

**IMPROVING STUDENTS' READING COMPREHENSION ON
DESCRIPTIVE TEXT THROUGH RECIPROCAL TEACHING
TECHNIQUE**

A RESEARCH ARTICLE

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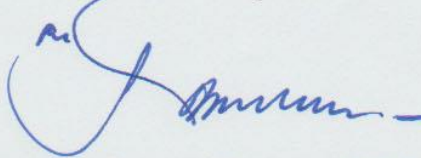
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Abstract

This research was conducted in order to solve the problem encountered in the classroom; the students were passive in learning process, they also had difficulties to figure out the main idea, supporting details, and determine the synonym and antonym. The method of the research was classroom action research. The subject of this research was the tenth grade students science V of SMA Negeri 7 Pontianak in Academic Year 2017/2018. When the researcher applied the reciprocal teaching technique, the students began to show their interests by actively answering the questions and enthusiasm in having their roles in learning process. The result of this research showed that reciprocal teaching did not only improve the students' reading comprehension, but also the students' interaction between the students to students and the students to the teacher.

Key Words: Reading Comprehension, Reciprocal Teaching, Descriptive Text

INTRODUCTION

Reading comprehension becomes essential in English, especially in senior high school, because reading comprehension takes most part during teaching and learning English. It can be proved in daily activity of teaching and learning process, the teacher more often gives the students reading comprehension test rather than listening test, writing test, or speaking test. Meanwhile, based on the syllabus of curriculum 2013 of senior high school, there are some kinds of texts such as descriptive text, recount text, narrative text, explanation text, factual report text, biography, and hortatory exposition. Most of the test items consist of those kinds of reading text. It means that if the students do not understand the text, they would be difficult to fulfill the passing grade.

Based on the researcher's observation at SMA Negeri 7 Pontianak especially the tenth grade students, regarding to the result of the comprehension task on descriptive text, the researcher found out that only few of students could pass the passing grade. Some students

still got difficulties in figuring out the ideas on the text and supporting details, understanding reference, and determining the synonym and antonym of words.

Something which is also being the problem is because of the lack of students' excitement during teaching and learning process. For the example, the students have known how to pronounce the words without knowing the meaning. The students did not have the motivation to practice the reading, some of students looked up the dictionary to find out the difficult vocabulary, but the others did not really pay attention and rather talked to their friends for other thing. Then, the students may understand the meaning of words, but to link the word to word into the right ideas is still be confusing for students. The students were not confident to ask the difficult part or the part they have not understood yet. The passiveness of students during the process of learning affected their ability in doing the task. In other word, the students had the problems with their learning

strategy and motivation. The teacher applied the conventional teaching way, in other word the teacher just explained the material then gave the task to the students without giving the chance to the students to take part actively in the process learning.

Facing those problems, the researcher decided to conduct a classroom action research which focuses on the students' reading comprehension on descriptive text with the purpose to improve the students' reading comprehension especially on main idea, supporting details, synonym and antonym. The technique that researcher applied was reciprocal teaching which focused on how the technique improves the students' reading comprehension on descriptive text especially in finding main idea, supporting details, determining synonym and antonym after conducting reciprocal teaching technique.

Therefore, the technique that is used in the previous research was the same as this technique. The different was the way how to implement reciprocal teaching technique and the purpose of implementing that technique in the process of teaching learning, however, the main purpose of this research was to improve students' reading comprehension by using reciprocal teaching technique.

Reciprocal teaching was the technique which stimulates the students in memorizing, thinking, and motivating themselves. When students predict, they stimulate prior knowledge to hypothesize what is going to be discussed in the text. Predicting helps students to connect their prior knowledge with new knowledge they encounter. Generating questions helps students to discover the main ideas by identifying the most important information in the text and help them to comprehend and remember the information on the text. Clarifying helps students to monitor their comprehension about the text and summarization helps them to monitor their fully understood about the text. With all of the advantages of reciprocal teaching technique, the researcher believes that it helped the students to improve their reading comprehension.

