

USING OF RECIPROCAL QUESTIONING TO IMPROVE STUDENTS' READING SKILL IN DESCRIPTIVE TEXT

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Abstract

This research is aimed to investigate the students' reading skill in descriptive text by using reciprocal questioning. The design of the research was pre-experimental design with one group pre-test and post-test. The research used instrument test. The rate percentage in post-test was higher than the rate percentage in pre-test in teaching reading. It indicated by the students' mean score of post-test (58,07) in fair classification was greater than pre-test (52,11) in poor classification. The pre-test low category and post-test was high category. And the value of t-table was 1,706, while the value of t-test was 0,23. It means that the t-table value was greater than t-test (1,706 > 0,23). The result of the research proved that by using of Reciprocal Questioning was not significant better to be used in teaching the students' reading. From the statement above, it can be said the alternative hypothesis (H_1) was rejected and null hypothesis (H_0) was accepted. It cannot be improved reading skill by using of Reciprocal Questioning technique.

Keywords : Reciprocal Questioning, Reading Skill, Descriptive Text

Introduction

Language is the most important form of human communication. Language is used to communicate with others and it permits sharing of ideas and experience. That is why millions of students want to learn English. They need to communicate with other people, especially with people from other countries but many students have learnt English for many years at school but they still cannot communicate well with the others by using English.

In other words, learning English is needed in Indonesia. Furthermore, mastering the language well, people need to learn four skills in language, they are listening, speaking, reading, and writing. It said from Departemen Pendidikan Nasional Pusat 2012 that, from those skills reading is one of English skills in which the standard of competency stated that its purpose to comprehend many various meaning brought by the written text that has objectives in communication, text structure and specific linguistic. It means that students need to be trained in order to have a good reading skill.

To have a good reading skill involving a complex process. To comprehend, readers need to decode text and make interpretations. They generate meaning as response to the text by using previous knowledge and a range of textual and situational clues that are often socially and culturally shared. While constructing meaning, they use various processes, skills and strategies to foster, monitor and maintain interstanding. These processes and strategies are expected to vary along with the situation and the purpose as they interact with a variety of texts.

Reading problem is getting more acute when they are promoted to higher forms and comprehension passages have become longer and more demanding. Despite the efforts they have made, they seem unable to make sense with the text. The harder they work on their reading, the more frustrated they feel. Apparently, there is a need for equipping these struggling readers with reading skill strategies. They need strategies for clarifying problematic words and ideas they come across when reading. They need modeling and guided instruction in answering and asking comprehension question. They need to be able to grap the main ideas of a text.

There are some problems faced by students in reading activities at classroom, for example, students have known how to pronounce the words, but it occurred without understanding the meaning. In that condition for the diligent students, they looked up

the dictionary and found the meaning the difficult words, but not for the lazy ones. Then, they actually know the meaning of words but they got difficulties to convey the meaning to the whole paragraph.

Moreover, during reading activity in teaching and learning process, often students were loose their focus and consequently they talked to their friends for other bussiness and considered reading a text was not interesting activity in learning English. In this condition, teacher did not build background knowledge what the reading text initially. After finishing read the text, the teacher had the students translate the text, only a few students did the task.

In addition, while translating the text, only a few students found the difficult words, but not for others. They would rather talk with their friends than finish their task. In this case, between students and teacher did not integrate their understanding about text collaboratively in the classroom. Those problems are barrier for students to improve their reading skill. Based on the reality, the teacher needs a new strategy of learning reading text activity in order to students become active, enjoy and comprehend about the main point of reading text.

One of the reason is they could not understand the text as a whole. It is because they lack off vocabulary so they have low comprehension of what they are reading. As English has become a worldwide language. Actually the most problem is based on the observation is the students could not know the meaning of the text.

In teaching reading text at MA YMPI Rappang, there are so many types of texts learned as stated in their own new curriculum. Those are narrative, descriptive, recount, anecdote, report and procedure. In this article, the researcher focused on descriptive text. The researcher proposes one technique. The technique is named reciprocal questioning technique, which has been developed to train students in picking the main ideas, engaging in metacognitive thought, and thinking critically while reading. The students work independently in pairs following the same questioning pattern. The activity helped the students to become independently in exploring the information of the text.

Based on the background above, the researcher states the problem statement of this article, were drawn; 1) How is the reading skill before and after treatment in descriptve text of class XI at MA YMPI Rappang Kabupaten Sidrap? 2) Is reciprocal

questioning able to improve students' reading skill in descriptive text of class XI at MA YMPI Rappang Kabupaten Sidrap ?

