# Improving Students' Reading Ability Through Reciprocal Teaching Method

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*Article Informaion*

ABSTRACT

This study aims to determine the implementation of reciprocal teching method forimprovingthestudents reading ability at MTS Nurul Huda GondolBuleleng Bali. This is one of the method that can be applied by the teacher in teaching learning process. Through a reading ability that must be mastered by the students in learning English, it is important to be applied by the creative method while teaching learning process. This research conducts in Classroom Action Research (CAR) which consists of two cycles, each cycle included planning, implementing, observing, and reflecting. The cycle finishes when the indicators of success had achieved the completeness of learning set by the school. Completenessof learning for grade VIII subjects is 75%.The results show an increase of students' reading ability its learning outcomes in each cycle. The increase in learning outcomesshows in the pretest results with the percentage of completeness of learning 13,64% and there was an increase in the results of the post test cycle 1 to 40,91%, and an increase again in the results of the post test cycle 2 to 90,90 %. The increase in learning outcomes from the results of the pre-test, post-test cycle I to post-test cycle II was due to improvements in the reciprocal teaching method after evaluating the learning process activities and learning outcomes.From the results of observations in the learning process of students' reading ability in the VIII grade of MTS Nurul Huda GondolBuleleng Bali, the students show a good response. Itconclude that learning using reciprocal teaching method.

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## 1. Introduction

Education is that we must guess since birth. Because of education, we will know everything a lot of insight into the world of our life(Mardianto 2014). The purpose of education is so that children as individuals and as members of society (human social) can reach the safety and happiness of the highest knowledge. Education should be the case that we need to know to add to our knowledge of the things that is always associated with our daily life. Without education in our life, we are nothing as human beings. Also, education is process guidance given by adults to children growing to achieve optimum development so that the children reach adulthood (SyarifuddindanAsrul 2013).That way we should reach our high education for being students. As the word ALLAH SWT:

يَرۡفَعِٱللَّهُٱلَّذِينَءَامَنُواۡمِنكُمۡوَٱلَّذِينَأُوتُواۡٱلۡعِلۡمَدَرَجَٰت

Meaning: "Allah will exalt those who believe among you and those who were given knowledge by several degrees ."( Departemen Agama RI 2005)

From this word Allah SWT has clearly given degrees to people who seek knowledge so that knowledge in education is very important.

Language is an important role in life and life. Language has a tremendous influence in this life. With language, humans can communicate to convey messages and obtain information (NurulHidayah 2016). Language is also a means of communication to express everything that is implied in humans and a means of daily communication between humans with one another. Communication will take place through language (EstiIsmawatidanFarazUmaya 2016).

English is an international language that is very important to master. English is also one of the languages used throughout the world. Realizing the reality of the importance of English in the future, learning English as early as possible must be implemented in schools (Cindy Febilia 2016).

Learning English is integrated in four skills, namely listening, speaking, reading and writing, all of which must be carried out at a minimum in learning activities that determine success in learning all fields of study (IrianyKesumaWijaya, 2013).

In learning English, students need to improve their reading skills in English. Reading is a complex activity by exerts a large number of discrete actions, including people who have to use understanding and imagination, observe, and remember. Reading is a physical and mental activity that can develop into a habit. There are some writers who think that reading is a willingness to see written symbols and change the written symbols through a reading teaching method such as phonics (speech, spelling based on phonetic interpretation of ordinary spelling) to oral reading (Soedarso 2002).

Based on the experience of researchers at MTS Nurul Huda GondolBuleleng Bali, they found symptoms, especially in learning English when teaching and learning there were still students lacking in reading skills and low in understanding English texts. Because of this, many students say that because English is a difficult subject, students also rarely read English texts and feel they can't because writing is not the same as what is spoken, and another factor they don't like because the way they learn in class is not interesting. , so that students prefer to do other things than pay attention to learning, learning that is less interesting is caused by the use of inappropriate learning strategies or methods. Therefore, to improve reading ability, interesting ways are needed to overcome them.

One of the method that the teacher needs to use in achieving teaching objectives is Reciprocal teaching method. Through a teaching learning process the teacher should give a creative one for

improving students reading abilty. It is one of the challenges in a teaching learning process because the students are more active while learning process.

It allows students to improve their reading ability by having a structured dialogue between students and teachers using four method: summarizing, questioning, clarifying, and predicting (AminatAderonkeAgorodan M. K. Akinsola 2013).

### 1.1. Asking Questions

Asking questions is a strategy used to monitor and evaluate the extent of the reader's understanding of the reading material. Readers in this case students ask questions to Themselves, This Technique Is Like A Metacognitive Process.

