The Effect of Using Reciprocal Teaching Stratey in Teaching Reading Comrehension of Explanation Text to Eleventh Graders of Senior High School Students

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Abstrak
Membaca adalah salah satu keterampilan diantara keterampilan yang lain, yakni menulis, berbicara, dan mendengarkan yang harus dikuasai oleh siswa di Indonesia. Salah satu strategi yang dapat digunakan oleh guru dalam mengajar pemahaman membaca di kelas adalah strategy pengajaran timbal-balik. Penelitian ini bertujuan untuk menemukan seberapa efektifitas pegajaran timbal-balik digunakan dalam pemhamana membaca teks penjelas yang dilakukan di kelas sebelas SMAN 1 Taman. Strategi pengajaran timbal-balik itu sendiri mempunyai empat strategi utama. Yaitu, mempertanyakan, menebak, mengklarifikasi, dan yang terakhir meringkas. Metode yang digunakan dalam penelitian ini adalah metode penelitian eksperimental. Penelitian eksperimental didesain dengan menggunakan dua kelas yang berbeda dan menggunakan perlakuan yang berbeda. Pada kelas percobaan digunakan strategi mengajar timbal-balik, sedangkan pada kelas terkontrol tidak menggunakan strategi timbal-balik. Penelitian ini dilakukan dengan menggunakan *random-sampling*. Yaitu kelas XI MIA 1 dan XI MIA 2.   Selain itu, ada beberapa tahap yang digunakan oleh peneliti dalam melaukan penelitian ini; pemberian pre-test, pemberian perlakuan pada kelas percobaan, dan yang terakhir adalah pemberian post-test. Analisis data pada penelitian ini didapat melalui hasil tes pada kelas percobaan. Hasil itu dianalisis melalui SPSS 20 pada *paired sample test* yang ada pada rumus t-test. Hasil penelitian ini menunjukkan bahwa adanya perbedaan nilai antara kelas percobaan dan kelas yang terkontrol dengan mempelajari pemahaman membaca pada teks penjelas. Menurut hasil perhitungan statistik bahwa nilai post-test siswa di kelas eksperimen adalah $\sum X$ = 2976 rata-rata nilai 85.03 yang menggunakn strategi pengajaran timbal balik lebih besar daripada nilai post-test siswa di kelas terkontrol $\sum Y$ = 2706 skor rata-rata 77.31 tanpa menggunakan strategi pengajaran timbal balik, dimana nilai t_0> t_{tabel}. Pada kesimpulannya, strategi pengajaran timbal balik dapat digunakan secara efektif untuk guru dalam mengajar membaca pemahaman teks penjelasan di kelas sebelas SMAN 1 Taman.
Kata Kunci: Strategi Mengajar Timbal-balik, Keterampilan Membaca, Teks Penjelasan.

Abstract
Reading is one of the skills among the other skills; writing, speaking, and listening that need to be mastered by the students in Indonesia. One of the strategies that can be used by the teacher to teach reading comprehension in reading class is Reciprocal Teaching Strategy. This study aims to discover the effectiveness of reciprocal teaching strategy on students' reading comprehension of explanation text conducted at eleventh grade students' of SMAN 1 Taman. Reciprocal teaching strategy itself has four main strategies. Those are questioning, predicting, clarifying, and the last is summarizing. The method that used in this study was experimental research. Experimental research designed with two different classes which were taught different treatments. In experimental class was taught with using reciprocal teaching strategy, while other class, means controlled class was not. This study was conducted by using random sampling. Those are XI MIA 1 and XI MIA 2. Moreover, there were some procedures that the researcher used to conduct this study; giving pre-test, giving treatment to the experimental class, and then the last is giving post-test. The data analyzed in this study was gained by the test in experimental class. It was analyzed by using SPSS 20 in paired sample test of t-test formula. The result of this study showed that there was a different score between students' score in experimental class and controlled class by learning reading comprehension of explanation text. As stated to the test result of statistical calculation on t-test formula showed the students' score in post-test of experimental class is $\sum X$ = 2976 mean score was 85.03 which was using reciprocal teaching strategy are bigger than the students in controlled class $\sum Y$ = 2706 the mean score 77.31 without using reciprocal teaching strategy, where the value of t_0 > t_{table}. In conclusion, reciprocal teaching strategy is effective to be used for the teacher teacher to teach reading comprehension of explanation text at eleventh graders of SMAN 1 Taman.
Key Words: *Reciprocal Teaching Strategy. Reading Skill, Explanation Text*