There were some related studies found about the use of reciprocal in teaching reading is shown in the following

Yuniarti in her research in her title "The Use of Reciprocal Questioning (ReQuest) Strategy in Teaching Reading Comprehension". She found of this research showed the use of ReQuest strategy was effective to the students which can be seen in the computation of data analysis that showed the mean score of post-test was 73.82, which was better than pre-test that was only obtained 53.82. And also, the computation of the effect size (ES) was 1.38 which was categorized highly effective.

Kelly Whalon in her research on the title "Effects of a Reciprocal Questioning Intervention on the Question Generation and Responding of Children with Autism Spectrum Disorder and their general education peers found their intervention helpful, and parents perceived a change in their child's reading and language skills.

Ching-Ying Pan in his research, in the title "Effects of Reciprocal Peer-Questioning Instruction on EFL College Students' English Reading Comprehension" found the indicate statistically significant differences in favor of reciprocal peer-questioning instruction on English reading comprehension, particularly among high- and medium proficiency students. Compared with conventional lecture instruction, reciprocal peer-questioning instruction created a more positive attitude toward learning English reading in conclusion, so we strongly recommend EFL instructors use reciprocal peer-questioning instruction college English reading classroom.

The previous studies have the same focused with this research, it was reciprocal questioning. Then, those studies are mostly focused on the undergraduate students, it was different with this research to analyze the students of senior high school. However, the results from most of the studies are positive. The students who received reciprocal questioning were significantly better in reading skill than those instructed through other techniques.

Reading is regarded as one of English skills from text. In this sense, Nuttall viewed that reading essentially focuses on meaning, especially delivering meaning from

researcher to reader. It means that, the reading activity builds thinking collaboratively among the reader, the researcher, and the text

The technique of reciprocal questioning involves fifteen skills based on the experts of Mikulecky. Having a skill makes the students can solve any problem in reading a written text. The reading skills also can increase pleasure and effectiveness of reading activity. When the students master skills of reading, they can be helped in all other subjects and in the personal and professional lives. However, being a skilled reader is not a simple effort. They have to struggle and do any activity gradually any time to produce a good reader to be a good concept maker from the information gained from the text read.

But, someone is said that having skill in reading when they have master the fifteen reading skills based on the experts of Mikulecky. It is important if someone has many vocabularies because can solve any problem in reading a written text. But, in other hand, the researcher only focuses on Mahfoodh which said that five aspect of reading. It is included that someone has reading skill.

According to Owens stated that Questioning is one of the most effective approaches to enhance reading and understanding of a text and yet it is a strategy with which many students are not familiar and need help in mastering. Specifically designed to facilitate questioning in students, the ReQuest (Reciprocal Questioning) procedure is a technique in which the teacher models answering and questions on a high cognitive and affective level for the purpose of helping students assimilate and analyze information independently.

ReQuest first was developed for one-on-one teaching. However, it proved equally effective in content classrooms with heterogeneous groups. Reciprocal Questioning trains students to pick main ideas by asking, engage in metacognitive thought, and think critically while reading. Initially, it is a verbal exchange between the teacher and the students. Eventually, the students work independently in pairs following the same questioning pattern. For the students to become independent, use Reciprocal Questioning often. This technique requires the teacher to have strong questioning skills.

Reciprocal Questioning (ReQuest) is a variation on the Reciprocal Teaching technique. It is a reading technique that gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. This technique

allows students to learn to create more effective questions, models questioning techniques and proper questioning of texts. The technique models questioning as students and teacher alternate asking and answering questions after reading specific passages. In the ReQuest technique, an individual student and teacher silently read sections of a selection and then take turns asking and answering each other's questions about that selection. The teacher's function is to model good questioning behavior, provide feedback to the student about his other questions, and assess whether the student has established reasonable purposes for independently completing the passage.

Based on the problem faced by the students of MA YMPI Rappang in teaching reading, the theoretical foundation and framework of using reciprocal questioning technique, the researcher formulated two hypotheses; 1) Null Hypothesis (H_0): The students' reading skill of class XI students at MA YMPI Rappang Kabupaten Sidrap cannot be improved significantly by using reciprocal questioning. 2) Alternative Hypothesis: The students' reading skill of class XI students at MA YMPI Rappang Kabupaten Sidrap can be improved significantly by using reciprocal questioning.

