

RECIPROCAL TEACHING STRATEGY ON READING COMPREHENSION: A REVIEW FOR PROSPECTIVE TEACHERS

Satriani¹, Muhammad Hasbi², Yusuf Razaq³, Nurul Muzkiyah⁴, Ainun Fahirah⁵

^{1, 2, 3, 4, 5} Institut Agama Islam As'adiyah Sengkang, Indonesia

Article Info

Article history:

Received Jan 05, 2022

Revised Jan 22, 2022

Accepted Feb 01, 2022

Keywords:

Reciprocal Teaching

Reading Comprehension

Prospective Teachers

ABSTRACT

The focus of this research was to use the reciprocal teaching strategy to increase prospective teachers reading comprehension in the sixth semester of English education at IAI As'adiyah Sengkang. A pre-experimental approach with pretest and posttest design was used by the researcher. Using the cluster random sampling technique, a total of 13 people were included in the sample. 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 prospective teachers pre-tests was 59, 29 and the mean score of prospective teachers post-tests was 77,62. It was discovered that after undergoing reciprocal teaching strategy treatment, the prospective teachers reading comprehension improved ($\alpha < 0.05$). The researcher found that a reciprocal teaching strategy was appropriate in teaching reading comprehension at IAI As'adiyah Sengkang's sixth semester of English education based on the results of data analysis. Reciprocal teaching strategy can be used as an alternative strategy in the teaching and learning process by English teachers and other scholars.

Copyright © 2022 ETDCI.

All rights reserved.

Corresponding Author:

Satriani,

Institut Agama Islam As'adiyah Sengkang

Email: satrianiani200894@gmail.com

1. INTRODUCTION

Listening, speaking, writing, and reading are the four skills that should be prioritized when learning the English language (Richards, 2008; Khamkhien, 2010; Sadiku, 2015; Liu et al., 2016; Piniel & Albert, 2018; Burns & Siegel, 2018; Cho & Krashen, 2019). Those are crucial for English learners, but it's vital to learn more about them. Reading comprehension is one of the four language skills with the goal of pupils not only reading a range of texts independently but also reading with comprehension in order to extract and process information quickly (Gately, 2008; Lipka & Siegel, 2012; Wexler et al., 2018).

Reading is the simplest and cheapest approach to obtain knowledge (Atayeve et al., 2019; Rosnaeni et al., 2020), as it can assist in understanding basic information to more sophisticated information. Furthermore, the ability to grasp what they have read is the most vital quality that readers should possess. Reading is a crucial aspect of learning English (Orland, 2001; Moghadam et al., 2012; Guan et al., 2018; Rastle, 2019; Brevik, 2019), despite the fact that there are other English abilities that are examined. It may be observed in the final exam, which is almost entirely based on reading skills. Another aspect of this research is reciprocal teaching.

Reciprocal teaching is a teaching method that focuses on improving text comprehension. Reciprocal teaching is a scaffolded discussion technique founded on four

strategies that readers use to grasp text: predicting, questioning, clarifying, and summarizing (Yang, 2010; Ahmadi & Gilakjani, 2012; Oczkus, 2018). Moreover, 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.

The reciprocal teaching strategy is an excellent way to teach children how to deduce significant ideas from reading while also reviewing vocabulary, developing ideas, and summarizing data. Furthermore, it was shown that reciprocal teaching improved students' reading comprehension (Spörer et al., 2009; Okkinga et al., 2018). Reciprocal technique was used to teach pupils how to read the narrative text and improve their comprehension. It also showed that learners who employed the reciprocal teaching technique scored higher on reading comprehension than those who did not..

Literature Review

Reciprocal teaching is an instructional strategy to help students improve their reading comprehension skills (Spörer et al., 2009; Yang, 2010). Teachers often use reciprocal teaching as a pre-set collection of processes without understanding why the strategies are beneficial.

Moreover, reciprocal teaching is a strategy that can be utilized in the classroom to help students have a better comprehension of the class topic. Reciprocal teaching is a method of instruction in which students learn by sharing in the construction of meaning amongst themselves and with the instructor (Okkinga et al., 2018).

