THE EFFECTIVENESS OF RECIPROCAL TEACHING IN TEACHING READING COMPREHENSION OF DESCRIPTIVE TEXT

Desy Oktavianti, Clarry, Luwandi Suhartono
English Education Study Program of Languages and Arts Education Department
Teacher Training and Education Faculty Tanjungpura University Pontianak
Email: ecy.oktavianti10@gmail.com

Abstract
The aim of this research was to investigate the effectiveness of reciprocal teaching in reading comprehension of descriptive text in the eight-grade students of SMP N 02 Sejangkung in Academic Year 2017/2018. The population of this research was all of eight-grade students of SMP N 02 Sejangkung in Academic Year 2017/2018 and the sample was taken from Class C which consists of 31 students. The writer conducted this research through pre-experimental research with one group pre-test and post-test design. The writer collected the data by using a measurement technique to measure students reading comprehension of descriptive text. The findings showed that the t-test was higher than t-table and the effect size was categorized as a strong effect. In conclusion, the use of reciprocal teaching is significantly effective in teaching reading comprehension of descriptive text. Therefore, the alternative hypothesis which stated “The effectiveness of reciprocal teaching in reading comprehension of descriptive text in eight-grade students of SMP N 02 Sejangkung in Academic Year 2017/2018” was accepted.

Keywords: Reciprocal Teaching, Reading Comprehension, Descriptive Text, Pre-Experimental Study

INTRODUCTION
Reading expands reader’s knowledge, widen their minds and gains understanding. In reading activity, the reader expected to get the main ideas and detail information from the text. The students received the information, ideas, message and so on from what they read. Able to gain the information in order to improve the knowledge of the reader is the competence of reading. To find out the information, the students should be able to understand the whole meaning of the text, which is called reading comprehension. To construct the meaning of the text, the readers need to know the main idea of the text. Also, the students need to compare their knowledge and the text to understand the meaning of the text.

Based on School-Based Curriculum (KTSP 2006) in Junior High School, there are some types of text which teachers have to teach, such as descriptive, narrative and recount. In this research, the researcher only focuses on how to help the students comprehend descriptive text. Descriptive text is a kind of genre text that contains describing about people, place or things. It means that the goal of the text is to help the students depict people, places or things.

Teachers nowadays, need to think about a new way in teaching English. They should make the teaching learning process become fun and students can enjoy the process. There are actually a number of techniques which can be applied in teaching reading, especially for reading comprehension. One of the techniques is reciprocal teaching. Reciprocal teaching is developed by Pallinscar and Brown; it is an instructional procedure to enhance students’ reading comprehension of a text. Reciprocal teaching is an effective way in teaching. The students which have difficulties in comprehending the text especially in descriptive text will easy to
understand the text through reciprocal teaching.

Reciprocal teaching technique makes students interact with their friends, like discuss about the text in groups. The purpose of this technique is to provide opportunities for students to practice all English skill, mainly reading, with or without the teacher. Reciprocal teaching gives a chance to the students to monitor their own reading as well as their comprehension. This technique also encourages students to work independently. Reciprocal teaching will facilitate the students with reading strategies and reading activities in the form of discussion and dialogue. Students will learn reading using some strategies, therefore they do not read to translate each word in the text. Moreover, the students will have a chance to interact with their friends and teacher. This condition also supported by a classroom situation. The students are passive during the classroom activity. The students did not give any response when the teacher asks some feedback after explaining the material.

The use of a new method can help the student easier in their process of learning. In relation to the explanation above, to make students enjoy and active while teaching and learning process in reading comprehension, the teachers need to be creative in finding the appropriate technique. Similarly, this study has been supported by the previous research from Sari (2014) in her study she concluded that reciprocal teaching technique was effective to teach students in reading comprehension of narrative text. Also, Gomaa (2015) in his research, he concluded that reciprocal teaching is an effective strategy to improved students’ performance on comprehension.

