

## THE EFFECTIVENESS OF USING RECIPROCAL TEACHING TECHNIQUE ON STUDENTS READING COMPREHENSION AT UPT SMPN 1 MARE

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### **Abstrak**

*Penelitian ini adalah untuk mengetahui penggunaan teknik reciprocal teaching dalam meningkatkan pemahaman membaca siswa dalam teks deskriptif di UPT SMPN 1 Mare dan untuk mengetahui keefektifan teknik reciprocal teaching dalam pemahaman membaca siswa kelas II UPT SMPN 1 Mare. Penelitian ini menggunakan penelitian kuantitatif. Subyek penelitian ini adalah siswa kelas VIII 5. Peneliti menggunakan teknik purposive sampling dengan mengambil secara acak 1 kelas dari 5 kelas yang memiliki karakteristik yang sama ditinjau dari umur dan rata-ratanya. Hasil penelitian ini menunjukkan bahwa reciprocal teaching lebih efektif daripada strategi explanatory dalam pengajaran membaca pemahaman. Hal ini dapat dibuktikan dari rata-rata nilai post-test pada kelas eksperimen yang lebih tinggi 79,24 dibandingkan sebelum diberi perlakuan (79,24 > 59,68). Selain itu, perhitungan statistik dengan menggunakan uji-t yang telah dijelaskan sebelumnya menunjukkan bahwa  $t_0 = 4,38 > t_{tt} = 1,99$ . Artinya Hipotesis Alternatif ( $H_a$ ) diterima dan Hipotesis Null ( $H_0$ ) ditolak. Dari hasil penelitian dapat disimpulkan bahwa reciprocal teaching efektif dalam pembelajaran membaca teks deskriptif. Ada lima poin utama dalam kajian persepsi siswa dalam penggunaan teknik reciprocal teaching pada pemahaman bacaan siswa yaitu Perception Teaching teknik reciprocal lebih menyenangkan daripada metode lain, memudahkan siswa dalam memahami teks bacaan (teks deskriptif), meningkatkan pengetahuan tentang pemahaman bacaan (descriptive text), Siswa dapat termotivasi, dan siswa mudah beradaptasi.*

**Kata Kunci:** Teknik Pengajaran Reciprocal, Teknik Pengajaran, Pemahaman Membaca

### **Abstract**

This study were to know the use of reciprocal teaching technique improve the student reading comprehension in descriptive text at UPT SMPN 1 Mare and to find out the effectiveness of reciprocal teaching technique in student reading comprehension at second grade of UPT SMPN 1 Mare. This study employed quantitative research. The subject of this study was the student class VIII 5. The researcher used purposive sampling technique to take randomly 1 class of 5 classes which have the same characteristics in terms of age and the average. The result of this study showed that reciprocal teaching is more effective than the explanatory strategy in teaching

reading comprehension . It can be proven from mean of post-test score in experimental class which was 79.24 was higher than before given a treatment (79.24 > 59.68). It means that the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. From the research result, it can be concluded that reciprocal teaching is effective in teaching reading of descriptive text. There are five main points in the study of student perceptions in the used of reciprocal teaching technique on students' reading comprehension they are perception Teaching reciprocal technique is more enjoyable than other method, makes it easier for students to understand reading texts (descriptive text), increase knowledge about reading comprehension (descriptive text), The students can be motivated, and the students easily adapted.

**Keywords:** *The Reciprocal Teaching Technique, Teaching Technique, Teaching Reading Comprehension*

## INTRODUCTION

The areas of English language teaching include four language skills (writing, speaking, reading and listening) and language components (structure and vocabulary). The aims of teaching language skills and components are to enable the students to understand and to master the language in human communication internationally and also subject to develop the human resources in studying the knowledge and science as an academic purpose. One of basic competence in reading comprehension which should be obtained by students is that the students must be able to express the meaning and rhetorical steps of a simple essay (monologue text) which uses language variety accurately, fluently and acceptable to interact with nearby environment in the form of descriptive text. Analyzing is one of the vital aspects in mastering English, that's applied in standard tiers till university stages of training. analyzing is a very crucial for the beginners, when they're present process their schooling. consequently, reading cannot be taken into consideration as isolate subject in our study, each of language and learning other disciplines. Syamsidar., et. al. (2023) states that analyzing is useful for other functions, any publicity to English (provided students recognize it greater or less) is a good thing for language students. at the very least, a number of the language sticks of their minds as part of these tactics of language acquisition, and, if the analyzing text is specifically interesting and attractive, acquisition is in all likelihood to be even more a hit.

