

THE EFFECT OF RECIPROCAL TEACHING TECHNIQUE TOWARD THE STUDENTS' ABILITY IN READING NARRATIVE TEXT

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ABSTRACTS	ARTICLE INFO
<p>The observation at SMAN 1 Sikur shows that students' reading ability is still low so that appropriate intervention is needed in the learning process. Low reading ability can adversely affect students' comprehension of narrative text, hinder the development of knowledge, and reduce students' ability to express ideas both in writing and orally. This study aims to determine the effectiveness of reciprocal technique on students' narrative text reading ability. This research is focused on the XI grade students of SMAN 1 Sikur in the academic year 2023/2024. The research method that will be conducted in this research is quasi experiment with experimental research type. The research design in this research is Pretest Posttest Control Group Design. In this design, there will be two sample classes, one sample for the experimental group, which is the subject group in the form of applying the reciprocal technique in learning to read narrative text, while the control group is treated with conventional learning techniques. Samples are taken as part of the overall research object and are considered to represent the true picture of the population. The sample of the research is 62 students, (31 students of experimental class and 31 students of control class). The average score of the experimental class was 2.158. While the average value of the control class was 2.230. In accordance with the analysis above, the researcher found that Reciprocal Teaching Technique has a significant effect on the ability to read narrative text of students in grade XI of SMAN 1 Sikur. This is evidenced by the significant difference in the average post- test scores of the experimental and control groups. This conclusion can be seen from the results of statistical calculations, that the "sig" value is smaller than "0.05".</p>	<p>Article History: <i>Received: December 22nd, 2024</i> <i>Revised: December 25th, 2024</i> <i>Published: December 2024</i></p> <hr/> <p>Keywords: <i>Reciprocal Teaching, Narrative Text, Reading Ability.</i></p>

INTRODUCTION

Reading is an important aspect of communication that plays an important role in social settings. This involves activities aimed at understanding written expressions. Mwoma, (2017:347). states that reading ability is a cognitive and social ability that involves broad techniques to derive meaning. Reading is not only a child's visual and perceptual abilities in connecting what is written with what he reads, but children are also able to understand from the writing they read. In reading texts, students must be able to identify the elements of the text they read, understand the author's purpose in conveying the message, and relate information in the text to build a comprehensive understanding. Contemporary society reflects a growing concern for literacy, as evidenced by the popularity of books, magazines, articles, pamphlets and newspapers. Proficiency in reading English texts offers students many benefits, including access to information, enjoyment, and increased knowledge. Therefore,

mastery of reading skills is very important for students. Even though they learn to read from an early age, there are still many students who experience problems in the reading process, especially when dealing with foreign languages.

Foreign language reading teachers face several challenges in teaching students to use their skills and knowledge effectively, develop vocabulary, improve reading comprehension, increase reading speed, and successfully use strategies while monitoring their own progress. These elements should be considered when preparing for English as a Second Language/English as a Foreign Language reading class. In addition, teachers must use various teaching techniques to make reading classes more interesting and enjoyable for students.

According to Fanolong et al (2016:67) learning objectives are goals that describe the knowledge, abilities, skills, and attitudes that students must have as a result of learning outcomes expressed in the form of behavior that can be observed and measured. One of the learning techniques that can be used is reciprocal teaching. The concept of reciprocal teaching was first developed by Jua, & Zakaria (2023:16). According to Marlina, (2018) reciprocal teaching is a constructivist approach based on the principle of asking, teaching metacognitive skills through teaching, and modeling by the teacher to improve reading skills in students with low abilities. This technique involves interaction between teachers and students who provide feedback regarding performance, understanding, or learning outcomes. In the learning process, the teacher provides directions, explanations, and information to students, while students provide responses, questions, or responses to the material presented. The information provided by the teacher can be in the form of text or reading, so students are required to have the ability to read and understand the contents of the reading. In the context of research examining the effect of reciprocal teaching techniques on the ability to read narrative texts, the research focus on how these techniques can help students understand and interpret narrative texts more effectively.

Purba, (2018:27) argues that narrative text is a discourse that presents a series of events that have occurred as clearly as possible so that the reader seems to have seen or experienced the event himself. Narrative texts can be fictional or non-fictional stories, such as short stories, novels, fables, biographies, or someone's biography. The characteristics of narrative text are the sequence of events that occur chronologically, the explanation of the place and time of the story, and the development of the characters. Narrative text also uses descriptive language to describe the setting or atmosphere of the story, and contains dialogue elements to describe the interactions between characters. Several previous studies have shown the positive effect of reciprocal teaching techniques on students' reading abilities. For example, a study conducted by Peng & Wang (2015:76). found that the use of reciprocal teaching techniques can improve students' reading comprehension and critical reading skills. Another study conducted by Vygotsky (1978:75) also shows that collaboration in reading learning, as occurs in reciprocal techniques, can help students construct meaning more effectively.