Therefore, it is interesting to conduct a research on applying this technique to teach descriptive text. The researcher hoped this technique can be used by the English teacher in teaching reading. From explanation above, the researcher would like to conduct a research entitled “The Effectiveness of Reciprocal Teaching in Reading Comprehension of Descriptive Text (A Pre-

Experimental Study in the Eight- Grade Students of SMP N 02 Sejangkung in the Academic Year 2017/2018)”. Reciprocal teaching is a technique which gives the priority to a process of comprehends text by using four steps which is done by the teacher and the students to build their speculation about the text. Reciprocal teaching is an instructional model which is first developed by Pallinscar and Brown in 1984. As stated by Klingner, J. K. & Vaughn, S. (1996, p. 276) the reciprocal teaching is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. In this model, the students are taught to use the four strategies of predicting, questioning, clarifying and summarizing. This technique was originally designed to improve comprehension for middle school students who could decode but have difficulty comprehending text. Students will learn in group and the teacher will have the same role with the students during this activity. In order words, reciprocal teaching is regarded as an interaction between two people or more gain same purpose cooperatively.

There are four steps while teacher implements reciprocal teaching in classroom activities. Those are (1) predicting (2) questioning (3) clarifying (4) summarizing. Predicting stage which occur before reading assists students in setting a purpose for reading and in monitoring their reading comprehension. Stricklin (2011, p. 620) state in reciprocal teaching, students predict before reading and then check their predictions during reading. At the beginning of reading, students activate a prior knowledge to predict about the text. Their prior knowledge then will be connected with the passage and it will determine if the prediction were correct or not. Usually students predict what they will read by the title. When they are beginning to read, students base their predictions such on aspects as the illustrations, headings, and the instructions.

Questioning means students should construct the question about the main idea. The question is to check the understanding of
the text. Here, the students can construct the question using words such as who, when, where and how. Questioning promotes students’ comprehension, because students must understand what they have read to ask their peers knowledgeable questions Stricklin (2011, p. 621). Students try to comprehend a text by asking questions about the main idea from the passage, and questions about important details. Students become more involved in the reading when they are asking and answering questions themselves. It also increases student awareness of the text’s important ideas.

Clarifying stage of reciprocal teaching involves understanding something that is not clear when there is failure in comprehension and taking steps to restore meaning. According to Stricklin (2011, p. 620-621) said that clarifying words and ideas helps students make connections in the text rather than skipping unknown words and ideas. If students find a word which they do not know its meaning, they will define the word by reading sentence or relate it to the topic. Students also learn defining words of reference which may signal the meaning of unfamiliar words. Clarifying make sure the text make sense to the reader. The teacher or the students gain the information as the clarification. They engage with the text and a discussion. Asking students to clarify requires that they engage in critical evaluation as they read.

Summarizing stage is the students make the statements in one- two sentences. It contain of the most important ideas. According to Stricklin (2011, p. 621), summarizing help students concentrate on the main idea and support details of the text. The summary should use the students’ own words. Students point out the main focus of the text. Unimportant supporting details do not allow implying the summary. By asking students to summarize, it is simultaneously requesting the students to pay attention to the major content and that they check to see if they understand it.

Reading comprehension is the ability of read text, process it, and understand its meaning. According to Grabe, W. & Stoller, F. L. (2013, p. 11) reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. It means that while the process of reading takes place, the reader could reach many speculations in their mind about the written text that they read. It is clear that reading is a skill that needs an understanding for making meaning with text. Therefore, reading comprehension is the act of understanding what you read.