INTRODUCTION

In recent times, English has been turning into a foreign language that must be acquired in Indonesia; mainly for junior and senior high school students. The use of English itself is to talk among speakers which are having distinct first languages. Therefore, English is used as lingua-franca. As a count of reality, it is very beneficial for Indonesians' learner to master English due to the fact they're in faculty. Coaching English in high schools additionally consist of 4 skills. They reading, listening, speaking, and writing. Those skills are divided via styles of abilities; receptive and productive.

Reading is certainly one of language abilities that consist of in receptive ability which should be mastered with the aid of language rookies. Receptive ability means that newbie do now not need to provide language to do those; they best get hold of and understand it. Reading has many advantages, because it gives plenty information that can gather by way of the newcomers. Furthermore, it can increase language skill ability of overseas language of the learners.

There are numerous varieties of text in English, along with narrative, manner, recount, descriptive, expository, and so forth. in line with the usual of competency and basic competence closer to the current curriculum of K13 in senior high college, some texts are covered descriptive, recount, process, explanation and narrative. Among those texts that have been noted above, explanation is one of the texts that have to be mastered by students of eleventh grade in senior school.

In the process of acquiring the learners are required to realize the text itself. People understand that comprehending textual content isn't always as smooth as they idea, moreover, if it's miles written in overseas language form; especially English. Besides, newcomers additionally frequently have problems in studying English as a foreign language without appropriate methods to apprehend the whole textual content. There are some factors that make learners feel bored and stressful at some stage in the reading interest. For instance, the text length, hard vocabularies, teachers' lack in using pre-analyzing sports, and monotonous studying activities (Firmanto, 2005: Cahyono and Widiati, 2011). In order that's why the overseas language trainer need to have an awesome ability to educate the students/learners whilst comprehend the text. Teachers should have various approaches of teaching technique with a purpose to make college students inquisitive about reading class. As Christine Nuttal stated, "the cause of analyzing is to allow the novices to enjoy or comfortable with reading in overseas language, to read without assisting towards unfamiliar text, at suitable velocity, silently with good enough know-how." So if the students have accurate ability in reading, they may be easier to understand the text.

In the attempt of enhancing students' reading capacity, one of the strategy that used by the instructor named reciprocal teaching method. Reciprocal coaching approach is a tutorial technique to improve learners' studying comprehension of the textual content (Pallinscar and Brown 1984). Brown and Pallinscar additionally said that it has four important methods those are predicting, questioning, clarifying, and summarizing to help the novices to recognize the text. Furthermore, this coaching approach has been referred as a powerful approach in helping college students or freshmen to enhance their analyzing ability in pre and post-trial or studies research (Pearson and Doyle 1987; Pressley et al. 1987).

Therefore, in reciprocal teaching strategy, the students are set up to pay attention and careful in order to comprehend the text. Since, those four procedures can build effective reading plans. They are setting purpose in reading text, predicting on what the text is about, and interpreting the meaning of the text.

Palinscar& Brown (1984) defined that reciprocal teaching is described as a dialogue that take place between the students and teacher or the leader and the members of the groups.

The interaction may happen between the teacher and students or students and students. In groups, the collaboration between the teacher and the students may happen by handing over the control of the group to the students at the end (Allen, 2003; Ghorbani et al., 2013). Therefore, it is not only to enhance reading comprehension of the students but it also gives the opportunities to learn more and to monitor their own learning and thinking activity (Sianturi, 2012)

Moreover, Carter (1997) stated that Reciprocal teaching strategy explains the process of interactive reading activity which is readers or students interact with the whole text given with their prior knowledge. By using their prior knowledge as guidance, the students are able to gain and learn new information, find main ideas and arguments.

