ENHANCING STUDENTS READING SKILL BY USING RECIPROCAL TEACHING

FITRI WIJAYANTI [(1)], RIYANI [(2)]

ENGLISH LANGUAGE EDUCATION TEACHER TRAINING AND EDUCATION FACULTY SLAMET RIYADI UNIVERSITY SURAKARTA

E-mail : fitriwijayanti775@gmail.com

Abstract: The aims of the study are to find out (1) whether Reciprocal Teaching can improve the students reading skill at the eighth grade of SMP PGRI 1 Surakarta in 2019/2020 academic year, (2) the class condition when Reciprocal Teaching is applied in the classroom to teach reading skill in SMP PGRI 1 Surakarta in 2019/2020 academic year. This research was carried out at SMP PGRI 1 Surakarta. The result of the research showed that Reciprocal Teaching can improve students' reading skill of the students at grade VIII-A of SMP PGRI 1 Surakarta. The research was carried out in 2 cycles. In all cycle focused on a Descriptive text. The improvements can be seen from the students' reading skill achievement. The mean score results of pre test was 42.57, post test 1 68.29, post test 2 79.00. The class condition was more conducive because the students paid attention to the researcher, the students were enthusiastic and interested to discuss within their group, the students were high concentration to the material, and the students were more active in the classroom. It can be concluded that the use of Reciprocal Teaching can improve the students reading skill in SMP PGRI 1 Surakarta in 2019/2020 Academic Year.

Keywords: Reciprocal Teaching, Reading Skill, Descriptive Text, Classroom Action Research.

INTRODUCTION

Language is very important to be mastered. Language is a purposefully used to engage others as well as simply convey certain types of information (Armsrong and Ferguson, 2010:7). As one of the important languages in the world, English must be mastered. It is very important to be learned because English is an international language.

Technology becomes a tool that used by someone to read information in digital age. This statement supported by (Griffiths and Biancarosa, 2012:142-143) they says that use e-reading technology to refer to the hardware and software used to display and interface with digital text. Reading by using technology is efficient. We could utilize hardware devices to read texts by using hand phone, laptops, tablets or software devices like applications for reading. Reading is one of skill that must be mastered in English.

In Indonesia, the level of reading interest is still low so it is necessary an effort to increase their motivation to reading interest. Books access has become a lot easier with the availability of digital services and e-book. Then, digital library was developing. The society tends to get information from various sources faster (Kurniasih, 2017:2). It means that digital library provide various important information that can spread the reading culture because easy access in digital age. Easy of accessing e-book and information through digital libraries are expected to improve reading skill in digital age.

Reading is one of skill that must be mastered in English. In Indonesia, the students get difficulty in English reading text because English is not their first language but foreign language (Puspita, 2018:2). It means that the students do not easy to understand an English reading text and the problems in English reading text are; the students get difficulty in finding the information, lack of vocabulary, difficulties to understand the text, and main idea.

Based on the observation at eight grades students of SMP PGRI 1 Surakarta, the researcher found the causes of teaching reading in the classroom. The teaching reading process did not effective caused some factors from the teacher, the students, and the classroom. The teacher causes such as: (1) The teacher technique was monotone, therefore it made the teaching learning process was not interesting, (2) The teacher did not use an interesting media, therefore it made the students was not easy to understand the material, (3) The teacher voice was not loud, therefore it made the students cannot hear the material clearly, (4) The teacher was made the situation be bored, therefore it made the students unmotivated in learning process.

The student's causes such as: (1) The students were unable to find out the main idea and social function from the text, (2) The students were lacking in vocabulary mastery, (3) The students were lacking in reading an English text, (4) The students were unable to understand the content from the text, (5) The students were unable in differentiating genre from the text, (6) The students were lacking in

Grammar mastery, (7) The students did not pay attention the teacher explanation, (8) The students were lacking motivation in teaching learning process, (9) The students did not clearly in reading an English text, (10) The students played in the class when the teacher explained the material, (11) they were difficult to find out detailed information

The classroom causes such as: (1) The class condition was hot, it made the students did not concentrate in learning process because there is no fan, (2) The classroom did not conducive when teaching learning process in the classroom.

In fact, from the description above the students were lacking in reading skill. To improve the students reading skill in the class, the researcher used method by using reciprocal teaching. This method can helped the students' to find out the main idea, social function, vocabulary mastery, reading an English text, to find out detailed information, and understand the content from text.