There are some aspects in reading comprehension that are crucial to understand. Moreover, these aspects are commonly found within the reading text which distributed in every school to check students’ understanding toward the test. Turlington (2013, p. 147) cited in Rukmiatun (2016, p. 9) state there are five most common aspects of reading comprehension in which revealed within comprehension test. These five aspects used by the researcher in this research to construct reading comprehension test. It is to check students’ comprehend toward the reading test. The five aspects of reading comprehension as follow: (1) Identifying the Main Idea (2) Identifying the Factual Information (3) Understanding the Meaning of Vocabulary (4) Making Inference (5) Identifying the Reference

In Junior High School, descriptive text is one of the texts which learn by students in the classroom. According to Wardiman et.al (2008, p. 112) cited by Zetira (2015, p. 18) descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. The content of this kind of text is the description of particular thing, animal, person, or others. It differs from report which describes things, animal, person or others in general. The social function of descriptive text is to describe a particular person, place, or thing. On the other hand, Anderson, M. & Anderson, K. (1998, p. 26) state that descriptive text is different from information reports because they describe a specific subject rather than general group.
The context of this kind of text is the description of particular thing, animal, person or others. The generic structures of descriptive text are identification and description of features. As Anderson, M & Anderson, K. (1998, p. 26) state that the opening paragraph introducing the subject description, while in the next paragraph describing the feature of subject and in last paragraph is the concluding of the description. Also Anderson, M & Anderson, K. (1998, p. 26) states for the grammatical features, descriptive text use simple present tense, adjectives to describe features of the subject, and topic sentences to begin paragraph and organize the various aspects description.

The description tells the object as the way it is without being affected by the writers’ personal opinion. Before telling what they have caught through their sensory system, a mental activity is involved. They first identify certain imagery or real object which is located somewhere. Through the words, then they describe the thing they have in mind. By reading a descriptive text, readers feel that they see the description just like they see the pictures.

**METHOD**

**Design of Research**

The writer applied quantitative approach which is formed in pre-experimental study. This research guided to answer the researcher problem. It was about does the reciprocal teaching technique effective in students’ reading comprehension of descriptive text. This research used measurement technique that was pretest and posttest to measure students’ mastery in reading comprehension through reciprocal teaching technique. The single group pretest – posttest design is represented as:

The method of this research was quantitative method. The design of this study was pre – experimental design. The writer was used the pre – experimental design of this study to see the effectiveness of guided writing technique towards students’ writing ability on report text. According to Cohen (2007:287), he states that “The researcher wished to find out whether the programmed of studies he had devised would affect changes in the students’ orientations toward social studies teaching.”

Pre-test is given before granting learning using guided writing technique. Then the treatment, the use of guided writing technique is given after the pretest. Last, the post-test is applying after implement guided writing technique. (Louis Cohen, 2007, p. 282)

**Population and Sample**

The total of the students in a school can be called as population. Ary, D., Jacobs, L. C.,Sorensen, C., & Razavieh, A. (2010, p. 148) defined population as all members of any well- defined class of people, event, or object. The population of this research was all eight grade students of SMP Negeri 02 Sejangkung in academic year 2017/ 2018. There are three classes of eighth grade, and the total of the students can be seen as follow:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII A</td>
<td>32 students</td>
</tr>
<tr>
<td>VIII B</td>
<td>30 students</td>
</tr>
<tr>
<td>VIII C</td>
<td>31 students</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>93 students</strong></td>
</tr>
</tbody>
</table>

The writer applied cluster random sampling. Kothari (2004, p. 65) states in cluster sampling the total population is divided into small a number of relatively small subdivisions which are themselves clusters of still smaller units and then some of these clusters are randomly selected for inclusion in the overall sample. In this research, the population which is VIII grade divided into three classes and writer selected VIII C which consists of 31 students.

**Technique and Tool of Data Collecting**

1. **Technique of Data Collecting**

The writer applied measurement techniques to measure the effect of using reciprocal teaching in improving students’ reading comprehension by compare the score
of post-test of students. The writer choose written test which is multiple choice to measure the score. Test in pre-test which was conducted to find out the basic knowledge of students’ reading comprehension. Also, the writer done treatment while teaching process which was given by using reciprocal teaching technique. In this technique, the writer guided the students to do four steps in reciprocal technique. The writer gave the example how to use this technique so the students got the clear understanding before they applied this technique. Along the technique, the writer monitored the students. Post-test which was conducted after treatments which aim to know whether there was effect or not on students’ reading comprehension.

