

ENHANCING READING COMPREHENSION SKILLS OF SECOND-GRADE STUDENTS USING THE RECIPROCAL TEACHING METHOD

¹Adela Kurnia Putri D.R., ²Muhammad Yunus, ³Kurniasih

^{1,2,3} Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Malang

Email: ¹adelakurniaputri15@gmail.com, ²m.yunus@unisma.ac.id, ³kurniasih@unisma.ac.id

Abstract

This study investigated the effectiveness of the Reciprocal Teaching Method in improving the reading comprehension skills of second-grade students at MTs Al-Hayatul Islamiyah in Malang. The research focused on addressing students' difficulties in various aspects of reading comprehension, such as word meaning comprehension, and understanding text significance. The Reciprocal Teaching Method, encompassing prediction, clarification, questioning, and summarization strategies, was employed to enhance reading comprehension. The study utilized a classroom action research approach, integrating the method into reading instruction. Data collection methods included observations, questionnaires, and tests.

Keywords : Reading Comprehension, Reciprocal Teaching Method.

INTRODUCTION

Reading is one of the skills that students in the learning process must consider. Reading comprehension is a crucial skill for academic success and lifelong learning, through reading we will get knowledge and information in human life, especially students in the learning process. Tarigan (2008: 7) states that reading is a process that readers use to understand the information that the writer aims to convey through words or written language. As explained by Finochiaro and Bonomo in Tarigan (2008: 7), reading describes and understands the definition or meaning of written material. Reading carries meaning and gets meaning from printed-out written material. Reading of the skill students must have to understand what they read, but this is still a big problem. However, students often face challenges in understanding texts deeply and effectively. Ayun and Yunus (2017) that reading is a difficult task. Readers must thus decode the content and assign meanings to fully understand it.

Most of the student problem in English is: (a.) They need more vocabulary, and they prefer to avoid opening a dictionary. (b.) The students often need clarification about finding the text's central idea, topic, and content. So the result is that they need help understanding and getting information from the text. According to Atai and Nazari (2014), it could be one factor why students need more motivation to learn English. Iranian English language learners interpret texts in order to comprehend them. Although it is neither recommended nor praised professionally, this tendency has persisted in most reading comprehension techniques. The method and atmosphere that support the classroom are important factors to support students' understanding.

The researcher discovered a number of issues with MTs Al-Hayatul Islamiyah Malang students' ability to read comprehension in class, such as students' lack of motivation and interest in reading activities, students' difficulty understanding word meanings, and students' difficulty understanding the significance of the text in paragraphs and other things. Some components need to be enhanced as teachers, strategies, and motivation to improve reading comprehension. Using the Reciprocal Teaching Method, the researcher used strategies to improve reading comprehension. This study aimed to investigate the impact of the Reciprocal Teaching Method on enhancing second-grade students' reading comprehension skills. The Reciprocal Teaching Method was chosen due to its focus on predicting, clarifying, questioning, and summarizing as strategies to improve comprehension.

METHODOLOGY

The research employed a Classroom Action Research is based on Kurt Lewin's (1946), based on research methodology there are four steps in each cycle namely planning, action, observation, and reflecting, the cycles depend on the problems in class that need to solve. The subject of the research is VIII-B of MTs Al-Hayatul Islamiyah academic year 2023/2023. The member of VIII-B consisting 14 Students.

Planning : The author observes the session and speaks with the instructor. The author then identifies and describes the reading difficulties of the class's students. The plan for using the reciprocal teaching method in the classroom is set up by the writer and the instructor. The researcher then creates a lesson plan based on the school's research curriculum, prepares exercises for students, and applies teachings from MTs Al-Hayatul Islamiyah's VIII-B to the lesson plan. Action :The researcher conduct the learning-teaching process with the Reciprocal Teaching Method, while the method was implemented, the class condition was seen, and the issue materialized. In relation to the period allotted, the author attended 4 meetings. Observation : When the activity takes place, the author also watches how students utilizing the Reciprocal Teaching Method are gaining reading comprehension. When observing, the writer takes note of all the classroom activities, including the replies of the kids. The author additionally gathers information from the pre-test and the outcome of the students' participation during these phases. Reflecting : This step is carried out after the authors have completed the action, they are aware and find out whether this method is following the stated criteria of improvement or not. if the criteria have not improved, the writer has to prepare and arrange for the next cycle.