Reciprocal teaching technique is one of the techniques used by English teacher in reading

class. Reciprocal teaching is designed to enhance the students' comprehension of text. Reciprocal teaching is first developed by Palinscar and Brown. As said by Klinger (2001, p.131) reciprocal teaching is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. Foster and Rotoloni (2008, p.2) define that reciprocal teaching as a teaching method that gives students model and prompts students thinking process on how to share their learning experience. From the two ideas, it can be concluded that reciprocal teaching is a kind of cooperative learning which encourages students to be involved directly during teaching and learning process.

Reciprocal teaching technique is the learning process by involving students directly that could be spur the students to be more active. It is related with Taylor et al in Yen-Ju Hou (2015, p. 16) that reciprocal teaching (RT), is a multiple strategy approach used for teaching reading comprehension, is a technique considered to be effective in helping students become active learners by reading comprehension. It means the technique of reciprocal teaching is used to help students to be more active in comprehending a reading text.

There are three features of reciprocal teaching technique. They are scaffolding and explicit instruction, four main strategies, and social interaction. 1). Reciprocal teaching technique provides scaffolding through explicit instruction involving the modeling and explanation of the four strategies, independent practice, and the application of the procedures of reciprocal teaching technique by the students themselves. Graves et al (2003) have defined scaffolding as an effective way to assist students in reaching their higher ability by supporting their accomplishment for a task they could not complete by themselves. 2). Reciprocal teaching technique is a technique that requires students to work cooperatively in groups. It consists of four main steps namely predicting, clarifying, questions generating, and summarizing. Predicting encourages students to think ahead actively, they anticipate what will come in the next. This strategy makes easier to

see what is new and what is already known. The second is clarifying, in this strategy the students can find any ways to solve the difficulties in comprehending the text. The third is generating question, it helps students to comprehend the text deeply. The 5W1H questions include important information of text. The last is summarizing, the students can identify and integrate the text to find the meaning and the core of the text. 3). Social interaction can occur in applying reciprocal teaching technique to the students. Students in group can learn with their friend by discussing, sharing information, and peer tutoring. In reciprocal teaching, the students learn to work in cooperative groups, what strategy to use, and why to use. Students also build their own understanding and reading process by learning from the social setting and thus engage in a process of transformation.

Reciprocal teaching technique is one of the good alternative ways in teaching reading. There are some reasons why reciprocal teaching could be claimed as a good technique in helping students to improve their reading comprehension. According to Helmes in Yawisah (p.21) students who use reciprocal teaching can improve their summaries with practice and work independently. Then, because the students are more cognitively engaged in the material, reciprocal teaching classes see fewer disruptive student behaviour. Reciprocal teaching has also been shown to help students develop interpersonal communication skills because they must interact with other students and teacher.

Predicting gives students a purpose in reading the new section of the text. It activates the students' prior knowledge in order to know what will come next in the text and what is on the author's mind. Clarifying the students' difficulties makes students become familiar with potential comprehension blocks in the text, and finally they can learn ways to dealing with them. Generating questions from the important information of the text helps students determine between important information and detail. The students can be stimulated to know the new vocabulary by finding the synonym or antonym of words. Moreover, constructing summary

encourages students to see the text as a coherent whole.

Beside the strength, there are also some weaknesses of reciprocal teaching technique. When applying reciprocal teaching, it demanded to the students to collaborate with each other and share the material with the teacher, it is possible that students can give wrong feedback, miscommunication or misinformation when they are discussing. Then, with a larger group, it is little hard to monitor all of the communication among students.

Despite there are some weaknesses of reciprocal teaching technique, it also has solution to solve the problems that might be occur in applying reciprocal teaching. The teachers can offer themselves to be asked when the students have difficulties to avoid misinformation between students. The teachers can check to every groups occasionally what they have discussed. The teacher also can stimulate the students' to learn by giving the interest and up to date material, giving them reward for the best group, it expects students to be more serious and motivated in giving feedback.