2. Tool of Data Collecting

Tools of data collecting in this research was written test. The tests were divided into pre-test and post-test. The post-test used the same material with pre-test. In the test, students has to answered the questions about reading comprehension in descriptive text.

The form of the test was multiple choice which consist of ten items. The test was used primarily to describe the students’ proficiency on a given domain or achievement by giving the sample of items adequately in the major concern. Therefore, the researcher used this tool to know the achievement of the students reading comprehension in descriptive text.

The table of specification is as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of reading comprehension</th>
<th>Number of item</th>
<th>Item number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying main idea</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Looking for specific ideas</td>
<td>2,3,4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Finding the meaning of vocabulary</td>
<td>8,9,10</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Making inference</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

5. Identifying reference  6,7  2

Technique of The Data Analysis

1. Analysis on the students’ individual score of pre-test and post-test

\[ A = \frac{R}{N} \times 100 \]

Where:
- \( A \) : The student’ individual score
- \( R \) : The right answer
- \( N \) : The total number of the test

2. Analysis on the students’ mean score of pre-test and post-test

\[ \overline{X} = \frac{\sum x}{N} \]

Where:
- \( \overline{X} \) : The students’ mean score of pre-test and post-test
- \( \sum x \): The sum of students’ individual scores
- \( N \) : The number of students

3. Analysis on the students’ interval score of pre-test and post-test

\[ D = \overline{X}_2 - \overline{X}_1 \]

Where:
- \( D \) : The interval score of pre-test and post-test
- \( \overline{X}_1 \) : The mean score of pre-test
- \( \overline{X}_2 \) : The mean score of post-test

4. Analysis on the students’ significant score of pre-test and post-test

\[ t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}} \]

(Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A., 2010, p. 177)

Where:
- \( D \) : The interval score of pre-test and post-test
- \( \sum D^2 \): The sum of students’ interval score achievement of pre-test and post-test
- \( \sum D \): The sum of students’ interval score achievement of pre-test and post-test
- \( N \) : Number of students
5. Analysis on the effect of the treatment

\[ Es = t \frac{1}{\sqrt{N}} \]

Where:
- \( Es \): effect size
- \( T \): the result of t-test
- \( N \): the total number of students

<table>
<thead>
<tr>
<th>Effect Size</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–0.20</td>
<td>Weak effect</td>
</tr>
<tr>
<td>0.21–0.50</td>
<td>Modest effect</td>
</tr>
<tr>
<td>0.51–1.00</td>
<td>Moderate effect</td>
</tr>
<tr>
<td>&gt;1.00</td>
<td>Strong effect</td>
</tr>
</tbody>
</table>

Table 2. The Criteria of Effect Size

(Cohen, Manion, & Morrison, 2007:521)

Preparation and Implementation of The Research

1. Preparation of Research

Before the test is conducted, the writer has to prepare the tool of data collecting. In this research, the writer uses an objective test as the tool of data collecting. The objective test consists of 10 items in form of multiple choices with 4 options in each items in which students should find the best option for each question.

The writer administered the try out to the students in class VIII B which consists of 30 students on Tuesday, January 30th, 2018. The result of the try out shows that the level of difficulty of the test items consist of 60% moderate test items and 40% difficult test items. From the discriminating power aspect, the test items consist of 30% sufficient test items, 40% good test items, and 30% excellent test items. After finding the result of the try out, the writer measured the reliability of the test items by using KR\(_{21}\) formula.