Data collection both qualitative and quantitative data were for this investigation. The author incorporates qualitative information from questionnaire, field notes, and interviews. While students achievement in the preliminary study and test reading comprehension results for pupils make up quantitative data. a. Questionnaire : Prior to and during classroom action research, it is utilized to gather information from students. The researcher used questionnaire to gather information students preferences for leaning english, particularly in reading skills, and the method the insttuctor employed in teaching reading. b. Field Notes : Using field notes, the researcher observer what happened when the researcher was taught and learned in the classroom through reciprocal teaching. Descrie the classroom environment. c. Interviews : The interview is especially for gathering information about the English teacher's prior experience with action research in the classroom. It used to understant students reading issues and the method teachers employ when teaching reading. d. Test : Students achievement in the perlimentary study and test reading comprehension were employed in this investigation. Prior to applying reciprocal teaching, students give preliminary study is completed. In the meanwhile, a reading comprehension test is used following reciprocal instruction. The exam is designed to assess student's readingcomprehension skills as well as to see how reciprocal instruction may be improved.

RESULT

The Researcher give preliminary study to know the value before implementing the method. The student must answer question in preliminary study consisting of 20 multiple-choice questions with a recount text. Based on data obtained from preliminary study, the data showed mean students was 51. There were many students get scores under KKM. The highest score was 60 and the lowest score was 40. It can be seen students of VIII-B was still low in reading comprehension. a. Planning : The researcher designed instructional materials such as a handout about the recount text for knowledge about the structure and grammatical text. Students must do every meeting is reading comprehension short text about recount text, so the researcher made a different short text in every meeting. The researcher prepared media used in reading comprehension through Reciprocal Teaching Method which is one template consist table prediction,

clarification, questioning, summarization. The researcher also preparing criteria of success that is 70. b. Implementing : Using the Reciprocal Teaching Method, the researcher instructed students on reading comprehension of recount texts. Pre-activities, while-activities, and post-activities were divided into three parts for each 80-minute meeting by the researchers. Reciprocal Teaching Method was used to teach reading comprehension from the first meeting through the third meeting, and the last meeting was used to assess the students' understanding of reading after utilizing Reciprocal Teaching Method. c. Observing : The researcher studied the classroom environment when the reciprocal teaching method was being used. The researcher observed that all classroom activities took place before, during, and after the pre-activities, activities, and post-activities. According to the lesson plan that has been arranged, students are divided into a group, some students wanted to choose their own group by their self and some students wanted the group chosen by the researcher. The researcher solves that problem, the group was chosen for their own. For reasons, students are comfortable and conducive during the learning process. d. Reflecting : After teaching learning process reflection as the last stage. It is intended to measure the success or failed of the research used Reciprocal Teaching Method. Its done showed the data research result preliminary study and reading comprehension test to the criteria of success, the researcher stopped in this cycle and get conclusion.

The teacher and the writter discussed about the result on cycle one. Based on observation result in this cycle, students participation behaviour while the researcher was explanation the students pay attention well, they followed researcher instruction and active to answer question given by researcher. The teacher said that students more active discussion and do the task, students was more antusias when gathered in their group and discuss each other in learning reading text to analyze recount text.

Its done showed the data research result preliminary study and reading comprehension test to the criteria of success, the researcher stopped in this cycle and get conclusion. The teacher and the writter discussed about the result on cycle one. Based on observation result in this cycle, students participation behaviour while the researcher was explanation the students pay attention well, they followed researcher instruction and active to answer question given by researcher. The teacher said that students more active discussion and do the task, students was more antusias when gathered in their group and discuss each other in learning reading text to analyze recount text. 11 out of 14 pupils who took the reading comprehension met the success requirement, according to the results. because it was successful, the researcher decided to end the classroom action research. For the upcoming cycle, the researcher made no adjustments. The improvement was showed with the students achievement in preliminary study and reading comprehension test.