The purpose of reading in many languages is to broaden our experience of the world we live in. One might read for information, he can also read for pleasure, or to increase knowledge of the language being read. As for the most part, perusing may be a implies of understanding and retaining composed data. It basically contains two perspectives the degree of comprehension. Understudies perusing comprehension is closely related to their lexicon, social foundation information and perusing strategy (Yunus, M., Taslim., 2017). To make strides understudies of UPT SMPN 1 Mare especially the second grade in reading comprehension, According to (Setiyaningsih, 2013), Reading comprehension is a term used to identify skills that must be understood and put into practice the data contained in written materials. This announcement is supported by (Rahmat, 2017), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language. There's even a sense that views reading as a process of giving meaning to visual symbols (Rahmawati, 2020). the researcher proposed one method, a strategy called reciprocal

teaching. The appropriate educational strategy becomes a directive method plan to improve students' reading comprehension of a text. According to (Mulyono, 2021) reverse learning is one of the learning models that has the benefit that learning goals are achieved through independent learning activities so that learners are able to explain their findings to others and can improve students' ability to learn independently.

- a. Definition of reading, reading is one part of dialect skills which is very important for students to increase their capacity to acquire knowledge. By reading, students can achieve all the goals, understand and know the writings they read. In addition, many researchers provide much debate around the definitions of perusing and perusing comprehension.
- b. Strategies of reading comprehension, Muhajir, Sulaiman, R., Ismail, U. (2018) states that scanning is looking for certain parts or pieces of data in a text. Successful filtering may ask students to search for names or dates, to find key definitions, concepts, or to list some supporting details. The reason for checking is to extract certain data without reading the entire content. So, when students filter entries, they are just trying to find the specific data needed as quickly as possible. They don't have to go through the full line of sections to swap content until they find what they're looking for. Pratama, (2020) states that skimming consists of running a quick eye over the entire text for its significance. It gives the reader points of interest to be able to predict the reasons for the most and most possible passages, points or messages text some thought that creates or supports. When students skim, they are looking for thoughts, the most important part of what the author needs to say without much interest. They don't have to study all the words in the entry carefully. They can exclude redundant words, expressions, or sentences. They fairly choose key words and expressions in order to cover sections quickly and sum up most of the thoughts whether they are expressed clearly in the text.
- c. Kids of reading aloud is an action centered on word recognition with comprehension, the ability to speak in very complex ways. In this case, students will try to study harder about the pronunciation of how to sound a letter or word. Agree with Hasyim, I., Syarifuddin, S., (2021) reading aloud plays an important role in teaching English. Teachers should know that preparation for reading aloud should be given based on the pronunciation of words. Silent reading is the opposite of reading aloud. Analysts consider this movement more viable than reading aloud because reading silently is a way of examining content further than speaking or studying aloud. Silent reading shows that the amount of time spent reading is shorter, especially with regard to reading comprehension and students' lexicon development. They also created a positive attitude towards reading after the silent reading session. Silent reading should be presented when students start now. Intensive reading is usually a classroom oriented activity in which students focus on linguistic or semantic details of a passage. It calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like. According to Sulaiman, R., Muhajir. (2019) states that, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Most extensive reading is performed outside class time. Pleasure reading is often extensive. Extensive reading can sometimes help students get away from their tendency to overanalyze or look up words they do not know, and read for understanding. Extensive reading includes skimming (reading rapidly for the main points), scanning (reading rapidly to