The students’ mean score is calculated by using the mean formula:

\[ \bar{X} = \frac{\sum X}{N} \]

Where:
- \( \bar{X} \): the mean of the students’ test score
- \( \sum X \): total sum of the score
- \( N \): the number of the students who took the test

2. Implementation of the Research

a. Pre-test

Pre-test is the test that is given before the treatment is given. The purpose of this pre-test is to know the students’ mastery in reading comprehension in descriptive text before the treatment is given. The pre-test was conducted on February 8\(^{th}\), 2018. The pre-test was given to the sample of research that is students in class VIII B with the number of students who took the test was 30 students.

b. Treatment

The treatment is teaching reading comprehension in descriptive text by using Reciprocal Teaching. The treatments were given two times which was on February 13\(^{th}\) and 15\(^{th}\) 2018.

c. Post-test

After conducting the treatment, the students were tested, known as post-test. This post-test was given to the students to know their mastery in reading comprehension in descriptive text after the treatments have been given. The post-test was conducted on February 20\(^{th}\), 2018.

RESEARCH FINDINGS & DISCUSSION

Research Findings

From the result of pre-test and post-test, there is a different significant achievement. The mean of the student’s score in post-test (77.09) is higher than the mean of the student’s score in pre-test (49.67). The result of the \( t \)-test shows that the obtained \( t \)-value is 12.34 which is higher than \( t \)-table value with the 30 degree of freedom which is 1.697 at the 0.05 level. It is also strengthened by the result of the computation of the effect size of the treatment which is 2.09 (> 1.00) or
categorized has the strong effect. Based on the computation, the alternative hypothesis which stated that the use of Reciprocal Teaching is effective in teaching Descriptive Text to the eighth grade students of SMP Negeri 2 Sejangkung in academic year 2017/2018 is accepted and the effect is categorized as “strong effect”.

Discussion
In this research, the researcher used reciprocal teaching in teaching reading comprehension of descriptive text. Referring to the findings, reciprocal teaching has strong effects in increasing students’ achievement in reading comprehension. This technique was helpful for the researcher in making students easier to understand how to find the main idea, finding detail information, making inferences also references and identifying new vocabulary.

In implementing this research, the researcher acted as a teacher. The researcher gave pre-test, treatment and post-test to the students. In this research, the researcher conducted the treatment to research sample. The researcher conducted two meetings that focused on teaching descriptive text by using reciprocal teaching.

Reading comprehension of descriptive text was challenging to the students. They should know the whole meaning of the text to comprehend it. Reciprocal teaching is one of the techniques that offering the solution to solve the problem in teaching reading comprehension. Nuar Atika, et.al., cited in Walidaini (2015, p. 13) states that reciprocal technique will make students and teacher take turns or contribute in teachers’ role in leading discussion. The students indirectly learn how to find out the main idea, specific ideas, references, inferences and vocabulary through four steps of reciprocal teaching. In predicting stage the students predict the main idea of the paragraph while in questioning stage the students find out the specific ideas about the text. In other hand, in clarifying stage the students clarify some words or sentences which are unfamiliar to them also in summarizing stages the students summarize the paragraph.

Reciprocal teaching helped the students in comprehending the text. As stated by Klingner, J. K., & Vaughn, S. (1996, p. 276) the reciprocal teaching is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. The teacher guided the students as model how to implement reciprocal teaching in the text. The students follow four steps of reciprocal teaching in groups while they learnt descriptive text.

The students read a descriptive based on the topic given by the researcher. In every treatment, the students were given a topic about flora and fauna to be described. In the treatment the researcher models how to use stages of reciprocal teaching. The researcher used bookmark to help her in explaining reciprocal teaching stages. After giving demonstration, the researcher divided the students into groups. In the group, the researcher leads a discussion about the text. Then, the researcher asked the students to work with their own group. Students take turn leading discussion about the text and giving each other feedback on strategy implementation. After the students finished work with their groups, the researcher gave them work individually. The students used four reading strategies to monitor their own comprehension.