Before discuss about reciprocal teaching, we will learn about the definition of reading skill and reciprocal teaching. According to Aebersold and Field (1997:15), reading skill is mental activities that readers use in order to construct meaning. It means that reading activities to create a meaning by the reader. Urquhanrt

and Weir in Liu (2010:153) states that reading skill is a cognitive ability which a person is able to use when interacting with text. It means that someone's ability to communicate in understanding text.

It can be concluded that reading skill is an ability or someone's activity to understanding text and receiving information, to know the contents, main idea, synonym, antonym, construct the meaning or information in written text, find the references or a new meaning.

According to Palinscar and Brown (1984), in Oczkus (2003:2), reciprocal teaching is a scaffold discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. It means that reciprocal teaching is technique based on four strategies for readers in understanding the text. Lee (2003:1) states that reciprocal teaching is a way of explicitly teaching reading comprehension. It involves four 'thinking skill': clarifying, questioning, summarizing, and predicting. It means that reciprocal teaching understands the text that involves clarifying, questioning, summarizing, and predicting.

It can be concluded that reciprocal teaching is the method to improve the students reading and help students to understand the text through technique or

approach between the teacher and students that involves four comprehend strategies: predicting, questioning, summarizing and predicting.

According to Efendi (2013:87), in Friansah (2015), there are strengths of reciprocal teaching are follows: (1) The students learn by understanding, (2) The students do not forget easily, (3) The students learn to be independent, (4) The students have motivate to study. This method helps the teacher to convey understanding in increasing the student's knowledge and motivation.

The purpose of the research are as followings: (1) To find out Reciprocal Teaching can improve the students reading skill in SMP PGRI 1 Surakarta in 2019/2020 academic year, (2) To find out how the class condition when Reciprocal Teaching is applied in the class to improve to teach reading skill in SMP PGRI 1 Surakarta in 2019/2020 academic year.

RESEARCH METHOD

This research was conducted at SMP 1 PGRI Surakarta in academic year of 2019/2020. The location is at Jl. Kelud Timur No.13, Kadipiro, Banjarsari, Surakarta, Jawa Tengah. The implementation of this research was included in two cycles. Each of the cycles was conducted in three meetings included

post test. In all cycles focused on a Descriptive Text.

The implemented of the pre test was held on Thursday, August 8th 2019. Then, first cycle was held on August 10th until August 24th 2019. Then, the second cycle was held on August 29th until August 31th 2019. In the previously, the researcher identified the students problems before implemented the first cycles. The subject of this research was the eighth grade students' of SMP PGRI 1 Surakarta. The researcher chose class VIII A. There are fourteen students consisted of ten boys and four girls in the classroom.

The method used in this research is classroom action research. According to Burn (2017:187), action research is gaining acceptance in applied linguistics studies as an empirical approach adaptable to higher degree and other research studies, as well as to engagement of practitioner in their personal professional growth through reflective practice and local practical inquiry.

Kemmis and Mc Taggart (1988:11-14), in Burns (2010:7-9) state that action research involves four steps in each cycle: (1) planning is identifying a problem or issue and develops a plan, (2) action is implemented the plan, (3) observation is observe the effect of the teaching learning process in the classroom, (4) reflection is

evaluated the result of the action in the classroom.

The technique for collecting the data in this research are: (1) test, (2) non test consisted of observation, interviewing, and document. The technique of analysis data in this research are: qualitative data consisted and quantitative data. Miles and Huberman (1994:24-26) state that qualitative data analysis consists of three procedures: data reduction, data display, and conclusion. Meanwhile, the quantitative data used the result of pre-tests and post-test (Ary et al (2010:108).

RESULT AND DISCUSSION

Before implementing the action research, the researcher did observation in the class VIII A, interviewed and gave questionnaire to the teacher and the students. After the observation, the researcher gave pre test to know the students problems in learning reading. The indicators the material of pre test were main idea, detailed information, reference, and understanding the synonym and antonym in the text. The researcher was helped by Mr. Taufik Nur Haryanto, S.Pd as English teacher in class VIIIA. The students mean score of pre test was 42, 57, it was low from the KKM was 75.