The study's findings revealed that the Reciprocal Teaching Method positively influenced students' reading comprehension skills. Students exhibited increased engagement during group discussions and tasks. Their comprehension scores showed notable improvement after the implementation of the method. The approach effectively addressed issues such as lack of motivation, vocabulary comprehension, and text significance.

DISCUSSION

The final result of this study's used of the Reciprocal Teaching Method, students were instructed to use the steps of the reciprocal teaching method while working in groups. Students had the opportunity to collaborate and exchange ideas through this exercise. According to the results of the VIII-B MTs Al-Hayatul Islamiyah preliminary study and reading comprehension test scores, it improved the student's reading comprehension. It improved the reading ability of the text, as it is proved by Notably et.all (2000) in their research. A preliminary study was administered by the researcher before to the intervention, and the findings revealed that the pupils' reading comprehension was subpar.

The Reciprocal Teaching Method with Recount Text was used to teach students in four stages: predicting, generating questions, identifying a paragraph's main concept, clarifying ambiguous words, phrases, or sentences, and summarizing their reading. The four essential techniques assist pupils in overcoming text-reading challenges. The researcher used a reading comprehension test to gauge how well the Reciprocal Teaching Method had improved students' reading comprehension. The researcher observed that the student comprehended the content better after treatment than before. It can be seen students are more active in the class in discussing and expressing their opinions. All students were able to actively engage in the learning process by practicing reading comprehension thanks to the Reciprocal Teaching Method. As a result, each student had the opportunity to learn at their own pace and develop reading comprehension. This finding aligned with Biggs et al. in Cooper and Greive (2009: 47). When applying the Reciprocal Teaching Method to teach and learn in a classroom, students have more enthusiasm for following the lesson. They very pay more attention and are focused on their text to comprehend. Because they could learn from one another, most students were interested and highly motivated, and they were never bored. They felt less pressure from the exercise since they could collaborate with their buddies. Additionally, it enhanced pupil interaction in the classroom. In order to study, students have to mingle with their peers. Additionally, the action brought up conversations amongst friends in the minds of the pupils. These results were in line with Marzano's findings in Omari and Weshah (2010:30). Students' comprehension of a book was aided through reciprocal teaching methods. Students were helped by reading methods in locating details or crucial information, the definition of challenging terms, the text's score idea, its topic, and its substance. After putting the reading skills into practice, students were better able to understand the content.

It indicated that the Reciprocal Teaching Method's reading techniques enhanced pupils' reading comprehension, as Janzen states in Richards and Renandya (2002: 287-288). Reciprocal Teaching Method. As a result, each student had the opportunity to learn at their own pace and develop reading comprehension. This finding aligned with Biggs et al. in Cooper and Greive (2009: 47). When applying the Reciprocal Teaching Method to teach and learn in a classroom, students have more enthusiasm for following the lesson. They very pay more attention and are focused on their text to comprehend. Because they could learn from one another, most students were interested and highly motivated, and they were never bored. They felt less pressure from the exercise since they could collaborate with their buddies. Additionally, it enhanced pupil interaction in the classroom. In order to study, students have to mingle with their peers. Additionally, the action brought up conversations amongst friends in the minds of the pupils. These results were in line with Marzano's findings in Omari and Weshah (2010:30). Students' comprehension of a book was aided through reciprocal teaching methods. Students were helped by reading methods in locating details or crucial information, the definition of challenging terms, the text's score idea, its topic, and its substance. After putting the reading skills into practice, students were better able to understand the content. It indicated that the Reciprocal Teaching Method's reading techniques enhanced pupils' reading comprehension, as Janzen states in Richards and Renandya (2002: 287-288).