### 1.2. Clarification

In reverse teaching there is a clarifying activity. Clarification is an activity of collecting ideas through discussion, where one idea will be faced with another idea. This will cause a person to be stimulated to reconstruct his ideas if they do not fit or on the contrary become more confident if his ideas are appropriate. As in reading activities, it is possible for a student to think that the correct pronunciation of words is the most important even though they do not understand the meaning of the words spoken. Students are asked to digest the meaning of unfamiliar words or sentences, whether they can interpret the meaning of a paragraph.

### 1.3. Prediction

This strategy is a strategy in which students conclude whether the structure and core of the available discourse can be expanded or narrowed. At this stage the reader is invited to involve the knowledge that has been obtained previously to be combined with the information obtained from the text read and then used in imagining the possibilities that will be disclosed and suspected based on the information they already have.This is in accordance with the theory applied by Hacker and Tenent that "The students maintain their discussion of the longer and more seriously, were more active in their reading, and were provided with good models for summarizing clarifying, prrdicting and questioning". This means that by using reciprocal teaching students can discuss longer, more often, students are more active in reading and get four good models, namely predicting, clarifying, make questions and make summaries (KetongSriyani, Baharuddin, and WahyuKurniatiAsri 2018).

### 2. Methods

Classroom action research (CAR) can be interpreted as a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing any effects of the treatment (WinaSanjaya 2011).CAR is a qualitative research although the data collected may be quantitative. CAR differs in formal research that aims to test hypotheses and develop general theories. CAR is more aimed at improving performance, is contextual in nature, and the results are not generalized. However, the results of the CAR may be determined by other people who have a background similar to that of the researcher (Ekawan 2013).

In this study planning are the teacher prepare for applying a teaching learning process by designing a lesson plant. This step uses to make a preparation for teaching learning. The teacher make a plan that use a reciprocal teaching to improve students reading ability.

Through the Implimatation of this study is the teacher apply the teaching learning process by using a reciprocal teaching learning for reading a text of recount.It relates to the students reading ability.

While the observing of this study is to collect information about the learning process carried out by the teacher. Through information gathering, the observer can note the various weaknesses and the strengths that the teacher does in carrying out the action. It can be used as input when the teacher reflect on the rearrangement of entering the net round or cycle.

The reflection uses to see the various shortcomings out by the teacher during the action.
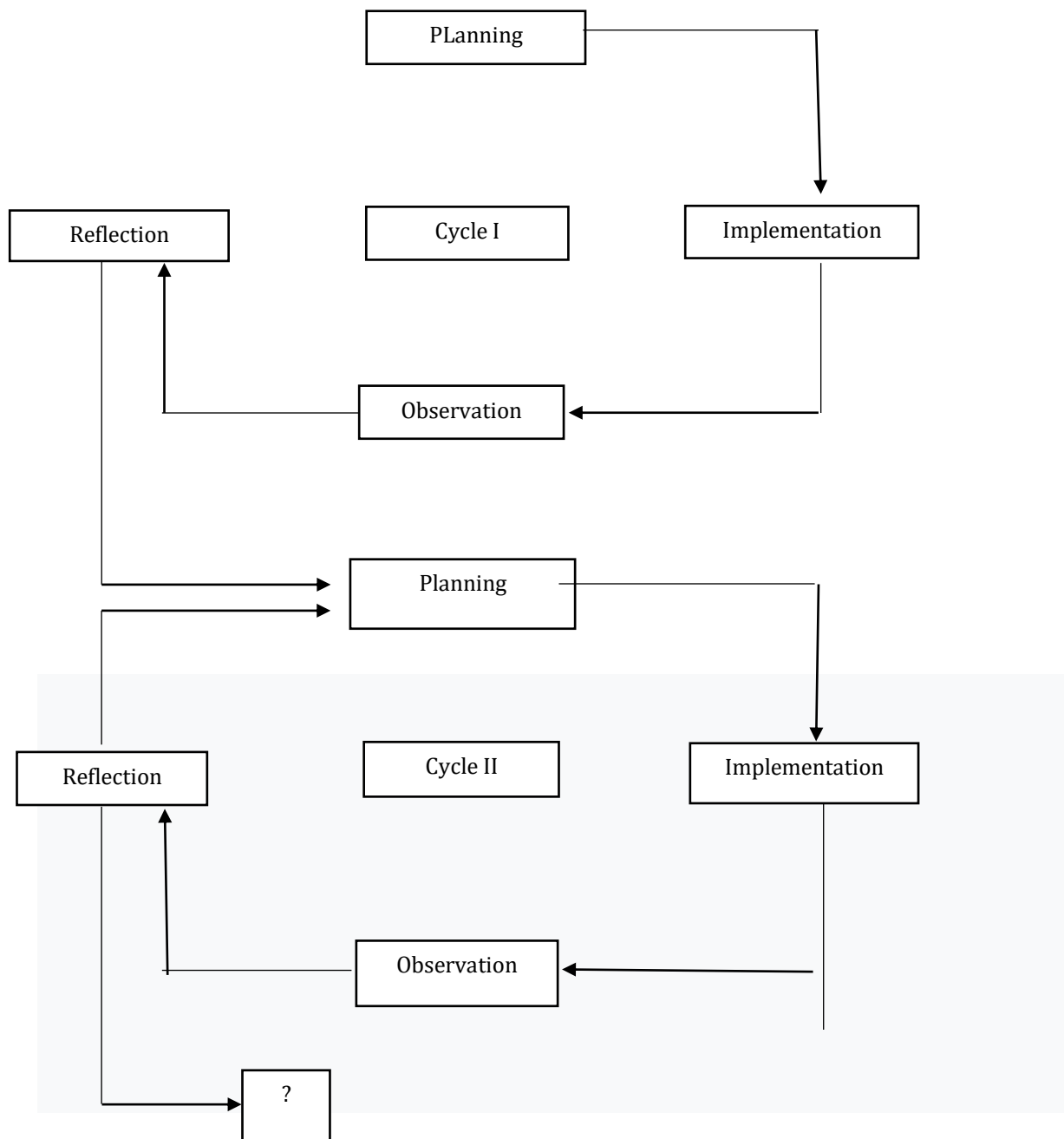