Cycle I

Planning

After the researcher conducted pre test. The researcher planned to make a lesson plan to give the material to the students, prepared the material of descriptive text, arrange the questions, make the students answer sheet, and also the students answer key. The researcher planned three meetings in the first cycles with post test. In each cycles needed 80 minutes in every meeting.

Action

In the first cycle was conducted on Saturday, August 10th 2019 and second cycle on Thursday, August 22th 2019. The researcher implemented reciprocal teaching in the classroom and greeted the students to know the students responses. After that, the researcher asked the student's favorite place to holiday and asked the students to state their opinion about the picture of place. The students were observing the picture and discussed with their friends. The researcher was explained about the definition, the purpose, generic structure, and language features of descriptive text. The researcher gave the material about descriptive text entitled Toba Lake in the first cycle and Borobudur Temple in the second cycle. The student's underlining the important words in the text.

Then, the researcher explained about reciprocal teaching to the students and gave some exercise. The students were

made a group consisted of four students and each student had different roles as predictor, questionnaire, summarizer, and clarifier. The researcher explains each role's: the predictor helps the group to predict about what they will learn. The questionnaire helps the group to ask and answer the question. The summarizer states the main idea or information. The clarifier helps the group to give clarifier about the answer and give the clarification. The students read the text and discussed with their group based on their roles.

Observing

After the first cycles was done, the researcher made observation about the student's activity in teaching learning process. The Observation was helping the researcher to know about the students understanding in English learning. The students paid attention to the researcher and active to answer the question when the researcher showed a picture about descriptive text. The class condition was calm. The students were active to ask the researcher. The students understood to learn descriptive text by using Reciprocal Teaching. The students were interesting to learn by using reciprocal teaching. It helped the researcher to solve the student's problem in learning reading. The class situation was calm. The students use a dictionary to help them finding the meaning of words.

Reflection

After observing the result of cycles 1 was done, the researcher did reflection to evaluate the student activity in teaching learning process in the class. The students enjoyed the study used Reciprocal Teaching because it helps the students to know the information in the text. The student's enthusiasm was good because the students paid attention to the researcher. The students were active in discussion group because they focused to find out the information in the text. The students were active to ask some questions to the researcher because the students did not understand about the text. The students got the new vocabulary because when read the text because they did not understand the meaning of word. The students can share or remember about the answer of the discussion result because they had different roles to find the answer. The students were built their vocabulary mastery. The result of the post test 1 was 68.29 and it was also higher than pre test 42.57. It showed that the students had increased in reading skill.

Cycle 2

Revising the plan

Based on the result above, the researcher would revise the planning, focuses to explain the material in clearly and gave specific question about the material in cycle 2.

Action

In the first cycle was conducted on Thursday, August 29th 2019. Before explaining the next material, the researcher asked the students about the previous material. The purpose was to know the students knowledge about the last material and to remember what that we learned in the past.

In the first cycle, the researcher gave the material about rabbit. After that, the researcher gave some question about rabbit and one of the students comes in front of the class to mention the animal at home. Then, the researcher made a group and divided the students consisted of four students in each group. The students changed their roles as predictor, questionnaire, summarizer, and clarifier in this activity. Then, the researcher gave the students worksheet about the statement based on the information in the text, the meaning of words, and understanding about synonym and antonym in the text. The researcher explains carefully and gives the instruction how to answer the questions by using dictionary. Before closing the material, the researcher asked the students about what they learned today.

In the second cycle was conducted on Friday, August 30th, 2019. The researcher greeted the students then asked about the previous material. Then, the researcher gave the material about things and showed a picture entitled my friend's new shoes. The students observed the picture with their friends. Then, the researcher asked the student's about their favorite things and mentions the things in the classroom. After that, the researcher asked the students to make a group consist 4 students and give the text. The students changed their roles as predictor, questionnaire, summarizer, and clarifier in this activity. Then, the researcher gave the students worksheet about the statement based on the information in the text, the meaning of words, and understanding about synonym and antonym in the text. The researcher reviewed the material and asked some questions to the students about what they learned today. The researcher asked the students to write words on the white board and find the meaning of word. The students read together the words and the meaning of words. Finally, the researcher closed the material today.

Observing

The researcher made observation about the students activity after the cycle 2 was done. The teaching learning process by using reciprocal teaching in cycle 2 showed the students progress to find the information in the text, the meaning of word, and understanding the synonym and antonym in the text. The class condition when taught reading skill was conducive.