In this research, there was an effectiveness of using reciprocal teaching technique in reading comprehension of descriptive texts. The researcher found the effectiveness of reciprocal teaching from students’ achievement in reading comprehension of descriptive text. It was shown from the mean score of post-test was higher than mean score of pre-test. Then the researcher calculated the t-test and effect size. As a result, the t-test (12.04) was higher than t-table (1.697) and the effect size (2.09) was categorized as strong effect. Based on the result, the hypothesis of this research has been answered. The alternative hypothesis (Ha) which stated “The effectiveness of reciprocal teaching in reading comprehension
of descriptive text significantly affects to increase the students’ reading achievement on the eighth-grade students of SMP N 02 Sejangkung in the academic year 2017/2018 was accepted.

Reciprocal teaching may be one of the appropriate techniques that can be used as an innovation in teaching reading comprehension. Students can enjoy and interact from reciprocal teaching experience in terms of improved reading skills, independent thinking, verbalization of opinions. Moreover, in view of theoretical framework and related studies, reciprocal teaching is a technique which gives priority in comprehend a text by doing some steps. The students work in groups then gives their own opinion about the text and share it to their friends. Through reciprocal teaching, the students can experience how to find the main ideas and detail information easily, understand new vocabulary also making inference and references. Furthermore, this technique is easy to be applied by the teacher. The teacher can apply it without using a lot of teaching media.

Based on the research findings, theoretical framework and related studies it can be concluded that reciprocal teaching technique encourage the students to discuss and share their opinion in groups. They were being more motivated in teaching and learning process by a friendly situations created by the teacher. They were easier to convey their ideas, gives their opinion, in groups whether than working it individually.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of research findings and the analysis of students’ test, the researcher made some conclusions as follows: (a) Reciprocal teaching is one of various techniques which is effective to be used in reading comprehension of descriptive text. (b) Reciprocal teaching technique showed that there was an increase of students’ reading comprehension of descriptive text. It can be seen from the difference of mean score of pre-test and post-test. The mean score of post-test (77.09) was higher than the mean score of pre-test (49.67). Then, teaching reading by using clustering technique increased the students’ achievement in reading comprehension of descriptive text. It can be seen from the t-test (12.34) which was higher than t-table (1.697). (c) The effect size of the treatment was categorized as strong effect, because the effect size (2.09) was higher than (1.00). It showed that, reciprocal teaching technique is significantly effective to teach reading comprehension of descriptive text. (d) Reciprocal teaching technique could encourage the students to discuss and share their opinion in groups. They were being more motivated in teaching and learning process by a friendly situations created by the teacher. They were easier to convey their ideas, gives their opinion, in groups whether than working it individually.

Suggestion

Referring to the result of data analysis and conclusions of this research, the researcher would like to provide some suggestions as follows: (a) Reciprocal teaching technique is as a cooperative technique for assisting students to read the text. It is helpful to build the students prior knowledge before they read a text. It can be proven when students make a prediction at the first time about the upcoming text by only reading the title. (b) In implementing reciprocal teaching technique, the teacher should control the students’ activity. Helps may be needed since not all students have the same understanding about the each stage in this technique. (c) The teachers are suggested to manage the time effectively by paying attention on technique implementation process. So that, all steps of reciprocal teaching technique could be implemented in teaching learning process. (d) The teachers need to give the clear instructions before asking the students to work in groups and
individually. (e) In teaching reading descriptive text the teacher has to make sure the students could analyze the main point that the author written. It can be proven when the step questioning, seeking clarification and summarizing.

**BIBLIOGRAPHY**


Sari, I. F. (2013). *The Effectiveness of Using Reciprocal Technique on Students' Reading Ability of Narrative Text (A Quasi Experimental Study of Eleventh Grade Students of SMAN 90 Jakarta in Academic Year 2013/2014)*.


Zetira, R. G. (2015). *Using Clustering Technique to Explore the Ideas in Writing Descriptive Text (The Case of the Tenth Grades of State Senior High School 1 Pegandon in the Academic Year 2014/2015)*.