Utilizing Reciprocal Teaching Method to Improve the Students' Reading Comprehension at SMA Negeri 1 Muara Jawa

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Abstrak

Tujuan studi : untuk mengetahui dampak dari penggunaan metode Reciprocal Teaching Method (RTM) dalam meningkatkan pemahaman membaca pada siswa kelas 1 di SMA Negeri 1 Muara Jawa.

Metodologi : Metode Reciprocal Teaching Method adalah salah satu dari jenis metode lainnya yang dimana memiliki empat strategi : memperkirakan, menjelaskan, merangkum, dan bertanya. Pengumpulan data yang diterapkan dalam penelitian ini adalah kuantitatif dan kualitatif. Data dikumpulkan melalui observasi, test, dan wawancara, yang mana data tersebut diambil dari kelas yang berjumblah 34 siswa pada penelitian ini.

Hasil : siswa menjadi aktif dan secara intensif kemampuan membaca siswa meningkat selama metode RTM di terapkan. **Manfaat :** bisa dikatakan penggunaan metode pembelajaran Reciprocal Teaching Method efektif dalam meningkatkan kemampuan membaca siswa. Oleh karena itu para tenaga pendidik disarankan untuk mempertimbangkan metode ini untuk meningkatkan kemampuan membaca serta menanamkan ke siswa bagaimana menerapkan keempat strategi tersebut dalam pembelajaran membaca.

Abstract

Purpose of study : Was to investigated the effect of implementing the Reciprocal Teaching Method (RTM) in teaching reading comprehension to the first grade students' of SMA Negeri 1 Muara Jawa.

Methodology : Reciprocal Teaching Method is one of spacious method that has four strategies: predicting, clarifying, summarizing, and questioning. The quantitative and qualitative were utilized in order to collect the data. The data were collected through observations, test, and interview, in which one class is taken as the sample consist 34 students' of this study.

Results : The result showed that the students' were active and intensively improved their reading proficiency during the RTM was implemented.

Applications : It could be said that the use of Reciprocal Teaching Method was considered effective in improving student's reading comprehension. Therefore teachers are suggested to consider using this method for teaching reading that instils the students on how to apply the four comprehension strategies used in reading

1. Introduction

As a worldwide language, English is vital for individuals in all nations including Indonesia. When learning English, students need to dominate four language abilities such as : listening, reading, speaking and writing. In an academic environment, students' use perusing exercises as the primary way to learn new data. Likewise, perusing furnishes understudies with the chance to adapt autonomously, like studying the subject without depending on the educator. Consequently, individuals believe that perusing is by all accounts the main scholastic language expertise that a second language understudy ought to obtain (Grabe and Stoller, 2001).

Reading comprehension entails more than just reading aloud. but Reading is established to comprehend the meaning of words, phrases, and paragraphs, as well as the link between the concepts.. Díaz and Laguado (2013:137) state perusing appreciation isn't only an open cycle, it suggests an unpredictable interaction wherein the perusers distinguish essential data and can anticipate, to gather, to contend and to perceive author's perspectives.

Reading competence is essential in both the target and native languages. When students read texts in the source language, they may not encounter any difficulties, but when they read messages in the target language, the opposite occurs. As an

instructor, I've seen a lot of pupils who are perplexed when they have reading difficulties. There isn't anything to show them how to put it together. In terms of reading, the teacher merely asks pupils to read the text and respond to the book's comprehension questions. As a result, pupils' reading abilities and habits are often poor. There are several reasons for this problem: (1) Because the material is dull, the teaching skills are boring, or the book is too tough, pupils are not motivated to read.; (2) They believe they will need to comprehend every word in the book, so they continue to look up the term in the dictionary to learn what it means., (3) Reading abilities and techniques are restricted, and reading aloud will slow them down, perhaps obstructing comprehension.

The above factors are actually students' problems and need to be overcome. And with this Covid 19 pandemic, everything will be done online, but it depends on the situation, if it is possible to do research at school, then it will be good as well. Therefore, the author proposes a technique that can be used to improve students' comprehension. The proposed technology is "reciprocal teaching". Students participating in the reciprocal teaching process are checking their understanding of the material they encounter (Palinscar, 1986).

