

THE IMPACT OF USING A RECIPROCAL TEACHING STRATEGY ON READING COMPREHENSION BY PROSPECTIVE TEACHERS

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ABSTRACT

The goal of this study was to improve students' reading comprehension using a Reciprocal Teaching Strategy in the fourth semester of IAI As'adiyah Sengkang's English education. The researcher used a pre-experimental design that included a pretest and a posttest. The sample comprised of 20 students drawn from IAI As'adiyah Sengkang's fourth semester English education students utilizing a cluster random selection approach. This study used a 20-item multiple-choice reading test as the research tool. Pre-test and post-test data were obtained. The data analysis revealed that the mean score of the students' pre-tests was 59, 29 and the mean score of the post-test was 77,62. It was discovered that pupils' reading comprehension improved after undergoing Reciprocal Teaching treatment (0.05). The researcher concluded that Reciprocal Teaching Strategy was appropriate in teaching reading comprehension at IAI As'adiyah Sengkang's fourth semester of English education. The reciprocal Teaching technique can be used as an alternative strategy in the teaching and learning process by English teachers and other scholars.

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1. INTRODUCTION

Reading is the simplest and cheapest approach to obtain knowledge, as it can assist in understanding basic information to more sophisticated information (Goodwin et al., 2013; Jegerski, 2013; Hashemi, 2021). Furthermore, the ability to comprehend what they had read should have been the most significant factor for the readers. Reading is a crucial aspect of learning English, despite the fact that there are other English abilities that are examined (Lipka & Siegel, 2012; Megawati, 2016; Rastle, 2019; Westhisi, 2019). It may be observed in the final exam, which is almost entirely based on reading skills.

Reciprocal Teaching Technique (RTT) is a teaching method that focuses on improving text comprehension. The Reciprocal Teaching Technique is a scaffolded discussion technique founded on four strategies that readers use to grasp text: predicting, questioning, clarifying, and summarizing (Spörer et al., 2009; Yawisah et al., 2017). Furthermore, a reciprocal teaching strategy is a strategy for understanding a text that involves the teacher and students working together to develop their interpretations of the text utilizing four strategies (Tseng & Yeh, 2018; Islam, 2020; Oo et al., 2021).

Finally, the Reciprocal Teaching Strategy is an excellent way to teach students how to extract key concepts from a text while also reviewing vocabulary, developing ideas, and summarizing data. In addition, that reciprocal teaching enhanced students' reading

comprehension (Takala, 2006; Spörer et al., 2009; Tseng & Yeh, 2018; Chang & Lan, 2021). As a result of this discovery, the reciprocal teaching technique in the teaching of reading comprehension in earlier research on the subject. She employed the Reciprocal Technique to teach pupils how to read a narrative text and improve their comprehension. She discovered that teaching children to read narrative text using the Reciprocal Teaching Technique was helpful, especially in terms of improving their reading comprehension. It also showed that learners who employed the Reciprocal Teaching Technique scored higher on reading comprehension than those who did not.

Highlighting the description above, this study aims to improve students' reading comprehension using a Reciprocal Teaching Strategy.

Literature Review

Literacy programs in the United States have been guided by three main definitions of reading for many years (Shanahan & Shanahan, 2008; Ciampa & Gallagher, 2018; List et al., 2020). Learning to read, according to the first meaning, entails learning to enunciate words. Learning to read, according to the second definition, is learning to recognize words and comprehend their meaning. Learning to read, according to the third definition, is learning to give meaning to a text in order to derive meaning from it.

Reading comprehension, unlike general reading, has a deeper meaning to elucidate. Some writers accept a variety of definitions of reading comprehension (Guthrie et al., 2004; Natin & Norbury, 2005; Soto et al., 2019; Reis et al., 2020). Reading comprehension is the process of creating meaning by coordinating a number of complicated processes such as word reading, word and world knowledge, and fluency (Hasan et al., 2018; Li & Clariana, 2019; Reis et al., 2020). It refers to the ability to decipher the meaning of words, as well as the relationships between concepts presented in a text. Furthermore, the teacher's reading comprehension training is broken down into three steps: mentioning, practicing, and assessing. That is, teachers identify the abilities that students desire to learn, then provide opportunities for them to practice those skills through workbooks or worksheets, before assessing whether or not they have learned the skill satisfactorily.

Reciprocal teaching is a research-based instructional strategy created by Palincsar & Brown to help students improve their reading comprehension skills (Pilonieta & Medina, 2009). Reciprocal teaching is frequently administered by teachers as a pre-determined set of processes, with little knowledge of why the strategies work (Barrett, 2003). Therefore, it is concluded that reciprocal teaching is an outstanding role-playing learning strategy that has been proven to improve reading and comprehension. Reciprocal teaching is best described as a conversation between teachers and students in which each participant takes turns acting as the teacher.