According to those definitions, reciprocal teaching is a model or strategy for teaching reading comprehension that allows students to exchange their experiences and ideas about the material they've read. In this sub-chapter, the Components of Reciprocal Teaching, Using Reciprocal Teaching, Strategies of reciprocal teaching, and Purpose reciprocal teaching will be examined in relation to reciprocal teaching.

Reciprocal teaching is a guided reading comprehension technique that enables students to practice the abilities that effective readers and learners do without thinking about it (Soonthornmanee, 2002; Myers, 2005; Alfassi et al., 2009; Stricklin, 2011; Hashey & Connors, 2013), including (summarize, question, clarify, and predict to respond to what they are reading). Reciprocal teaching consists of four essential components: Predicting: Readers predict what will happen next or what they will learn based on their prior knowledge and hints from the visual of text. Questioning: The query terms who, what, why, when, where, how, and what if are used by readers to develop the main concept and inference questions. Clarifying: Readers recognize difficult or perplexing words, phrases, or ideas. As kids read, they learn how to use fix-up tactics to overcome difficulties. Readers develop an overall meaning of a text selection by offering a clear, short summary of what they've read.

2. METHOD

This study used a pre-experimental approach with a one-group pretest-posttest design (Moleong, 2014). Its goal was to use the reciprocal teaching strategy to increase prospective teachers reading comprehension.

The research instrument in this study is a reading comprehension text with multiple-choice questions. The material has 20 questions divided into five sections. This test consists of ten literal question items (1, 2, 5, 6, 8, 9, 11, 14, 15, 17) and ten inferential question items (3, 4, 7, 10, 12, 13, 16, 18, 19, 20). This instrument is used for pre-test and post-test on the topic of recount Text.

3. RESULTS AND DISCUSSION

The major instrument in this study was the data acquired from students' pre-test 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 13 students were used to conduct this study.

The pre-test and post-test distribution and percentage score of prospective teachers reading comprehension revealed that no prospective teachers received a very good score, 2 (15,8%) prospective teachers received a good score, 5 (30,5%) prospective teachers received a fair score, 5 (30,5%) prospective teachers received a poor score, and 1 (7,9%) prospective teachers received a very poor score. In the post-test, however, 2 (7%) prospective teachers received a very good score, 7 (80,6%) prospective teachers received an excellent score, 3 (8%) prospective teachers received a fair score, 1 (4,6%) prospective teachers had a poor score, and no student received a very poor score.

Percentage and frequency the category of prospective teachers pre-test and post-test scores in literal comprehension is described by the distribution of their pre-test and post-test scores. There were 1 (19%) prospective teachers in the very low score category, 5 (42.85%) prospective teachers in the poor score category, 1 (19%) prospective teachers in the fair score category, 3 (9.52%) prospective teachers in the good score category, and 3 (9.52%) prospective teachers in the very good category in the pre-test.

In the post-test, however, there were no prospective teachers in the very poor score category, 3 (19.04%) in the poor score category, 6 (66.66%) in the fair score category, and 2 (14.28%) in the good score category, which was the same as the very good score category.

The findings of the analysis' group statistic computation using SPSS 24. The mean pre-test score was 59.28, which was considered fair with a standard deviation of 14.16 and a standard error mean of 3.09, whereas the mean post-test score was 77.61, which was considered good with a standard deviation of 10.79 and a standard error mean of 2.35.

Reciprocal teaching is a method of learning in which you teach your friends. In this method, pupils take on the role of teacher to teach their peers in lieu of the teacher. Reverse learning, sometimes known as "reciprocal teaching," is a teaching method that allows students to learn autonomously, creatively, and more actively. Students are given the opportunity to study the content first, and then they are asked to re-explain what they have learned to other students. The teacher's role is limited to that of a facilitator and guide in learning, i.e., straightening out or explaining the information that students cannot answer on their own.

According to the findings, using the reciprocal teaching strategy can help prospective teachers enhance their reading comprehension. The reciprocal teaching strategy allowed all students (prospective teachers) to participate actively in the learning process while practicing reading comprehension. As a result, all pupils were given the opportunity to acquire and practice their reading comprehension, came to the same conclusion by (Spörer et al., 2009; Yang, 2010; Choo et al., 2011; Komariah et al., 2015; Navaie, 2018; Chang & Lan, 2021; sari, 2021).