In that case, four main strategies suggested in Reciprocal Teaching are explained below:

a. Predicting

Predicting is a process that requires the students to find clues by using the background knowledge of the students and their personal experiences. This strategy is aimed to connect students' prior knowledge with the topic of the whole text given with the new knowledge he or she gets through reading activity. In the other words, using this strategy may keep the students thinking actively by concentrating on the text while they are reading it (Duffy, 2002; Yoosabai, 2009).

b. Questioning

Questioning strategy is able to help the readers or students understanding and identifying the important information of the text, since when the students generate question, they are framing and solving their lack comprehension of the text. Questions are formed to gain answers about the topic or important information in which the questions have the probability to be asked in the text or by the teacher (Palinscar and Brown, 1984). In addition, giving motivation to the students to generate questions related with the text given is able to give them positive effect on their reading comprehension development (Andre and Anderson, 1979).

c. Clarifying

Clarifying is implemented in Reciprocal Teaching Strategy to make something clear or even easier to understand by giving simpler explanation or more details towards the text. Clarifying is known as a strategy in which the students use while monitoring comprehension (King and Parent, 1999).

Moreover, clarifying provides the students with the ability to identify and generate questions of any unfamiliar, unnecessary, or ambiguous information of the text. Therefore, clarifying is considered to be an important part of monitoring comprehension (Yoosabai, 2009).

d. Summarizing

Summarizing is introduced as an activity to have a self-reflection in which it is intended to express to the teacher or the group something that was found in the text and it happened in it, and as a test to seek whether or not the content had been understood (Pallinscar and Brown, 1984)\

In summarizing strategy, the readers or students are asked to looking for the main idea or topic of each paragraph of the text. So, the students should think of what a paragraph or the text tells mostly about, find out a topic sentence, and make sentences that represent the most important information (Yoosabai, 2002).

Summarizing main idea of each paragraph helps the students or readers not only to relate something that they have already known about the present piece of reading, but also to predict something that may happen in the next paragraph related to the process of checking the accuracy of their prediction (Greenway, 2002).

Some previous studies about Reciprocal teaching Strategy had been conducted by AniAfida (2008) and Sri Lestari Rahayu (2013) which discussed about reciprocal teaching strategy in narrative text type as their focus of study. Both in their research stated that Reciprocal teaching strategy gave useful contribution to the students and teacher itself in reading activities.

In line with the problem above, this research addresses one research question:

1. How is the effect of reciprocal teaching strategy to students reading comprehension on explanation text?

RESEARCH METHOD

This study is classified as experimental research which was conducted in reading class. Sukardi (2003:179) stated that experimental research is systematic method to rise the relation towards the contains – effect phenomenon. Moreover, Ary.et al (2006:28) states that experimental research about the effect of systematic manipulation of one variable(s) on another. The manipulated variable which is known by independent variable is called as experimental treatment. While the measured and observed variable is called dependent variable. In other words, experimental research is one of the ways to look for the relation between two factors that continuously created by the researcher.

In this research, the sample was two classes of grade XI SMAN 1 Taman. Those were class eleventh-science 1 and eleventh-science 2. The total number of the sample was 70 students; 35 students of class eleventh-science 1 and 35 students of class eleventh-science 2. Therefore, eleventh-science 1 worked as experimental group and eleventh-science 2 worked as control group. According to Porte (2002:243) sampling is kind of process of gaining a sample. This study used random sampling in SMAN 1 Taman. There are actually four classes of grade eleventh-science. Those were science 1, science 2, science 3, and science 4. Then, it selected two classes randomly as the sample; those were science 1 and science 2.

The research instrument that used in this study was test. According to Ary et al (1985 : 189) test is a set of stimuli given to individual in order to know the responses or the result that can be assigned in numerical score. This study used the achievement test to measure the achievement of students reading comprehension. Moreover, He also stated that achievement test measure the proficiency and mastery of individual knowledge. Therefore, the researcher used the objective test in the form of multiple choices with 20 number item tests and 10 number item tests of essay.

Based on the explanation above, the researcher selected multiple choice tests to measure students' achievement in questioning and predicting as the main procedure of reciprocal teaching strategy. Then, essay test was used to measure the achievement of the students in clarifying and summarizing.