Picture 1. Research Procedure

There are four steps of typical action research model; they are divided into certain cycles of action starting from stage 1 (planning), stages 2 (acting), stage 3 (observing), and stage 4 (reflecting). The cycle stopped if the students had reached the target score stated in school KKM (KriteriaKetuntasan Minimal), that is 70 as the minimum score for English subject at the Junior

High School in MtsNurul Huda. In other hand, if the students cannot reach the target score which was stated in school KKM, this cyclical process of action research should be continued. The research brought into two cycle contained pre-test and post-test. The subject study was the VIIIth grade of Junior High School level which consisted of 22 students. There were total eight meetings covered on those two cycles; three meetings were for tests, and the other four meetings were for doing treatment. The treatment was teaching recount text, especially particular activity, with the application of Reciprocal Teaching method. The instruments used in this research were observation, questionnaire and test. The tests were used to test the students on pre-test, post-test 1 and post-test 2. The tests given instruction to answer the 5 question recount text.

## 3.  Result

Results The research carried on the VIIIth grade of junior high school level for seven meetings. The eight meetings were categorized into two cycles. The result of each cycle will be organized on four steps of CAR, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting.

### 3.1 Cycle I

On planning section, the researcher prepared some lesson plans to teach conditional sentences. Lesson plans were made to be implemented on treatment 1 and 2, which contained some procedures of Reciprocal Teaching to teach recount text. Come to the next step, it is acting. In this step, the researcher came to the class four times. The first session was used for conducting pre-test which consisted of 5 essay. The same thing went to the fourth meeting which was used for conducting post-test which consisted of the same number as pre-test. The third step on CAR is observing. It was done together with the second step. During the fourth session, the researcher provided some field notes to capture what the students do in order to ease the process of regrading them. The steps of acting and observing are displayed on table 1 below:

Table 1. Meetings in cycle I

| Meeting | Acting Topic | Observing Activity |
|---|---|---|
| 1 | Pre-test: Recount Text | In this first meeting, the researcher gave them pre test which consisted of 22 item |
| 2 | Treatment 1: Generic Structure | The students started to learn about the material on generic structure of recount texts using reciprocal teaching in the text 1. Then, they discussed some questions allowed. |
| 3 | Treatment 2 | They did the same as the previous meeting in this treatment. The difference was only the theme of text on recount text. They tried to solve the problem and understand the concept with their partner. |
| 4 | Post-test | In this meeting , the researcher conducted a post-test which consisted of 22 items. The questions presented were in the same form and level of difficulty with the pre-test. |