4. CONCLUSION

The usage of reciprocal teaching strategy can help prospective teachers understand the text by expanding their past knowledge. It has the potential to enhance students' (prospective teachers) past knowledge. It allows all students (prospective teachers) to participate in the learning process by practicing reading comprehension, and it also

encourages students to participate in the reading activity by allowing them to collaborate with their peers.

According to the statistical calculations used to analyze the research findings, it can be concluded that the reciprocal teaching strategy can improve students' reading comprehension, including literal and inferential comprehension, at IAI as'adiyah Sengkang's sixth semester of English education, and that the improvement in literal mean score from pre-test to post-test.

As suggestion, reciprocal teaching strategy can be used as an alternative strategy in the teaching and learning process by English teachers and other scholars, especially lecturers.

REFERENCES

- Ahmadi, M. R., & Gilakjani, A. P. (2012). Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. *Theory & Practice in Language Studies*, 2(10).
- Alfassi, M., Weiss, I., & Lifshitz, H. (2009). The efficacy of reciprocal teaching in fostering the reading literacy of students with intellectual disabilities. *European Journal of Special Needs Education*, 24(3), 291-305.
<https://doi.org/10.1080/08856250903016854>
- Atayeva, M., Putro, N. H. P. S., Kassymova, G., & Kosbay, S. (2019). Impact of reading on students' writing ability. In *Materials of International Practical Internet Conference "Challenges of Science"* (Vol. 144, No. 2, pp. 5-13).
- Brevik, L. M. (2019). Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2. *Reading and writing*, 32(9), 2281-2310.
<https://doi.org/10.1007/s11145-019-09951-w>
- Burns, A., & Siegel, J. (2018). Teaching the four language skills: Themes and issues. *International perspectives on teaching the four skills in ELT* (pp. 1-17). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-63444-9_1
- Chang, M. M., & Lan, S. W. (2021). Exploring undergraduate EFL students' perceptions and experiences of a Moodle-based reciprocal teaching application. *Open Learning: The Journal of Open, Distance and e-Learning*, 36(1), 29-44.
<https://doi.org/10.1080/02680513.2019.1708298>
- Cho, K. S., & Krashen, S. (2019). Pleasure reading in a foreign language and competence in speaking, listening, reading and writing. *TEFLIN Journal*, 30(2), 231-236.
<http://dx.doi.org/10.15639/teflinjournal.v30i2/231-236>
- Choo, T. O. L., Eng, T. K., & Ahmad, N. (2011). Effects of reciprocal teaching strategies on reading comprehension. *Reading Matrix: An International Online Journal*, 11(2).
- Gately, S. E. (2008). Facilitating reading comprehension for students on the autism spectrum. *Teaching Exceptional Children*, 40(3), 40-45.
<https://doi.org/10.1177/004005990804000304>
- Guan, N., Song, J., & Li, D. (2018). On the advantages of computer multimedia-aided English teaching. *Procedia computer science*, 131, 727-732.
<https://doi.org/10.1016/j.procs.2018.04.317>
- Hashey, J. M., & Connors, D. J. (2003). Learn from our journey: Reciprocal teaching action research. *The Reading Teacher*, 57(3), 224-232.