2. METHOD

This study used a pre-experimental approach with a one-group pretest-posttest design (Creswell & Creswell, 2017). Its goal was to use the Reciprocal Teaching Strategy to increase pupils' reading comprehension.

A reading comprehension text in the form of multiple-choice items is used as the research instrument in this study. There are 20 questions in the text that cover five reading passages. This test contains 10 literal questions (1,2,5,6,8,9,11,14,15,17), as well as 10 inferential questions (3,4,7,10,12,13,16,18,19,20). This instrument was utilized for both pre-test and post-test on the topic of Recount Text.

3. RESULTS AND DISCUSSION

The hypothesis used in the study is as follows:

H0: There are not improved students' reading comprehension were taught by using Reciprocal Teaching Strategy.

H1: There is improved students' reading comprehension was taught by using Reciprocal Teaching Strategy.

The major instrument in this study was the data acquired from students' pre- and post-tests. The pre-test and post-test were given before the treatment was provided, and the post-test was given after the treatment had been given. The pre-test and post-test scores of 20 students were used to conduct this study. Table 1 shows the summary of the description.

Table 1. The pre-test and post-test scores

Level	Classification	Range	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
A	Very Good	91-100	-	-	3	7
B	Good	76-90	5	15,8	13	80,5
C	Fair	61-75	6	30,5	4	7,9
D	Poor	51-60	6	30,5	1	4,6
E	Very Poor	≤ 50	3	7,9	-	-
	Total		20	100	21	100

In the pre-test, no students received a very good score, 5 (15.8%) students received a good score, 6 (30.5%) students received a fair score, 6 (30.5%) students had a poor score, and 3 (7.9%) students received a very poor score, according to table 1. On the other side, 3 (7%) students received a very good score, 13 (80,5%) students received a good score, 4 (7,9%) students received a fair score, 1 (4,6%) students received a poor score, and no students received a very low score on the post-test.

In the post-test, there were no students in the very poor score category, four (19.04 percent) students in the poor score category, fourteen (66.66 percent) students in the fair score category, and two (14.28 percent) students in the good score category, which was the same as the very good score category.

Next, the findings of the reading comprehension analysis are presented in Table 2 below.

Table 2. summarizes the findings of the reading comprehension analysis

Level	Classification	Range	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
A	Very Good	91-100	-	-	3	14,28
B	Good	76-90	3	14.28	2	1,013
C	Fair	61-75	14	66.66	16	09.52
D	Poor	51-60	3	19.04	-	-
E	Very Poor	≤ 50				
	Total		20	100	21	100

Table 2 shows that there were no students in the very poor score category in both the pre-test and post-test of reading comprehension. There were 3 (19.04 percent) students in

the poor score category, 14 (66.66 percent) students in the fair score category, and 3 (14.28 percent) students in the good score category, but no students in the very good category.

In the post-test, however, there were no children in the very bad and poor score categories, 16 (9.52 percent) kids in the fair score category, 2 (23.80 percent) students in the good score category, and 3 (14.28 percent) students in the very good category.

The null hypothesis (H0) is rejected, whereas the alternative hypothesis (H1) is accepted, according to the preceding description. It also means that when students were taught using the Reciprocal Teaching Strategy, their reading comprehension improved. The researcher found that there was a significant difference between the pre-test and post-test of the students' reading comprehension through Reciprocal Teaching Strategy based on the study above.

Students' post-test scores were higher than their pre-test scores, according to the research findings. As a result, the Reciprocal Teaching Strategy can be inferred to improve student's reading comprehension, both literal and inferential.

This finding is supported by several previous studies, including Doolittle et al. (2006); Alfassi et al. (2009); Tarchi (2015); Arif (2016); Mannong (2018); Okkinga et al. (2018); Maspufah (2019); Paul & Karmaker (2021). As a result, the research findings may serve as a resource for future researchers, particularly those working in the field of English language education.

4. CONCLUSION

The Reciprocal Teaching Strategy can assist students grasp the material by expanding their background knowledge, according to the findings of the analysis and the research objectives. It has the capacity to broaden pupils' previous understanding. It encourages kids to participate in the reading activity by allowing them to collaborate with their peers, and it allows all students to participate in the learning process by practicing reading comprehension.

According to the statistical calculations used to assess the research findings, it can be stated that the Reciprocal Teaching technique can help students enhance their reading comprehension, both literal and inferential. Improvement in literal mean score from pre-test 61.42 to post-test 74.28 and inferential mean score from pre-test 57.61 to post-test 70.54 in the fourth semester of English education at IAI As'adiyah Sengkang.

As a result, the implications of the research findings have an impact on English education. This strategy can be used as a model by lecturers in the classroom. A broader framework is required for future research in order to collect more accurate data or information and to support existing theories.

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