According to Klingner (2007, p.134), reciprocal teaching has four strategies. They are 1). predicting, involves finding clues in the structure and content of the passage that might suggest what would happen next. In this strategy, the students demanded to be active in thinking about the topic of material. Students can guess from the title or the clues of the text then discuss and share to their group about their prediction. This strategy encourages learners to actively think ahead. The learner predicts what comes next in the text based on prior knowledge and the content of the text. This makes students to know what information is new and what is they already know. Predicting or guessing encourages the students' participation by inviting students to invest something for their reading experience. Even they are trained to make prediction from the content of the text right after they read the title of the text. Their prediction represent their most recent hypothesis about the author's aim in writing the text. Moreover, predicting motivates students to discover how accurate their prediction is.

2). Clarifying, involves discerning when there is a breakdown in comprehension and taking steps to restore meaning. In this strategy, the students are stimulated to enrich their knowledge, when their friends find any word which they do not understand, the students can define it with the synonym of word that easier to be understood. The students can employ some strategies to restore meaning; re-reading, using the context, using their knowledge, or using a dictionary for looking the meaning.

3). Questions Generating, question are constructed about important information, rather than about unimportant details in the text. In this questions generating, the students are instructed to select important information from the paragraph and use the 5W+1H. They are what, who, where, when, why, and how. The students can ask about the the main idea, important details, and part which they cannot find the answer on the passage.

4). Summarizing, a summary is one or two sentence statement that tells the most important ideas contained in a paragraph or section of text. In this strategy, the students are instructed to make the main idea and the supporting details of the text in their own words. By doing this strategy, the students need to identify the most important content of the text. It is also integrate the information which indicates understanding. If students are unable to summarize, it means the teacher should be reprocess the procedures of comprehending the text.

METHOD

In this research, the method that is used by the researcher was Classroom Action Research (CAR) that designed by Kemmis & Mc Taggart in order to improve the students' reading comprehension particularly on descriptive text. According to Burns (2010, p.34) a researcher needs to take into consideration about the purpose because this will be helpful to point to the most appropriate methods that would be used. According to Ferrance (2000, p.1) Classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It means, the researcher wanted to assess her participants' reading

comprhenesion, particularly on descriptive text by using the techniques, and procedures of Classroom Action Research. In addition, according to Koshy (2005, p.9) classroom action research is about working towards practical outcomes and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless. Classroom action research is systematic that is carried out by practitioners themselves and is not imposed by the others. According to Goodnough (2011, p.5) It is insider research in the same that those directly involved in the situation take action to improve their own practice and their understanding of practice, while resolving problem. Tomal (2010, p. 10) stated "classroom action research is a systematic process of solving educational problems and making improvements". So, this method was applied to solve the problems that occurred in the classroom and more concerned with the improvements.

The researcher and the teacher planned to do an activity based on the stages, they are plan, action, observation, and reflection. Planning is the first step about all preparation before implement the classroom action research. It included preparing the teaching technique (reciprocal teaching), preparing lesson plan based on the syllabus at the school (curriculum 2013), preparing teaching material, preparing test item, and the media which is needed. Then, acting is the step to implementing the technique (reciprocal teaching technique) based on the lesson plan that has been made in planning step. Then observing step, it is the step to observe the activity of teacher and students in the acting step. The researcher observed the class situation, students' response and notes all of the activity and/or every action during in the classroom. The last is reflecting, after doing the action and observation, the researcher anylize and assess the result. The teacher and the researcher made a conclusion and evaluation on how the technique improves the students' reading comprehension.