find the specific pieces of information), and global reading. One of the most important aspects in teaching reading is to be able to test the students' comprehension. By testing the student, teacher can measure the students understanding in reading text which is given in the class

d. The definition of Reciprocal teaching. According to Sulaiman, R. (2021) states that reciprocal teaching has four basic procedures that teachers and students use together to understand text: anticipate, deal with bai, clarify, and summarize. Sulaiman, R. (2021) likes to call this technique the "Extraordinary Four" procedure because students can understand and understand these terms. Students know that when the teacher mentions the outstanding four, the teacher coordinates their consideration of a series of procedures used for good readers. According to Syamsu, A. (2021) states that with corresponding educating, understudies foresee some time recently perusing and after that check their forecasts amid perusing. They halt to clarify obscure words or thoughts amid perusing. They inquire educator address amid and after perusing to check for understanding, and they summarize either a page or the whole content choice after perusing. Instructors have three essential obligations amid a complementary instructing session, they are:

- 1) Before studying, ask for initial information on idea words that students will encounter during the lesson.
- 2) At a certain stage in reading, the instructor displays unit videos, courses, and encourages individuals or groups to use the fab four (predicting, asking questions, clarifying, summarizing).
- 3) After learning, the teacher encourages students to reflect and asks students to use the percentage method

Reciprocal teaching is one of the educational hobbies that instructors use to interact with students in discussions about complex segments of text on the grounds of obtaining meaning from text content and self-monitoring. This academic approach is designed to recognize students' attention to four strategies for understanding analysis: asking questions; clarify what is read, summarize the data, and predict what might be observed. There are 4 strategies used in reciprocal coaching: predicting, clarifying, asking questions, and summarizing.

e. The Principle of reciprocal teaching

- 1) Improve reading comprehension by teaching students various strategies needed to monitor comprehension and construct meaning.
- 2) Teacher and students equally share responsibility for acquiring strategies for reading. The teacher usually assumes the major responsibility for teaching these strategies and then slowly shifts responsibility to the students.
- 3) Every student is expected to participate in the group discussion. The teacher will provide assistance to support student participation.

## METHOD

The researcher used quantitative method with approach Pre-Experimental Design. The layout of this study is an experimental design because the researchers measured the impact of the effectiveness of using the reciprocal coaching method on students' understanding of learning at UPT SMPN 1 Mare. Experimental research is the easiest type of study that can examine hypotheses to establish cause-and-effect relationships (Sulastri., Ratnawati., 2018). Defined in an experimental study, the researcher begins to act early, decide on groups, determine how to allocate recovery to groups, control for extraneous variables, and measure the impact of recovery

on trial termination. Researchers using a one-organization pretest-posttest design generally includes 3 steps: (1) giving a pretest measuring the dependent variable; (2) application of experimental treatment X to the subject; (3) giving a posttest, once again measuring the dependent variable. Variations associated with the application of the experimental treatment were then evaluated by comparing the pre-test and post-test scores. The population of this study were the second grade students of UPT SMPN 1 Mare. It consisted of 300 students. For the sample, the researcher took a class to be the sample and it consisted of 37 students. In this study the researcher used purposive sampling technique. This study conducted in UPT SMPN 1 Mare which was located in Jl. Arung Pao Desa Kadai Kecamatan Mare Kabupaten Bone on Januari 2022. After the researcher found all the student's final scores, the researcher used SPSS to find out the significant between pre-test and pos-test. And at last the researcher concluded the result of SPSS in descriptive narration

## FINDINGS

This section is a description of the results of the research study consisting of a description of the results of the data collected from the pre-test, post-test. Then, the discussion provides further explanation and interpretation of the findings given.