When the researcher showed a picture, the students paid attention to the researcher. The students were active to answer the question from the researcher.

Reflection

Based on the result of the observation, the researcher found the reflected in the cycle 2. The students were enjoying the study by using Reciprocal Teaching because it helps the students to know the information in the text. The students were active to discuss about the text because they focused to find out the information in the text. The students were concentrating with their group and help each other. The students were getting the new word because they get new word in every meeting. It can increase the student's mastery about the new words or unfamiliar word that they were finding in the text. The students understood about the synonym and antonym in the text because they were use dictionary. It help the students were easy to know the synonym and antonym in the text by utilizing the dictionary.

The students were easy to remember about the vocabulary because the students were active to ask the researcher when read the text and they did not know the meaning of vocabulary. When read the text they were get the new vocabulary based on the text. The students were easy to find the information in the

text because the students read all the text. They were not only read the text but they understood the word in the text. The class condition was calm because the students paid attention the researcher. The students active when the researcher asked to them and they were understand the material. The students interested to follow the English material in the class because their enthusiasm was good. They were like the method that the researcher used in the class to teach the material. The students were easy to understand the meaning of words because the students used dictionary to find the meaning of word. They were easy to learn English and did some exercises from the researcher.

The result of the students mean score of post test 2 was higher 79.00. It increased significantly than the post test 1 was 68.29. And it was also higher of KKM was 75.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of this Action Research, the researcher could concluded that the used of Reciprocal Teaching in method in reading skill on descriptive text at VIII A students of SMP PGRI 1 Surakarta in 2019/2020 academic years was successful.

The conclusions in this research as follows: (1) Reciprocal Teaching can improve the students reading skill. The students could find out the main idea from the text, detailed information, references, synonym and antonym of the word in the text. The students mean score in the post test 1 was 68.29. It was higher than the mean score of pre test was 42.57. The students mean score in the post test 2 was 79.00. It was increased than post test 1 was 68.29. It mean that the students reading skill were got improvement in learned English of descriptive text by using Reciprocal Teaching in the classroom. Their knowledge increased in every meeting, the students vocabulary was added, the students had more motivation to learn English, the students enthusiasm were higher while teaching learning process, the students could find the information in the text. (2) The class condition was more conducive because the students paid attention to the researcher, they were enthusiasm and interested to discuss with their group, they were high concentration to the materials, and they were more active in the classroom.

The implementation of Reciprocal Teaching was success to improve the students reading skill. It could be seen from their score individually from the first cycle and second cycle. While implementation in the class, the student's response was good and they paid attention to the researcher explanation.

Table 1. the students mean score of pre test, post test 1 and post test 2

Mean of pre-test	Mean of post test 1	Mean of post-test 2
42.57	68.29	79.00

Suggestion

After implementing an action research and find the conclusion. The researcher hope that the use of a reciprocal teaching could help the students improved their motivation in teaching learning process. The researcher would give some suggestions for the teacher, the students, and the researcher as follows:

1. The teacher

The teacher could use some media to teaching reading in the class, it make the students more interesting in the lesson. The teacher could use Reciprocal Teaching or method and media such as video, text, etc, when give the material because it makes the students easier to understand the text and give explanation how to find the main idea, detailed information, references, synonym, antonym of the word.

The teacher could give instruction how to find the information in the text

by using reciprocal teaching and it could increase the student's vocabulary mastery and their knowledge about the meaning of word, find the synonym or antonym in the text. The teacher should more pay attention to the students vocabulary mastery and their knowledge about the meaning of word, find the synonym or antonym of the word. Teaching reading process use media or method will make the students enthusiastic and easier to understand the material or to find the information in the text.

2. The students

The students could increase their vocabulary mastery, the students could practice to read the text at home or at school, the students could bring the dictionary in English lesson because it can make the students easier to find or to understand the meaning of word, the students should pay attention to the researcher and calm to the researcher when explained the material.

3. The researcher

The researcher discussed the result of the implementation the use of Reciprocal Teaching in reading skill about descriptive text. The result showed that the Reciprocal Teaching make the students more easy to understand the text. The researcher

hope that in the next researcher, Reciprocal Teaching can use as be references the interested method to be implementing when teaching learning process.

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