The question in the pre-test and post-test cover the comprehension as follows:
1. Text elements
2. Content
The indicator of scoring system for reading comprehension as follows:

Table 1. Scoring System of Multiple choice test

Point	Indicators
5	True answer
0	False answer

(source: *Student Centered Classroom Assessment*)

Table 2. Scoring system of Essay test

Score	Description
5-4	The answer given is clear, focused and accurate. Describe a relationship between question and answer on the text.
3-2	The answer given is less clear and cannot describe well the relationship between the question and answer on the text.
1	The answer given is unclear and no relationship between question and answer on the text.

(source: *Student Centered Classroom Assessment*)

The test items that use for pre-test and post-test are analyze to know the level of validity and reliability.

In collecting the data, this research used several steps. Those were try out, pre-test, giving the treatment for experimental class, and post-test. Try out was given to the class who did not belong to the sample class. It was to know the validity and reliability of the test. After that, the pre-test was given to the both class before the treatment was giving to the only experimental class, then the last was giving post-test to the both classes; experimental and controlled class which aims to know the significant result after conducting treatment for experimental class and controlled class who did not any treatment.

In this case, the statistical analysis was used to analyze the collected data. In order to know the difference from the score before and after the treatment, t-test formula was applied to handle this part.

The formula as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Remember that, $SS_1 = \sum X^2 - \frac{\left(\sum X\right)^2}{n_1}$

And $SS_2 = \sum Y^2 - \frac{\left(\sum Y\right)^2}{n_2}$

Note :

t = the different mean between experimental and controlled group

X_1 = the mean score of experimental group

X_2 = the mean score of control group

n_1 = the experimental group total subject

n_2 = the controlled group total subject

RESULT AND DISCUSSION

A. THE DESCRIPTION OF THE DATA

This study was conducted to carry out the significant difference on students' pre-test and post-test scores between experimental class and controlled class after the implementation of reciprocal teaching strategy. Therefore, this study used quasi experimental research design in which needed two sample classes to be examined. The experimental class was XI MIA 1 and the controlled class was XI MIA 2 which both of them consist of 35 students. Before conducting the pre-test to experimental and controlled class, firstly the researcher conducted try out test to the class that did not belong to the sample class that was XI MIA 3 which consist of 35 students. Try out test was used to measure the reliability and validity of the item test. After knowing that the test was reliable and valid, the researcher gave pre-test to both sample classes.

Then, the experimental group was given the treatment of reciprocal teaching strategy four times, while the control group was not. In the last meeting, both sample classes were given post-test which the questions of the test were the same with the pre-test item test. Furthermore, the result of post-test were calculated and analyzed to find the relationship between both pre-test and post-test from the sample classes that indicated whether the treatments were effective to be used or not.

B. THE USE OF RECIPROCAL TEACHING STRATEGY IN TEACHING READING COMPREHENSION OF EXPLANATION TEXT

In the next meeting, the researcher conducted the treatment to the experimental group four times, while the controlled group was not. The first until fourth treatment for experimental group was conducted on 6th, 13th, 20th, and 27th February. The researcher became a teacher who directly taught the students in the classroom. The explanation about the researcher's ways of teaching reading explanation text using reciprocal teaching strategy in each meeting was presented below:

In the first meeting on 6th February, the students were taught with explanation text using their textbook.

Firstly, they were asked to make a group consist of four students. And then, they were asked to read one of the explanation texts that the researcher chose. After they had finished reading, the teacher as the researcher, and the students discussed the main parts of the text. Those are, the purpose of the text, main idea of each paragraphs, detailed information and the meaning of several difficult vocabularies in the whole text. Knowing that most of the students were silent, the teacher chose randomly three of the students to tell what the text is about. Those two students were able to explain in a short towards the story using their own words, but there were some important parts of the story they missed. The teacher; as researcher found that the students were difficult to comprehend the text properly and efficiently.

Reflecting on the student's problem in comprehending the text, the researcher applied reciprocal teaching strategy to help them comprehend and understand the text better. First of all, the teacher as the researcher distributed an explanation text to every group for each student. Then, the teacher explained about reciprocal teaching strategy and how it worked.