Tecnique of Data Collection

In this research, the researcher used several approaches to measure and collect the data; they are observation and measurement test. Those two techniques were applied in order to find out the students' reading comprehension in learning process. The researcher observed the students' behavior on the implementation of reciprocal teaching technique in reading skill. The researcher observes what students' and teacher do during the implementation of reciprocal teaching technique. The students have been given the test in multiple choice form, which consist of 20 questions. The test items included determining main idea, supporting details, references, antonym, synonym, and conclusion. The test is adapted from some books and internet.

Tools of Data Collection

There were three tools of data collection; Observation checklist is a note which has several contents by put a checklist (✓). The observation checklist describes the students' activity and participation in learning process. The process is when the implementation of CAR, reading activity and students' participation in applying reciprocal teaching technique in reading factual report text. The observation checklist has 14 aspects which were done by the teacher and the students such as responding the teacher's greeting, answering the teacher's questions, asking questions to another students, and etc. The researcher analyzed all the aspects in the observation checklist then described it into paragraph. The researcher described in detail the aspects which were done and were not done in teaching learning process reciprocal teaching technique. Field notes used by the researcher to record anything happened in the classroom when the reciprocal teaching technique was applied. It included some description of classroom condition, time management, teacher and students interaction, and other things happen in the classroom. In the field note, the researcher got the data from the collaborator (the teacher) and the students' activities in teaching and learning process which was not gathered in the observation checklist. The data in field note is about additional information to the researcher

about X science V grade students of SMA Negeri 7 Pontianak when applying reciprocal teaching technique. The test was used to know the improvement of every student after applied reciprocal teaching technique. The test of this research is consist of 20 questions in form multiple choice items. The test was given after implement the reciprocal teaching technique. The test is aimed to know the students process result after implementing reciprocal teaching technique.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The purpose of this research is to improve the students' reading comprehension by using reciprocal teaching technique. As the researcher has stated in chapter one, the 10th grade students of SMA Negeri 7 Pontianak were identified to have a problem with their reading comprehension of English text. In fact the students were hard to understand the text. The researcher believed that reciprocal teaching technique could improve students' reading comprehension especially on descriptive text.

In the first cycle, during dividing students in group, researcher needed more attention. Then, after all of students sat well, The researcher began to explain the schematic of descriptive text and selected text in descriptive text through reciprocal teaching. In that situation, few students raised their hand and gave their idea and answered the teacher's questions well, but another students just prefer to talked to their friends for other business, did another work, and some of them walked to another table. Furthermore, it can be seen, most of students did not pay attention to the researcher. Moreover, when the teacher requested to do the exercise, many of them did not do it well in their group. Only few students finished it well and asked to the teacher actively. For the result of the test is described below. Both the researcher and the teacher reflected what had done in this cycle. Based on the result of observation toward teaching learning in this cycle, the students' participation were still low, because they had difficulties to find out the main idea, still confused in

differentiate between main idea or supporting details, and several students thought the questions of test that was given is difficult. As the prove, the result of some students was still not good and have no improvement. Some students still needed much effort to accomplish the goal of technique applied. It meant that the second cycle was waiting for being conducted. There were some problems; the first problem was about time management. The teacher did not have any time to conclude all material in the last activity because the bell had rung. The second problem is there were some students could do and understood the activity of reciprocal teaching, it made students not confident. The third problem is the students were not serious when grouping, some groups tended to joke.

In the second cycle, the students in the classroom in learning process were more curious and silent. They sit well on their own chair. When the teacher gave opportunity to the students to predict and ask questions, many students raised their hand to give their idea and ask questions related to the text. There were no students walked to another table and talked to their friends when the teacher was explaining the lesson. They focused and followed the instruction from the researcher. The researcher gave the reward to the students who give their idea related to the text and material in order to increase the students' interest to ask, convey their ideas, predict, and focus to the learning. The students were active in the classroom and did exercise collaboratively. Based on the result of planning, acting and observing toward teaching learning process in cycle 2, the researcher and the teacher were satisfied because the effort to improve the students' reading comprehension on descriptive text had been reached. There were many improvements after applying the second action of Classroom Action Research. There were, the students could be figure out the main idea of the text easily, they also could differentiate which is the main idea or supporting details.