Reciprocal teaching is a method of instructing students in reading classes. To overcome the difficulty, this teaching style suggests a reading strategy. It can assist pupils in solving issues that arise throughout the reading process. In a peer-to-peer teaching situation, students in a group discuss the subject (read the book) using a method that will help them become better readers. According to Palinscar (1986), the purpose of reciprocal teaching is to promote collective efforts between teachers and students and between students to make the text meaningful.

Reciprocal teaching is a method of instructing students in reading. To overcome the difficulty, this teaching style suggests using a reading method. It can assist kids in solving reading issues. In a peer-to-peer teaching situation, students in a group discuss the content (read the text) and go through various strategic stages to become better readers. According to Palinscar (1986), The goal of reciprocal teaching is to encourage collaboration between professors and students in order to make the material more relevant. The author thinks that reciprocal teaching approaches will significantly increase English learning, particularly in the reading lesson. As a result, the author will apply this method to a classroom action research project.

The author thinks that reciprocal teaching approaches will significantly increase English learning, particularly in the reading lesson. As a result, the author will use this method to a classroom action research project in order to answer the following research questions : 1. To figure out how reciprocal teaching may be used to help students improve their reading comprehension. 2. Determine the extent to which reciprocal instruction can help students enhance their reading comprehension.

2. METODOLOGI

This research was a Classroom Action Research (CAR). The next part contains an explanation of the nature of CAR as well as theories underpinning the implementation of this study. The data in this study was divided into two types: qualitative data gathered through observation and interviews, and quantitative data derived from students' test scores when learning descriptive text reading comprehension The research was successfully completed by 34 students in the tenth grade of SMA Negeri 1 Muara Jawa. The study was split into two parts. Each cycle consisted of four steps: preparation, action, observation, and reflection. The research was conducted across four meetings, with the first meeting serving as a pre-testing session for the researcher, interview and observation. The researcher then used the reciprocal teaching approach and did some observation in the second encounter. In addition, the researcher had completed Cycle I of the post-test cycle. After some thought, the researcher used the reciprocal teaching approach again in the third meeting and shared information with students about their challenges learning English. In the fourth meeting, the researcher conducted a post-test and conducted an interview with some of the students. The researcher utilized descriptive analysis to analyze the qualitative data. The researcher performed simple statistic calculations to examine the quantitative data. The researcher used the following formula to calculate the students' mean pre-test, post-test cycle 1, and post-test cycle 2 scores.:

$$x = \frac{\Sigma x}{N} \qquad\qquad (1)$$

Where :

X : The main of the students score

Σx : The total score of students

N : The number of the students

3. Result and Discussion

At the first meeting, the researcher administered a pre-test to assess the level of reading comprehension of the students. In this study, thirty-four students participated in all tests from pre-test through post-test cycle II. Their native language was Bahasa Indonesia. The average age of the participants was 16 years old. .The result of pre- test presented in the Table 1.

Table 1: *Students' Pre-Test Score*

No	Score	Number of Students'	Percentage
1	>70	6	17,64%
2	<70	28	82,36%

According to the data in the table above, Only six students of 34 took the pre-test and received a score of 70 or higher (17,64 percent). Furthermore, the researcher calculated that the pre-test mean score was 52.35.

Report of Cycle 1

There were two meetings held for the students during this cycle. The first meeting was utilized to conduct a pre-test. Before using the reciprocal teaching approach, a test was conducted. The steps of this action research were as follows:

a. Planning

In this cycle, the researcher first prepares the lesson plan preparation, student answer sheets, interview questions for some students before and after the test, prepared observation sheets, prepared media and other tools to facilitate the researcher to hand over materials and return A list of students' attendance is prepared to ensure that all students will come when the study is completed. The researchers developed the concept of the lesson plan for the two meetings, which will be completed within 40 minutes of each meeting.

b. Action

In this cycle, the researchers disseminate the pre-test to the students. Its aim is to allow researchers to get an overview before implementing peer teaching techniques in reading activities. This pre-test was completed in forty minutes in a meeting. The researchers then tried to implement reciprocal teaching techniques in the first meeting to help students improve their reading comprehension. The first thing the

researchers did was explain the learning objectives of this material. The researchers then attempt to activate students' prior knowledge of the descriptive text, including its general structure and how to find the main ideas in the text. The researchers then gave examples of descriptive text that accurately described the location. In this case, the researchers used Lake Toba as an example. The researcher instructed the students to draw four tables. The form should consist of predictions, questions, clarifications, and summaries.