In the second meeting until third meeting, the teacher conducted the class as usual using reciprocal teaching strategy. They were guided to work the question of the text using four main strategies in reciprocal teaching. Those are predicting, questioning, clarifying, and the last is summarizing. Then, in the last meeting, the students were asked to clarify and summarize to make sure that they understood towards the text. since, those two main strategies were need more comprehend and understand better.

C. THE RESULT OF THE DATA

This research was calculated by using *Paired Sample T-Test* on IMB Statistical SPSS 20.0. It can be seen in the diagram 1.1 Students' pre-test score below:

Diagram 1. Students' pre-test score
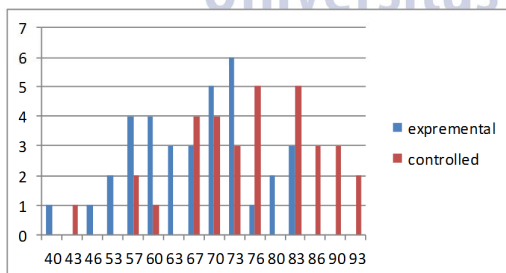
From the diagram above, it can be concluded that there are 5 students got 83 as the highest score and 1 student got 40 as the lowest score in experimental class. While, in the controlled class, there are 2 students got 93 as the highest score and 1 student got 43 as the lowest score. The mean of pre-test score in experimental class was 66.37. While, in the controlled class was 75.80.

Diagram 2. Students' post-test score
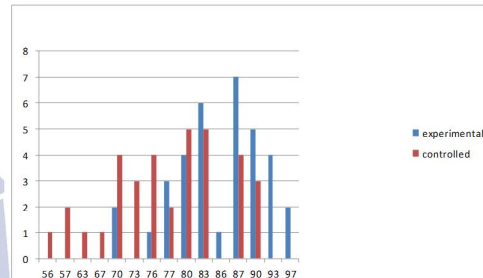
From the diagram above, it can be concluded that there are 3 students got 90 as the highest score and 1 student got 56 as the lowest score in controlled class. While, in the experimental class, there are 2 students got 97 as the highest score and 2 students got 70 as the lowest score. The mean of post-test score in experimental class was 85.03. While, in the controlled class was 77.31.

D. DATA ANALYSIS

In order to find empirical evidence statistically of this research, t-test formula was applied by the researcher. In that case SPSS calculation was used by the researcher to deal with this part. Moreover, t-test formula is used to measure the effectiveness using reciprocal teaching strategy on students' reading comprehension of explanation text.

To make the calculation process easier, the letter "X" was used to label experimental class, while the symbol "Y" was used to represent controlled class.

Table 3. Calculating by Using IMB SPSS Statistic 20 T-test of experimental class and controlled class result using Paired Sample Test

Paired Differences							
		Std. Error Mean	95% Confidence of the Difference				Sig. (2-tailed)
Mean	Std. Deviation		Lower	Upper	t	Df	
-18,657	10,999	1,707	-22,126	-15,188	-10,929	34	,000

Explanation: the difference superscript shows the real different ($p<0.05$).

From the table above, showed the result of t-test from both classes was ,000. It means that there was significant result for experimental classes after conducting the treatment of reciprocal teaching strategy.

E. THE INTERPRETATION OF THE DATA

The research finding above showed that in the post-test of experimental class performed better. This interpretation was accurately obtained from the statistical analysis of experimental class students' average score, median and mode. Based on the calculation, it was obtained the result of t-test formula; using paired samples test of experimental class showed .000 means that $p<0.05$. Therefore, it has answered the research question that the students' mean score in the post-test between both sample classes is significantly different after the researcher gave reciprocal teaching strategy to the experimental group.

Based on the result of this study, it was found that this research was in line with another study showed that this strategy is applicable to be implemented in various settings and the students are able to maintain their reading comprehension. Moreover, another research which has same strategy in another Thesis entitled *'Improving Students Reading Comprehension Using Reciprocal Questioning Technique'* (A classroom action research in SMK Diponegoro Salatiga in academic year 2007/2008) showed the result of the improvement score of post-test gained.