Although several previous studies have shown the positive effect of reciprocal teaching techniques on students' reading ability, more in-depth research is still needed to understand in detail and comprehensively the impact of this technique on students' ability to read narrative texts. Therefore, this study aims to explore the effect of reciprocal teaching techniques on students' ability to read narrative texts. The results of observations at SMAN 1 Sikur show that students' reading ability are still low, so appropriate interventions are needed in the learning process. Low reading ability can have a negative impact on students' understanding of narrative texts, hinder the development of knowledge, and reduce students' ability to express ideas both in writing and orally. Wahyuni (2010:181) says that the cause of low interest in reading is the family and surroundings that do not support reading habits. The

busyness of parents in various activities has an impact on the lack of free time and there is almost no time for reading activities.

Some of the problems found in learning the ability of students to read narrative texts such as; students' difficulties in reading the given narrative text, the meaning of the text, they cannot determine the main idea, and they cannot find explicit or implicit information, main ideas, offers, location of information, conclusions, references, and paraphrased sentences. Furthermore, in reading several texts, students only read and take notes in the text without paying attention to the teacher's instructions. As a result, they have difficulty understanding every part of the text. Based on this background, this study aims to determine the effectiveness of the reciprocal technique on students' ability to read narrative texts. This study focuses on class XI students at SMAN 1 Sikur for the 2023/2024 academic year. It adopts a quasi-experimental design to test the impact of the reciprocal technique in improving students' reading ability.

RESEARCH METHODS

The research method that will be conducted in this research is quasi experiment with experimental research type. According to Fitriani & Sugiyono (2018:7) experimental research method is defined as a research method which is used to find the effect of certain treatment (treatment) on others under controlled conditions. The research design in this study the Pretest Posttest Control Group Design. In this design there will be two sample classes, one sample for the experimental group, namely the subject group in the form of applying reciprocal techniques in learning to read narrative texts, while the control group is treated with conventional learning techniques. The population of this research consists of nine classes; the total number of populations in eleventh grade of SMAN 1 Sikur consists of 360 students. The sample of the research is 62 students, (31 students of experimental class and 31 students of control class). The research sample was taken by Simple Random Sampling technique. Of the nine classes, two classes selected as research samples, where class XI SMUP 1 was the experimental class, and class XI SMUP 2 was the control class. The experimental group taught using reciprocal techniques and the control group not uses reciprocal techniques, but used conventional learning techniques. In this research, researchers also used observers as assistants/evaluators to collect data on students' reading abilities. After getting the pretest and posttest data, a hypothesis test will be carried out.

RESEARCH FINDINGS AND DISCUSSION

The implementation of this quasi-experimental research involved two groups, namely the experimental class and the control class, both were given the same material and questions, only the learning techniques used were different. The experimental class used the Reciprocal Teaching Technique to test students' reading abilities, totaling 31 students in one class, while the Control group used conventional teaching techniques or lectures which were used by the teacher in providing treatment with a total of 31 students. The pre-test was carried out in the control and experimental classes on Monday, the first week of October 16 2023, the test was carried out in 2 class hours with a time allocation of 2 x 45 minutes (90 minutes) starting at 09.30-11.00 then continuing at 11-12.30.

The activities carried out at the planning stage of this research are preparing a lesson plan (RPP), creating assessment guidelines, preparing material that is in accordance with competencies. guidelines, preparing material in accordance with the competencies to be taught and creating learning media in the form of narrative text. The aspects of reading ability assessment in this study include Pronunciation, Intonation, Fluency, and voice clarity. Of the four aspects, the pronunciation aspect is the biggest difficulty found in this study. The final test results in both groups contained many errors in reading pronunciation, they had difficulty

mentioning the words in the Narrative Text given. For example, the words that should be written "Issumboshi" they read it as "Issuboshi". In this chapter, the researcher also describes the teaching and learning process in the experimental class with the experimental treatment (Reciprocal Teaching) and the control class with conventional teaching techniques, in four meetings including treatment and post-test as follows:

1. The Pre-test Score

The highest pre-test score in the experimental class was 87 while the lowest pre-test score was 34. Meanwhile the highest pre-test score in the control class was 89 while the lowest pre-test score was 34. Meanwhile the mean scores the experimental class score was 2,158. Meanwhile, the mean in the control class was 2,172. From students' pre-test scores; It can be assumed that the control class has a higher ability to read narrative text than the experimental class. This assumption will be tested using the t-test in the next section. The highest post-test score in the experimental class was 94 while the lowest post-test score was 50. Meanwhile the highest post-test score in the control class was 94 while the lowest post-test score was 50. Meanwhile, the mean score for the experimental class amounting to 2,283. Meanwhile, the mean score in the control class was 2.230, the results of the mean score can be seen in (Appendix 9:86). It can be concluded that the ability to read narrative text for experimental class students increased due to the use of reciprocal techniques. To determine the significance of this increase, a t-test was carried out and reported in the data analysis.