- a. The Use Reciprocal Teaching Technique in Improving the Students Reading Comprehension in The Descriptive Text at UPT SMPN 1 Mare

**Table 1.** The recapitulation statistics experimental class' score statistics

		PRE_TEST	POST_TEST
<b>N</b>	<b>Valid</b>	37	<b>37</b>
	<b>Missing</b>	0	<b>0</b>
	<b>Mean</b>	59.68	<b>79.24</b>
<b>Std. Error of</b>	<b>Mean</b>	1.490	<b>1.314</b>
	<b>Median</b>	60.00	<b>80.00</b>
	<b>Mode</b>	60	<b>80</b>
	<b>Std.Deviation</b>	9.062	<b>7.991</b>
	<b>Variance</b>	82.114	<b>63.856</b>
	<b>Minimum</b>	36	<b>60</b>
	<b>Maximum</b>	84	<b>96</b>
<b>Sum</b>		<b>2208</b>	<b>2932</b>

Based on the description of the experimental class scores above, it can be seen that of the 37 students in the class, the total pre-test score of the experimental class was 2208 and the total post-test score was 2932. The mean of the initial test was 59.68 and the average of the final test was 79.24. The table also shows that the lowest pre-test score is 36 and the highest score is 84. While the lowest post-test score is 60 and the highest score is 96.

**Table 2.** Frequency distribution of pre-test and post-test in experimental class

<b>Pre-Test</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid 36</b>	1	2.7	2.7	2.7
40	1	2.7	2.7	5.4
48	2	5.4	5.4	10.8
52	4	10.8	10.8	21.6
56	6	16.2	16.2	37.8
60	10	27.0	27.0	64.9
64	5	13.5	13.5	78.4
68	4	10.8	10.8	89.2
72	3	8.1	8.1	97.3
84	1	2.7	2.7	
<b>Total</b>	<b>37</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

<b>Post-Test</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid 60</b>	1	2.7	2.7	2.7
64	2	5.4	5.4	8.1
72	6	16.2	16.2	24.3
76	6	16.2	16.2	40.5
80	9	24.3	24.3	64.9
84	7	18.9	18.9	83.8
88	2	5.4	5.4	89.2
92	3	8.1	8.1	97.3
96	1	2.7	2.7	
<b>Total</b>	<b>37</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Based on table 5, it can be seen that the number of interval class was 9 with the valid percent was 100.0.

**Table 3.** T-test result of post-test

<b>Levenes Test For equality for variances</b>				<b>t-testforEqualityof Means</b>				
F	Sig	T	Df	Sig. (2-tailed)	Mea n difference	Std. Error difference	95%Confidene IntervaloftheDif ference Lower Upper	



POST TEST	3.29	074	4.38	72	000	9.18	2.094	5.016	13.363
Equal Variances assumed	1		9	68.	000	9	2.094	5.012	13.366
Equal variances not assumed			4.38	8		9.18			
			9			9			

There are three points involved in testing hypothesis. There are level of significance, null hypothesis, and test of experimental significance. The three points above are presented in following:

1) Level of Significance

In testing hypothesis, the researcher used the level of significance to minimize the false conclusion of the research. The researcher used level of significance 5%. It meant that the falseness of conclusion is 5% and the truth of conclusion is 95%.

2) Null Hypothesis

In testing hypothesis, the researcher commonly faced with the null hypothesis. By using the null hypothesis, the hypothesis statement easier to be proven. The hypothesis of this research ( $H_a$ ) says "Using Reciprocal Teaching in teaching reading comprehension at the second grade of UPT SMPN 1 Mare in the academic year of 2021-2022" is effective.

3) Test of Experimental Significance

The previous analysis shows that the result of the computation of the t-value is 4.38. Then, the t-value is consulted to the t-table at 0.05 significant level. The degree of freedom (df) is 72. For 5% significance level the critical value on the t-table is 4.38. From the explanation above, it can concluded that t-table is 1.999 the obtained t-value is 4.38. Therefore, the t-value is higher than the critical value on the table ( $4,38 > 1,99$ ).

b. The Effectiveness of Reciprocal Teaching Technique in Students Reading Comprehensions at Second Grade of UPT SMPN 1 Mare

The data shows that 85% of students agreed that the reciprocal teaching of technique is more fun than other method. This means that reciprocal teaching of techniques is more enjoyable than other method of helping students access their assignments. The researcher show that teacher always use reciprocal teaching technique in the process of learning students' reading comprehension.