- Khamkhien, A. (2010). Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective. *English Language Teaching*, 3(1), 184-190. <https://eric.ed.gov/?id=EJ1081501>
- Komariah, E., Ramadhona, P. A. R., & Silviyanti, T. M. (2015). Improving reading comprehension through reciprocal teaching method. *Studies in English Language and Education*, 2(2), 87-102. <https://doi.org/10.24815/siele.v2i2.2693>
- Lipka, O., & Siegel, L. S. (2012). The development of reading comprehension skills in children learning English as a second language. *Reading and Writing*, 25(8), 1873-1898. <https://doi.org/10.1007/s11145-011-9309-8>
- Liu, N., Lin, C. K., & Wiley, T. G. (2016). Learner views on English and English language teaching in China. *International Multilingual Research Journal*, 10(2), 137-157. <https://doi.org/10.1080/19313152.2016.1147308>
- Moghadam, S. H., Zainal, Z., & Ghaderpour, M. (2012). A review on the important role of vocabulary knowledge in reading comprehension performance. *Procedia-Social and Behavioral Sciences*, 66, 555-563. <https://doi.org/10.1016/j.sbspro.2012.11.300>
- Moleong, L. J. (2014). Metodologi Penelitian Kuantitatif. *PT Remaja Rosdakarya, Bandung*.
- Myers, P. A. (2005). The princess storyteller, clara clarifier, quincy questioner, and the wizard: Reciprocal teaching adapted for kindergarten students. *The Reading Teacher*, 59(4), 314-324. <https://doi.org/10.1598/RT.59.4.2>
- Navaie, L. A. (2018). The effects of reciprocal teaching on reading comprehension of Iranian EFL learners. *Advances in Language and Literary Studies*, 9(4), 26-30. <http://dx.doi.org/10.7575/aial.v.9n.4p.26>
- Oczkus, L. D. (2018). *Reciprocal teaching at work: Powerful strategies and lessons for improving reading comprehension*. ASCD.
- Okkinga, M., van Steensel, R., van Gelderen, A. J., & Slegers, P. J. (2018). Effects of reciprocal teaching on reading comprehension of low-achieving adolescents. The importance of specific teacher skills. *Journal of research in reading*, 41(1), 20-41. <https://doi.org/10.1111/1467-9817.12082>
- Orland, L. (2001). Reading a mentoring situation: One aspect of learning to mentor. *Teaching and Teacher Education*, 17(1), 75-88. [https://doi.org/10.1016/S0742-051X\(00\)00039-1](https://doi.org/10.1016/S0742-051X(00)00039-1)
- Piniel, K., & Albert, A. (2018). Advanced learners' foreign language-related emotions across the four skills. *Studies in Second Language Learning and Teaching*, 8(1), 127-147. <https://www.ceeol.com/search/article-detail?id=624895>
- Rastle, K. (2019). The place of morphology in learning to read in English. *Cortex*, 116, 45-54. <https://doi.org/10.1016/j.cortex.2018.02.008>
- Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35, No. 4). Cambridge: Cambridge university press.
- Rosnaeni, R., Dj, M. Z., & Nur, H. (2020). Students' Metacognitive Awareness and Reading Comprehension of Narrative Texts. *IJEE (Indonesian Journal of English Education)*, 7(1), 74-86. <https://doi.org/10.15408/ijee.v7i1.%2017027>
- Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, 1(1), 29-31. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Sari, A. W. (2021). The effects of applying reciprocal teaching method to the students' achievement in reading comprehension. *English Teaching and Linguistics Journal*, 2(2), 179-187. <http://dx.doi.org/10.30596%2Fetlij.v2i2.6951>
- Soonthornmanee, R. (2002). The effect of the reciprocal teaching approach on the reading comprehension of EFL students. *RELC Journal*, 33(2), 125-141. <https://doi.org/10.1177/003368820203300206>

- Spörer, N., Brunstein, J. C., & Kieschke, U. L. F. (2009). Improving students' reading comprehension skills: Effects of strategy instruction and reciprocal teaching. *Learning and instruction*, 19(3), 272-286. <https://doi.org/10.1016/j.learninstruc.2008.05.003>
- Stricklin, K. (2011). Hands-on reciprocal teaching: A comprehension technique. *The Reading Teacher*, 64(8), 620-625. <https://doi.org/10.1598/RT.64.8.8>
- Wexler, J., Kearns, D. M., Lemons, C. J., Mitchell, M., Clancy, E., Davidson, K. A., ... & Wei, Y. (2018). Reading comprehension and co-teaching practices in middle school English language arts classrooms. *Exceptional Children*, 84(4), 384-402. <https://doi.org/10.1177/0014402918771543>
- Yang, Y. F. (2010). Developing a reciprocal teaching/learning system for college remedial reading instruction. *Computers & Education*, 55(3), 1193-1201. <https://doi.org/10.1016/j.compedu.2010.05.016>