Then, in the classroom , students could develop their skill in term reading skill.

They felt enthusiastic in analyzing descriptive text by underlining the important part and making note. As the result they can answer correctly.

Discussion

Reciprocal teaching technique as one of the teaching reading techniques was suitable to be implemented in English class. This technique could improve the students' reading comprehension in the process of teaching learning English. Through this technique, the students could figure out the main idea, find supporting details, find synonym and antonym easier. When reciprocal teaching was applied in the classroom, the students showed their progress. In the treatment they could predict the text from the title, they could clarify the wrong information of the text, they generated questions by using 5W1H which make them easier to determine the main idea and supporting details. By knowing the information through 5W1H, it would help the students to make a good summary of the text. Based on the findings, reciprocal teaching has given positive effects to the students as it is proved by Ahmadi (2012) in his research.

Conducting reciprocal teaching also gave all students chance to be active and take their role in the learning process in practice reading comprehension. Therefore, all of students were free to learn and had chance to practice their reading comprehension. This finding was in line with Taylor et al in Yen-Ju Hou (2015, p.16). Using reciprocal teaching made students became more motivated in reading activity, because they could work together with their friends It made them felt not pressure of the activity. It also improved students's interaction in the class. Students had to socialize with their friends in the learning process and taught students to take responsibility. It meant students got help in cooperating, taking responsibility, and building leadership. Those findings were in line with Marzano in Ahmadi (2012, p.164).

However some students were too noisy when they had discussion group. Other groups complained the situation. Furthermore, some students were passive in the class discussion. It caused some factors, the students said that they

were not confident enough to their answer correctness. They were afraid of making mistakes. Some students also did not pay their attention and rather to do another subject work. To solve these problems, the researcher conducted a new action that could overcome them. The researcher gave a reward to the best group which could work compactly, actively, and have good behavior.

The use of reciprocal teaching has improved the students in comprehending the descriptive text. Reciprocal teaching also helped students in interacting with their friends and also the teacher. In conclusion, this research could answer the research question that the use of reciprocal teaching technique can improve reading comprehension on descriptive text of Tenth science V class of SMA Negeri 7 Pontianak.

CONCLUSION AND SUGGESTIONS

Conclusion

Referring to the discussion of the previous chapter, it could be concluded that the use of reciprocal teaching was very useful in teaching and learning English, especially in comprehending the text. As more details, reciprocal teaching allowed students to predict the content of the text by reading the title of text. The use of clarifying strategies helped students to guess the meaning and translation of word. It allowed students to guess the meaning of difficult word by reading the following sentence. The use of question generating helped students to find the important information of text. It allowed students to find detail information of text by creating question generating. The use of summarizing was helped to find the content or the core of the text talked about. It allowed students to find main idea of each paragraph.

To sum up, based on the description above the researcher believes that the action hypothesis of this research is proved: "Reciprocal Teaching Improves the Students' Reading Comprehension on Descriptive Text at the Tenth Science V of SMA Negeri 7 Pontianak".

Suggestion

Based on the classroom action research result, the researcher would like to give some suggestions. To the students, the researcher hopes the students have great motivation to learn English. They also need more practice at home or school to explore their English. Then, they should be creative to find the best way to learn English by themselves because each student has different style in learning. To the English teacher, the English teacher should be creative in choosing the activity of teaching and learning. The teacher should know what students need to improve their reading comprehension. If the teacher want to use reciprocal teaching, the teacher should consider on the situation of class, so the teacher can manage the class well. The teacher can also choose the interesting topic which can motivate students more. And to the other researcher, the other researcher who wants to do the research by using reciprocal teaching technique should understand the reciprocal teaching technique first. They should be able to apply reciprocal stages before they explain to the students. She also should give the model to the students.

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