Reciprocal teaching techniques make it easier for students to understand reading texts (descriptive texts). There are 95% of students agreed that reciprocal teaching help them in the learning process, reciprocal teaching technique make it easier for students to understand reading texts (descriptive texts). The researcher show that students always use reciprocal teaching techniques so that students understood more easily.

The data above shows that 70% of students agreed. This means that reciprocal teaching technique can increase knowledge about reading comprehension (descriptive text) and have succeeded in increasing learning abilities.

The data shows that 70% of respondents answered that media reciprocal teaching technique can motivate interest in learning reading text (descriptive text). The researcher assumed that most students can be motivated by reciprocal teaching technique

The data show that students easily adapted to the reciprocal teaching technique method. 80% of students answered agreed if it was easy to adapted to the reciprocal teaching technique method

## **DISCUSSION**

The mean score of students pretest was 59.68 categorized as fair with standard deviation 13.11 and posttest mean score was 79.24 categorized as good with standard deviation 19.08. It shows that the mean score of the students posttest was greater than the mean score of pretest. The difference between the mean score of pretest and posttest were caused by the treatment. It indicates that the use of literature circle give positive effect to the students reading comprehension. Based on to the statistical calculation above, the value of  $t_0$  is 4.38, and the degree of freedom (df) is 72 with 5% degree of significance is used by the researcher. According to the significance the value of table is 1.99. By comparing the result of table and  $t_0$ , it can be seen  $t_0 > \text{table}$  ( $4.38 > 1.99$ ). Therefore, the result can be from the discussion above, the researcher concluded that the used of reciprocal improved the students reading comprehension and motivated the second grade students of SMPN 1 Mare.

The data shows the effect of teaching techniques on students' reading comprehension showing that 85% of students agreed that reciprocal teaching is more enjoyable than other method. This means that teaching reciprocal technique is more enjoyable than other method of helping students access their assignments. The researcher show that teachers always used reciprocal teaching technique in the process of learning to read students' reading comprehension. Second, does the reciprocal teaching technique make it easier for you to understood reading text (descriptive text). And the data show that the reciprocal teaching technique make it easier for students to understood reading texts (descriptive text). There are 95% of students agreed that reciprocal teaching helps them in the learning process, reciprocal teaching techniques make it easier for students to understood reading texts (descriptive text). The researcher show that students always use reciprocal teaching technique so that students understood more easily.

Third, whether reciprocal teaching technique can increase knowledge about reading comprehension (descriptive text) and the data above show that 70% of students agreed. This means that the reciprocal teaching technique can increase knowledge about reading comprehension (descriptive text) and has succeeded in increasing learning abilities. Fourth, whether the reciprocal technique can motivated interested in learning reading text or (descriptive text) and the data show that 70% of respondents answered that the media of reciprocal teaching technique can motivate interest in learning reading text (descriptive text). The researcher assumed that most of the students can be motivated by the reciprocal teaching technique. Finally, the students easily adapted to the reciprocal teaching technique method. The results of this study lead to evidence that students easily adapted to the reciprocal teaching method. 80% of students answered agreed if it is easy to adapted to the reciprocal teaching method

## **CONCLUSION**

The results of this study indicate that the t-value is higher than the critical value on the table ( $4,38 > 1,99$ ). Based on the hypothesis testing above, it meant that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, the hypothesis in this research ( $H_a$ ) says using Reciprocal Teaching in teaching reading comprehension at the second grade students of UPT SMPN 1 Mare in the academic year of 2021-2022” is effective. Based on the result of the questioners, the researcher found perceptions in the use of reciprocal teaching techniques in students' reading comprehension, there are five main points in the study of student perceptions in the use of reciprocal teaching techniques on their students' reading comprehension they are Perception Teaching reciprocal technique is more enjoyable than other method, makes it easier for students



to understood reading texts (descriptive text), increase knowledge about reading comprehension (descriptive text), The students can be motivated, the students easily adapted.

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