Moreover, the researcher inferred that reciprocal teaching strategy helped the teacher to teach in the class and 11th grade students of SMAN 1 Taman in growing the reading comprehension of explanation text. As it experienced by the teacher; the students worked in organization which contain of 4 individual. Each student had their own function of predicting, wondering, clarifying, and summarizing. The researcher gave a text, then the students in organization had to examine the text, then the researcher located the students' performance in the organization and all the students followed the procedure well. It meant that they had become responsible in mastering the textual content and they had become capable of sharing and explaining the textual content to the other students in the group. Furthermore, to avoid the students' mistake in interpreting the meaning of the text given, the teacher executed to be a critical accomplice in studying and giving corrective feedback.

Another thing why reciprocal teaching strategy helps the students in increasing the reading comprehension of explanation text is a fact when the writer observed the students while they were in a group. The students made an active engagement with the material/text by all group members; they shared their understanding with each other. Also, they talked and discussed about each section of the text and explored more about the information of the text. While in the discussing activity, the group member took an active role by asking and responding to the questions about the meaning of the vocabulary that they haven't known before, clarifying about the text, and also summarizing the text. In this case, it showed the earnest efforts to make meaning from what they have read and then use the model to increase and monitor their understanding.

Another aspect why reciprocal coaching strategy helps the scholars in growing the reading comprehension of explanation text is a reality whilst the writer located the students at the same time as they had been in group. The students made an active engagement with the textual content by all group contributors; they shared their expertise with every other. Additionally, they talked and mentioned about each section of the text and explored greater approximately the information of the text. at the same time as in the discussing interest, the group member took an lively role through asking and responding to the questions about the that means of the vocabulary that they haven't recognized before, clarifying approximately the textual content, and also summarizing the textual content. In this example, it confirmed the earnest efforts to make that means from what they've study after which use the version to growth and screen their know-how.

This, then, portrayed that by using reciprocal teaching strategy the students performed better improvement in their reading comprehension of explanation text than those who were not taught by using reciprocal teaching strategy at eleventh grade students in SMAN 1 Taman.

CONCLUSION

Reciprocal teaching strategy is one of the alternative ways of teaching that can be done by the teacher to teach reading comprehension of explanation text. Using such strategy can make the students have responsibility in mastery the text and share the understanding towards the text with their friends in order to get better comprehension of the text.

In step with the statistical calculation which has been analyzed via the researcher, it is able to be concluded that the uses of reciprocal coaching approach become powerful on the scholars' analyzing potential of rationalization text. It is able to see from the difference of average rating of post-test between experimental class and controlled elegance before using reciprocal coaching approach.

Primarily based at the statistics from quasi experimental studies in SMAN 1 Taman, it is able to see that the post-test rating of the students inside the

experimental class is ∑X = 2976 mean rating 85.03 , that's the use of reciprocal coaching strategy in learning reading are higher than the students' post-test rating inside the controlled class is ∑Y = 2706 mean rating 77.31 without using reciprocal coaching strategy.

This indicated that the students who learnt reading using reciprocal coaching method got better score than the students who learnt without the use of reciprocal coaching strategy. The realization showed from the end result of statistical calculation within the chapter four, in which the value of "t0" is better than "t-table". From the rationale before, it can be concluded that the usage of reciprocal teaching method has the effect on students reading comprehension of explanation text.

Suggestion

Based on the conclusion, it can be delivered several suggestions from this study that might be useful to the reader, the teacher and students, and further researcher.

For the teacher, in studying reading comprehension, is hoped more creative in the way of teaching in order to increase students' ability in reading comprehension and make the students active in learning. Since the use of reciprocal teaching strategy is helpful and effective in learning and teaching processes of reading comprehension.

For the students, students' reading ability in reading comprehension can be reached optimally for the students whose go along with reciprocal teaching strategy. Additionally, this strategy is expected to boom students' self-belief, to be brave to invite questions and to build their questioning skill.

For further researcher, it is hoped that before conducting similar research, they should consider the basic competence of KI KD in curriculum 2013, so they will be able to find out more the other advantages or other phenomenon.

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