2. Treatment

At the first learning meeting, Monday 16 October, in both the control class and the experimental class, the researcher opened the class with a greeting which was responded to by all students. After greeting the students, the researcher also introduced the observer who helped with the research to all students. After that, the researcher checked students' attendance and continued by explaining the learning objectives and scope of the material. Then the researcher encouraged students to explore the extent of their knowledge about narrative texts. After that, the researcher started the pre-test, students were given a reading text in the form of a narrative text, and then the students were directed to read the text. In the experimental and control classes, students were directed to create groups. In one group, there were 5-6 group members. After making the groups, the researcher directed the observers to supervise each group that had been made. The observer's job to assess students' reading skills in turn and then at the final stage of the pre-test students were directed to make a summary of the narrative text they have read and collected through each observer. Before the class is closed, the researcher gives narrative text material to students to study, and discuss at the next meeting.

In the second meeting which was held on Monday 23 October 2023, in the Experiment class, it began with 1.) The researcher opened the class as usual, said greetings and checked the presence of students. 2.) Then the researcher prepared the material that would be applied to the Reciprocal Teaching technique, the material was informed to the students. 3.) Students discuss the material together with their group mates. 4.) Students are asked to make questions related to the material being studied. 5.) The researcher appointed one of the students as a representative of his group to explain his findings in front of the class. 6.) Students are given the opportunity to clarify the material being discussed, namely by asking about material that is still considered difficult so that it cannot be solved in groups. Researchers also have the opportunity to conduct question and answer activities to find out the extent of students' concept understanding. 7.) Students are assigned individual practice questions including questions that refer to students' ability to predict the development of material. 8.) Students are asked to conclude the material being discussed. Then followed by the Control class, on the same day; 1) The researcher began by saying

greetings and checking the attendance of students as usual, 2) after that the researcher explained the material, background information, the importance of the lesson, preparing students to learn. 3) Conveying all the learning objectives to be achieved, which are carried out gradually through the lecture method, the researcher presents the material, explains the subject matter, 4) Giving assignments in the form of reading text "Issumboshi" which later students are asked to make conclusions from the text. 5) After the students finished working on the task, the researcher checked whether the students understood the material that had been delivered, by asking what had been explained to the students.

At the Third meeting, dated 30 October 2023, in the Experiment class, 1.) The researcher started by saying greetings and checking the attendance of students as usual, 2.) After that the researcher asked for help from students to prepare the LCD (Projector) as a learning tool, 3.) Researchers asked students to sit in groups, with groups that had been determined. 4.) The researcher showed an example of narrative text animation in the form of Lake Toba story animation, in this animation there was English writing at the bottom, to make it easier for students to understand the meaning of the story, 5.) After the video was finished showing, the researcher asked if there was still something that was not understood from the contents of the story that was shown, so that students responded by raising their hands and asking questions. then, students were asked to work on tasks in groups, namely finding difficult words while watching the animated video, and finding the meaning of these difficult words, 6.) Students discussed together what they had done, then the researcher asked representatives from each group to come forward in turn, writing down the results of their work. After completion, the task was immediately collected and discussed together in class, then in the control class; 1.) The researcher started by saying greetings and checking the attendance of students as usual, 2.) After that the researcher asked for help from students to prepare the LCD (Projector) as a learning tool, 3.) In this class, learning was carried out as usual, students sat with their classmates, without groups, 4.) The researcher showed the same video as the experimental class, and did the same task, namely writing down words that were difficult to understand, and finding their meanings individually, 5.) After the students' finish working, the task can be collected and discussed together in class.

