reciprocal teaching strategy, they can also explained for the four steps of reciprocal teaching strategy by their own word. On the other hand, there were some groups who had good criteria because they completed the four steps of reciprocal teaching strategy good enough because they had misunderstanding about the content to complete the steps of reciprocal teaching strategy. From their result it was showed the

students students more active and the condition of classroom more alive, and it can improve the students affective. It could help the students affective in class to responsible with their work in group.

Students' Response from Questionnaire

At the end of the implementation of reciprocal teaching strategy, it was related to the student's responses towards the implementation of reciprocal teaching strategy, the researcher gave a questionnaire. The aim of the questionnaire was to know the students' responses when the implementation of reciprocal teaching strategy done in the class. The data from the questionnaire was gave clear explanation about students' responses, whether it resulted positive or negative. In the questionnaire there were 10 questions which the researcher made for collect data, and it was shared to 32 students because there were 4 students were absent. The questionnaire based on the three main categories; those are reading activity, the use of reciprocal teaching strategy, and also the learning material. The result of questionnaire showed that there were various opinion related to the students' responses toward the implementation of reciprocal teaching strategy. It could be explained as, first the students showed their opinion toward English subject. Most students said that English subject is considered to be difficult for the students, it is because they had limited vocab so they did not know the meaning of the words, so it cause the student difficult to find and understand the main idea of a text and for the next question was about opinion toward reading activity. There were 25 of 32 students' said that reading is considered to be difficult for the students, when the students were asked why reading was considered to be difficult, they expressed in some reasons, there were 16 students said that difficult to find the main idea to be the reasons why reading activity to be difficult for them, and another said that vocabulary and ways of arranging sentences when the student make a summary of a text being a problem for this, and it support why English subject to be difficult too. Therefore, the students need the strategy which helps them easy to understand about a text, it is useful to gather their idea about a text. Second, the result of questionnaire showed the students responses towards the implementation of reciprocal teaching strategy. Here, reciprocal teaching strategy was strategy that teacher used in teaching in the classroom, particularly in teaching reading. Based on the

question on questionnaire, the students were asked to give their opinion about procedure related with reciprocal teaching strategy. It was shown that most of the students thought that the teacher gave clear explanation about the procedure of reciprocal teaching strategy before using reciprocal teaching strategy in reading recount text. Because of this, the student not difficult to apply this strategy and also the students were easy to follow all of the steps in reciprocal teaching strategy in reading recount text. As a result, the students said that reciprocal teaching strategy helped them to easily understand the content of a text, especially in reading recount text. The third categories of questionnaire were related to the learning material. The questionnaire showed that most of the students stated that the text was understandable by using reciprocal teaching strategy, and also it could be motivated them in the reading activity because here, the student can give their ideas about the text. Even, based on the result of questionnaire, most of the students stated that the students were satisfied with their reading result by used the steps of reciprocal teaching strategy. So in general, it could be seen that reciprocal teaching strategy could help the student to easily understand about a text.

CONCLUSION

Based on the result of the study conducted by the resarcher in two meetings, it could be concluded that:

The procedure of reciprocal teaching strategy performed less in the classroom because the teacher followed the stages of the reciprocal teaching strategy without the teacher explain how these systems work in a group, the teacher just give the example of reciprocal teaching strategy because according to Palinscar and Brown (1984) the procedure of reciprocal teaching strategy identifying each person unique role, it could be analyzed through the process of the implementation reciprocal teaching strategy in the eighth graders at SMP Negeri 2 Sidoarjo. Then asked to student to make a group consist 4 students before started their task. The teacher asked the students to present their work, and then the teacher made a conclusion about the material. After doing the observation, the data from observation checklist showed that the implementation of reciprocal teaching strategy to support reading comprehension in teaching reading recount text for eighth graders at SMPN 2 Sidoarjo run successfully, although it did not really fit with the theory.

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The students' task shows that the students can complete the steps of reciprocal teaching strategy very well, they can make a predicting, questioning, clarifying, and also summarize well. It means by using this strategy the students understand about the content of the text that given by the teacher. So from this reason, the strategy of reciprocal teaching can help the students to support their comprehension in a text.

The data from questionnaire showed that the implementation of reciprocal teaching strategy in reading recount text could increase the students' motivation in reading recount text. It could be proved by the data which collected through questionnaire. Most of them also stated that they did not get the difficulties when used the procedure of reciprocal teaching strategy, other than the students said that reciprocal teaching strategy could help them in reading recount text especially to comprehend text.

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