In the prediction table, the researcher invites students to think of Lake Toba. Then, in the question session, the researchers instructed the students to ask some questions about their desire to learn more about Lake Toba. Then, in the clarification step, the researcher asked the students to figure out the answer by reading the text on Lake Toba. Then the last step is for the researcher to instruct the students to summarize Lake Toba in their own language. This action was completed at the second meeting.

Then, at the second meeting, the researchers opened a questionnaire to measure the students' understanding of the descriptive text. This post-test took forty minutes.

c. Observation

According to the researchers who conducted observations, the researchers got some results. In this survey, the researchers observed the students. The teacher ordered the students to form a reciprocal teaching group consisting of predictions, questions, clarifications and summaries. The researchers saw that the students were enthusiastic about this meeting. Then, at the last meeting, the teacher distributed the test papers and ordered the students to answer.

The researchers found that after implementing the reciprocal teaching method for the students, they became more active and enthusiastic about the teaching and learning activities. This can be seen in the reaction of the students in the teaching activities. Almost all the students also paid close attention to the teacher's explanation of the descriptive text. In addition, students also follow all the teacher's instructions, such as grouping, as one of the steps to implement reciprocal teaching techniques. At the end of the meeting, the students also followed the teacher's directions for summarizing the descriptive text. The researcher then observed that the students happily completed the test given by the researcher and enjoyed it.

d. Reflection

The researchers reflected on the teaching process at the end of the first cycle. The researcher asked the students about the researcher's teaching methods in class. The researchers also asked students about the difficulties encountered in learning the reading comprehension of accurate descriptive texts. Most students are still confused when they find the main idea and notice the general structure of the descriptive text. In addition, based on the observations of the researchers, it has been observed that students have made progress in participating in monitoring teaching activities. These data are supported by the students' scores after the first cycle. The student's average pre-test score was 56.23, and the student's post-test average score was 69.70. This means that the proportion of students who can enter KKM in the preliminary test is 17.64%, and the proportion of students who enter KKM is 50%. Based on quantitative data, we can see that students' scores are improving, but they have not reached KKM. So the researchers taught that it takes a second cycle to complete the data. Post-test results are shown in Table 2.

Table 2: *Students' Post-Test in Cycle I Score*

No	Score	Number of Students'	Percentage
1	>70	17	50%
2	<70	17	50%

It can be seen from Table 2 that the percentage increase of period I from the pre-test to the post-test. After the implementation of reciprocal teaching, students' scores have increased significantly.

This reflection will be the researcher's homework. Then, in the second cycle, the researchers will focus more on teaching students to find the main ideas of the text and explain the general structure of the shorter descriptive text.

Report of Cycle II

The first cycle starts from the first meeting to the second meeting. In the second cycle, the researcher expects students to perform better and progress. The second cycle is completed by the investigator to allow students to make better progress after receiving the second treatment. After the first round of reflection, the researchers will pay more attention to deepening the students' understanding and determination of the main ideas of the article. The researcher uses the same steps as the first cycle for the second cycle, as shown below:

a. Planning

In this cycle, researchers prepare lesson plans, focusing on deepening students' understanding, finding main ideas in the text, and determining the overall structure of descriptive text. In addition, researchers also prepare the media as a tool to help teachers easily deliver materials. In this case, the researchers used the English text of Monument Nasional.

b. Action

After performing the first cycle, students were expected to be better than the first cycle. The researchers tried to do the best in the education of students and grab them to deepen the understanding of the understanding technology mentioned above using round-trip educational technology. The actions carried out:

• Researcher showed some ice to refresh the student against the education and learning process.

• The researcher reviewed the scores of students in the first cycle and gave some comments to the best students in duplicate cycles.

• researchers activated students. "Default knowledge about the definition of descriptive text contains the general structure.