At the last meeting on November 6 2023 of the experimental class; 1.) The researcher opened the class and greeted all students, then the researcher provided information that this was the last meeting. 2.) Then the researcher checked the attendance list of students who were not in class, because the final test, namely the post-test, would be carried out. 3.) Students are directed to sit with their group friends, to make it easier for researchers and observers to control and assess students' reading abilities. 4.) After that the researcher began to distribute the reading text to each observer, which would later be distributed to each group. 5.) After all students have received the reading text, a post-test begins to be carried out to determine the difference in students' reading ability scores, before being given reciprocal teaching treatment and after being given treatment. 6.) Observers directly assess students' reading abilities in turns. 7.) After the test was completed, the researcher asked the students for their impressions and messages while learning using the reciprocal teaching technique. The students responded very well and enjoyed learning using new learning techniques, especially since the school has implemented an independent curriculum at school. 8.) After everything was finished, the researcher thanked all the students and observers who had helped in the research, then the researcher closed the final meeting and said goodbye to all the students. In the control class; 1.) the researcher opened the class by giving greetings which were responded to by all students, then the researcher checked the attendance of students, and gave information

to all students, this was the last meeting, and a test would be conducted, namely the post-test. 2.) students were directed to sit with group mates, just to make it easier for researchers and observers to assess students' reading skills, save lesson time, and to avoid other students making noise while waiting for their turn, because accuracy is needed for observers when assessing students' reading skills. 3.) After all students were confirmed to have sat with group mates, the researcher gave the reading text to each observer, which the observer would later distribute to each group. 4.) The post-test began to be carried out simultaneously which was directly controlled by each observer, the test was carried out for 2 lesson hours (2x45 minutes). 5.) after all observers finished assessing students' reading skills, all observers returned to the front of the class with the results of assessing students' reading skills. 5.) Before closing the class, the researcher thanked all students and all observers who helped the research go well. Then, researchers and observers said goodbye to all students and closed the learning session at the last meeting.

3. Post-test

On the last meeting on 6 November, the researcher gave a test to the experimental class group and the control class group in the form of Narrative Text, the researcher gave a test to measure the level of students' reading ability, whether there was a significant change from the pre-test conducted at the initial meeting. The highest post-test score in the experimental class was 94 while the lowest post-test score was 50. Meanwhile, the highest post-test score in the control class was 94 and the lowest post-test score was 50. Meanwhile, the average value (mean) for the experimental class was 2.283. This shows that, the results of students' post-test scores are more improved than the initial pre-test scores. The results of the average value can be seen in (Appendix 9: 87). It can be concluded that the ability to read narrative text of experimental class students increased due to the use of reciprocal techniques.

4. Hypothesis Test

After conducting a normality test and homogeneity test as to obtain normally distributed data results and obtain homogeneous variances. Then, the researcher conducted the hypothesis test, the researcher used independent sample t-test to find out whether there was a significance difference in the result of the experimental and control class after receive the treatment. With criteria, if the value of Sig. (2-tailed) < 0.05, then there is a significance difference between experimental and control class after receive the treatment. If Sig. (2-tailed) > 0.05 there is no significance difference between experimental and control class after receive the treatment.

In a study entitled "The Effectiveness of Reciprocal Techniques in Learning to Read Short Story Texts in Class VII Students of SMP Negeri 1 Kasihan Bantul Yogyakarta" researched by Puspita, a student of Yogyakarta State University, in 2016. The result of her research was that most students gave a positive response to the application of Reciprocal Teaching techniques in learning to read short story texts. This means that most students like the application of Reciprocal Teaching techniques in learning short story texts. Puspita, (2016:4).

In a study conducted by Melani et al, (2013) showed that the use of reciprocal teaching has a better effect on students' reading ability. The use of four main strategies in reciprocal teaching; predicting, clarifying, questioning, summarizing played a big role in lowering students' understanding of the three types of monologue texts. In addition, the reciprocal teaching strategy engages students in independent discussion which gives them the opportunity to share ideas with their peers and support them with help when they encounter difficulties.

Sari (2014:42) Another thing why reciprocal technique helps the students in

increasing the reading ability of narrative text is a fact when the writer observed the students while they were in the group. The students made an active engagement with the text by all group members, they sharing their understanding with each other; they talked about each section of the text and explored the information of the text. In the activity the group member took an active role by asking and responding to question, students asked question about the meaning of vocabulary words or a section of text that was unclear to them, students made a summary statement that demonstrated that they do indeed comprehend the text. In this case; it showed the earnest efforts to make meaning from what they were read and then they were using the model to actively increase and monitor their understanding.

CONCLUSION

Based on quasi-experimental research data on students at SMAN 1 Sikur, it can be seen that the post test scores of students in the Control class were mean score (69,16), mean score value 2,230, without using reciprocal techniques. This shows that students who learn to read using the reciprocal technique get better grades than students who learn to read without using the reciprocal technique. Judging from the results of statistical calculations, the "sig" value is smaller than "0.05". From the explanation above, it can be concluded that the reciprocal technique has an effect on students' ability to read narrative text.

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