The last session for cycle I was reflecting. In this measure, the researcher made some purpose from the result of observation found during the teaching and learning process. It initiate from the pre-test. The students admitted that the assistance of test was surprising since they knew very little about the material to be delivered. However, their willingness to do test still existed. The test was conducted well even though there were some students who did really bad. The mean score of pre-test was only 58,95. This score was considered low still the minimum score. Besides, the low capability on the students was due the ability of them to understand the concept. Most of the students had already been taught about this topic, but almost the students still missed in concept. During the treatment 1 and 2, the researcher paid attention on the way the students reading the text. On the first treatment, the students looked confused. They did not know for sure what to do. They still needed the teacher's guide to do almost everything in every step. The students still felt inconvenience on reading text using reciprocal teaching method. They still lost when the teacher asked them some question about the recount text on text 1. And it came more difficult when they were asked to continue to text 2. On top of that, they created noise and disturbing during the lesson. However, in the end of treatment 2, the researcher noticed that the enjoyment of working started to arise. They started to ask questions. It followed with the increase of their score of post-test which hit the point 64.55. From these treatment in cycle 1, we can draw conclusion that there are positive and negative result found during the lesson. The positive result is that the students begin to show their curiosity through asking question, and the negative result is the noise and disturbance from they discussed the material. The revision should be done to improve their quality of learning and also their mean of score. Therefore, cycle II was carried to continue the research.

### 3.2 Cycle II

This cycle only covered four steps as stated in Cycle I. In planning session, the researcher made some revision towards the lesson plans. On the previous treatment, noise and disturbance still occured during the teaching and learning process. For the revision, the researcher made different partner for each student. Then, researcher made the students worked with more tasks. They were prepared with work sheet so that they would be busier. This strategy was hoped to reduce noise and disturbance. The acting session covered three meeting, since the pre-test used for this cycle was taken from the post-test from previous cycle as seen on table2 below:

Table 2.Meetings in cycle II

| Meeting | Acting Topic | Observing Activity |
|---|---|---|
| 1 | Treatment 1 Recount tex | The lesson did not hit the satisfaction yet so that the researcher continued to deepen the students' understanding using the revised plan. The researcher give text again with the different text on recount text using reciprocal teaching method, and then giving idea. |
| 2 | Treatment 2 Recount text | On this treatment, students seemed to ask more questions related with the topic. In every step of learning, noise and disturbance were less occurred since they were very busy with |

| | | |
|---|---|---|
| | | the task given |
| | Post-test | In this meeting, the researcher conducteda post-test which consisted of 5 items. The questions presented were in the same form and level of difficulty with the pre-test. |
| **3** | | |

Reflecting of the observation done would be discussed in this section. There were much improvement in every meeting. The improvement were as follows: (1) their score on post-test 2 was increased. From 1.297 for pre-test, it was improved to be 1.464. and for the post-test 2, their score became 1588, and (2) their quality of learning shown from their attitude and behaviour during joining the lesson.

Table 3.Improvement on students' score of the test.

| | Pre-test | Post-test I | Post-test II |
|---|---|---|---|
| Minimun score | 55 | 65 | 75 |
| Maximal score | 65 | 70 | 80 |
| Mean score | 58,95 | 64,55 | 72,18 |

## 4. Discussion

Based on the result of this research, the result from each cycle that applied reciprocal teaching strategy to improve learners reading comprehension could be categorized as improving. This indicated that reciprocal teaching method can improve the students' reading ability to the VIII-A class of MTs Nurul Huda Gondol Bali. The good result and responses of students during exercise of reciprocal teaching method proved the potency of reciprocal teaching method and it is a good strategy to improve students reading ability at the VIII-A class of MTs Nurul Huda. Students were easier to recognize the text by using this method when reading. Because of the method itself, students could understand the information of reading text start from make prediction, clarification, question, and summarization of text. Furthermore, the improvement of students in reading ability could not be separated from successful treatment from the teacher in applying reciprocal teaching strategy. Firstly, teacher should focus on solving the class management problem in order to create conductive situation in teaching learning process. This way make students can enthusiastically ask the teacher whenever they found some problems in reading. This is the goal of applying reciprocal teaching strategy, to encourage students to be enthusiastic, more active and be attentive during learning by reading.

## 5. Conclusion

This study conducted by Reciprocal teaching method in teaching learning process to improve students reading ability. It applied with four method those are; summarizing, questioning, clarifying, and predictioning. The material that was given about the recount tesxt through a reading ability. The object of this study is the students in the VIII grade of MTs Nurul Huda GondolBuleleng, Bali. This study used Classroom Action Research (CAR) wich consist of two cycle. That was incuded by planning, implementing, observing and reflecting. The result of this study showed that the pretest result with the presentage of completeness of learning 13, 64%, the post test cycle 1 to 40,91%, and for the post test in cycle II to 90, 90%. The increase in

learning process of students reading ability from the result of the presentage of pretest, post test cycle 1 and post test cycle II was due to improvements in the Reciprocal teaching method through the students reading ability

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