• researchers have described how to examine the main idea of the text.

• researchers explained the structure of the praise monument as the fame of a monument using the text described as a means to make it easier to understand.

•Teachers gave students 5 minutes to do everything about the descriptive text. This action was performed at the first meeting.

• After that, at the second meeting, the researchers made the Question Sheet on cycle II by spreading the Questions Sheet.

c. Observation

At this stage, the feedback of the teaching and learning process comes from the results of observation and tests. Based on observation and test results, the researcher summarized the following points:

• Researchers can use interactive teaching methods to help students improve their reading comprehension of descriptive texts.

This conclusion is based on observations showing the student's progress at each meeting. From the perspective of student enthusiasm, participation, and enthusiasm, it is true that students have achieved results on all exams. These data are also supported by qualitative data from some student interviews.

• The results of each test show the improvement in student performance. In the initial test, about 17.64% of people passed the lowest score. Then in the first cycle of the post-test, 50% of people approve of the lowest score, and then in the second cycle, 76.47% of people approve of the lowest score. The proportion of students comprehending descriptive texts is getting higher and higher, which shows that interactive teaching technology is effective in improving students' reading comprehension ability. Because the KKM has passed, the researchers believe that no further investigation is needed. The post-test results are shown in Table 3.

Table 3: *Students' Post-Test in Cycle II Score*

No	Score	Number of Students'	Percentage
1	>70	26	76,47%
2	<70	8	23,52%

From Table 3, we can see that the percentage increase in period II from the pre-test to the post-test. After implementing reciprocal teaching in Cycle II, student grades also improved significantly. In addition, the researchers provided in Table 4 the average scores of the students for each test.

Table 3: *Students' Mean Score of Pre-Test, Post-Test I, and Post-Test II*

	Pre-Test	Post-Test I	Post-Test II
Mean Score	52,35	69,70	77,35

Based on the above explanation, it can be concluded that the implementation of reciprocal teaching technology can help students improve their reading comprehension of descriptive texts. It is clear from the quantitative data that the students have progressed in each test: pre-test, post-test period I and post-test period II. Other evidence can be seen in the qualitative data collected. Research results show that after the implementation of reciprocal teaching technology, students become more active, personable, and enthusiastic in following the teaching process.

4. CONCLUSION

Based on the research, the researcher can draw some conclusions. The conclusions will be drawn qualitatively and quantitatively. Applied technology is action research in the classroom. In classroom action research, researchers use a few steps to collect data. First, the researcher explained the research purpose of the descriptive text. The researcher then attempted to activate the students' prior knowledge of the descriptive text by asking the students about the definition and general structure of the descriptive text. The researchers then used a Google form linked to descriptive text that accurately described the location to turn in some question sheets of paper. As the students complete the tasks, the researchers explain the test methods through reciprocal teaching. Once the students complete the task, the researcher grades them.

Based on the results of the research and discussion, it can be concluded that the use of the reciprocal teaching method can improve the reading comprehension of descriptive texts of SMA Negeri 1 Muara Jawa tenth grade students. It can be seen from the quantitative data. The average score of students in Test Cycle I is still very low (52.35). After the researchers implemented this technique, the average score of students in post-test period I began to increase from post-test (69,70). After the researchers performed the next treatment, the student's score in post-test II increased significantly from cycle I (77,35). Later, the enthusiasm of students to keep up with the teaching process also increased. It can be seen in qualitative

data. However, in Cycle I, students still have difficulty understanding the text. Therefore, I need to do Cycle II to help students understand the text more deeply. The difficulty faced by students is to understand difficult words, understand the main ideas of the text, and use their own words to summarize. In this case, the researchers found that students began to like the learning materials. In addition, according to the observation of the researchers, the enthusiasm and enthusiasm of the students to follow the teaching process has also increased.

SUGGESTION AND RECOMMENDATION

Based on the research findings and discussion, the following suggestions that researcher addressed for:

1. The students
The idea of reciprocal teaching technology in this research enables students to improve their reading comprehension of descriptive texts in English texts. Since this technology provides a simple way to understand the text, this technology will help students understand the text more deeply.

2. The future researcher

This study can provide additional reference for researchers in future research fields.

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