The effect of the student's responses before treatment, The researcher observed that students mostly failed to comprehend the topic and its questions. Because most students are too passive to read the text, they copy something from it. After all, they lack vocabulary. However, the Reciprocal Teaching Method proved effective in raising students' levels of reading comprehension. The Reciprocal Teaching Method therapy increased the students' reading comprehension. Moving on to the reverse According to a review of the researcher's data from MTs Al-Hayatul Islamiyah, pupils' preliminary study mean scores were 51 and their reading comprehension test mean scores were 73.

The positive outcomes of the study emphasized the efficacy of the Reciprocal Teaching Method in enhancing reading comprehension skills among second-grade students. The method encouraged active participation,

fostered critical thinking, and promoted collaborative learning. By addressing the identified challenges, the method provided a holistic solution to improve overall comprehension.

IMPLICATION

The research holds theoretical significance by contributing to the understanding of using the Reciprocal Teaching Method for teaching reading comprehension. The result of this research is expected to be useful theoretical information on the knowledge of English learning, especially in reading using the strategy Reciprocal Teaching Method. It also can improve reading skills, especially reading comprehension.

This research gives sources and information for students. It provides positive guidance for students to be motivated to learn English to get positive benefits to develop their knowledge. The result of this research is that it can provide information for teachers in teaching reading in the class with a reciprocal method. This research also gives teachers insight to teachers how to improve reading comprehension with common teaching and exciting ways to understand what challenges are faced by students in reading comprehension during learning.

CONCLUSION

In conclusion, the Reciprocal Teaching Method proved to be an effective approach for enhancing reading comprehension skills among second-grade students. The results of the study and the discussion demonstrated that the Reciprocal Teaching Method had a positive impact on the students in Grade VIII-B at MTs Al-Hayatul Islamiyah Malang's reading comprehension. The operations were completed in one cycle. The method's incorporation into teaching practices can serve as a strategy for educators to overcome reading comprehension challenges. As a result, each student was given the opportunity to learn independently and to develop their reading comprehension. The reading skills helped students find the text's main idea, topic, content, the difficult terms' definitions, and other details or key information. After applying the reading strategies students could comprehend with better the text. It meant that the Reciprocal Teaching Method's reading techniques improved students' reading comprehension. This study's results not only contribute to the field of education but also provide a foundation for future research in the domain of reading instruction and methodology.

REFERENCES

- Navaie, L. A. (2018b). The Effects of Reciprocal Teaching on Reading Comprehension of Iranian EFL Learners. *Advances in Language and Literary Studies*, 9(4), 26.
- Khori, M., & Ahmad, A. (2019). Enhancing Students' Reading Comprehension through the Collaboration between Reciprocal Teaching and Cooperative Learning.
- Hamdani, B. (2020). Teaching Reading Through Reciprocal Teaching Method. *Celtic*, 7(1), 23.
- Ayun, Q., & Yunus, M. B. (2017). The Efficacy of Reciprocal Teaching Method in Teaching Reading Comprehension to EFL Students. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*.

- Tarigan, Henry Guntur. (2009). Reading as a Language Skill. Bandung: Angkasa.
- Yunus, M., & Ubaidillah, M. F. (2021). EFL teacher educators' experiences in teaching critical reading: evidence from Indonesia. *Journal on English as a Foreign Language*, 11(2), 422–441.
- Yunus, M. (2015). Becoming Critical Thinkers: A Narrative Inquiry of Indonesian EFL Lecturers. *International Journal of English and Education*, Volume: 4, Issue:3, July 2015, 326-339.
- Nurdianti, et al (2019). Improving Students' Reading Comprehension Through Reciprocal Teaching Strategy on Narrative Text. *Journal Ikip Siliwangi*, Volume:2, No.2.
- Leu, D. J., Kinzer, C. K. (1987). Effective reading instruction in the elementary grades. OH: Merrill.
- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal Teaching of Comprehension- Fostering and Comprehension-Monitoring Activities. *Cognition and Instruction*, 1(2), 117–175.
- McAllum, R. (2014). Reciprocal Teaching: Critical Reflection on Practice. *Kairaranga*, 15(1), 26–35.

Malang, 24 August, 2024

Advisor I

Dr. Muhammad Yunus, S.Pd., M.Pd
NIP/NPP. 209020002