This research aimed to find out the reading skill before and after treatment in descriptive text of class XI at MA YMPI Rappang Kabupaten Sidrap and to find out reciprocal questioning able to improve students' reading skill in descriptive text of class XI at MA YMPI Rappang Kabupaten Sidrap.

Besides, this research is expected by implementing this technique able to increase their knowledge and become more creative in learning reading text at classroom

Method

This research was conducted in MA YMPI Rappang . Jl. Angkatan 66 No.24, Sidrap Regency – South Sulawesi that involved of class XI. It took a month in its process including initial study, research activities as well as data analysis.

This research was quantitative. Pre-experimental design with one group pre-test and one group post-test. The effects of treatment were examined by analyzing the difference between pre-test and post-test scores.

The population has taken of the research the class XI students at MA YMPI Rappang Kabupaten Sidrap who registered in academic year 2016/2017. The

class XI students at MA YMPIRappang are consist of four classes, they are XI IPA 1, XI IPA 2, XI IPS 1, and XI IPS 2, Based on the data gathered, there are 103 students.

Table 1. Number of students in every class

Class	Number of Students
XI.IPA 1	26
XI.IPA 2	28
XI.IPS 1	24
XI.IPS 2	25
Total	103

The sample consists of 26 students, then the research took by applying the *Random sampling technique*. The sample took by important purpose stated by the English teacher of MA YMPIRappang, that class XI IPA 1 had the same knowledge in comprehending toward reading test.

The research used instrument test. The function of this test to measure the first problem statement and the second problem statement. The research used test to get the data result about process of learning reading skill. The tests are pre-test and post-test. The form of the test is multiple-choice item.

This table to analyze the data from the result of pre-test and post test by implementing this aspects of reading.

Table 2. Distribution of each item of the test

Skill	Aspect	Item Numbers	Percentage of Items
Reading	Identify the main idea	1, 7, 10, 17	20%
	Findingspecific information	2, 6, 11, 15	20%
	Making inference	5, 9, 14, 18	20%
	Determining reference	4, 13, 16, 20	20%
	Understanding vocabulary	3, 8, 12, 19	20%
Total		20 Items	100%

The second is classifying students' score of reading.

Tabel3. Classification Score of Reading Test

No.	Qualification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very poor	< 40

The third is calculating mean score and standard deviation. In calculating the data, researcher operatet Microsoft Excel program to present descriptive statistical information.

Finally, the last process is testing the hyphothesis. To test the hyphothesis,the researcher calculated the test of significance with 0.05 level of significance with these criteria of testing hyphothesis: 1) if $t\text{-test} < t\text{-tabel}$, H_0 is accepted and H_1 is rejected (Using of Reciprocal Questioning is not able to improve the students' reading skill in descriptive text); 2) if $t\text{-tesrt} > t\text{-tabel}$, H_0 is rejected and H_1 is accepted (Using of Reciprocal Questioning is able to improve the students' reading skill in descriptive text).

Result

The pre-test was conducted at the first meeting. It was attended by twenty six students. The result of students' reading skill score before giving treatment by using of reciprocal questioning technique, showed that most of the students' reading aswer sheet errors. It could be concluded that almost the students of class XI at MA YMPI Rappang reading skill was still low because most of the students gained poor score.

The post-test was conducted at the last meeting after giving the treatment by using of reciprocal questioning technique for four meetings. This test was attended by twenty six students and ran by using the same test in pre-test. The result of students' reading skill post-test showed the average score of students' reading skill after being taught by reciprocal questioning with good description.

The following table shows the percentage of the frequency in pre and post-test.

Table 4. The Rate Percentage of the Frequency of the Pre-Test and Post-Test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	86-100	0	0	0	0
2	Good	71-85	0	3	0	12%
3	Fair	56-70	6	9	23%	34%
4	Poor	41-55	13	14	50%	54%
5	Very Poor	40	7	0	27%	0
TOTAL			26	26	100%	100%

The table 4 showed the students' percentage of pre-test was most common in poor score namely thirteen students and it was the high percentage 50%. then there is no students who are in very good score. It means that the students' reading skill was still low. Where the percentage of post-test indicated that there was increasing percentage of the students in reading because there were nine students had gotten fair scores with the 34%. Besides that, as can be seen, in a great majority of score was good score namely three students with 12%. Eventhough fair score is higher than good score but in this case, there was no students who got very poor score. It means that there was an increasing percentage after doing pre-test up to post-test.

Then, the data of pre-test and post-test were used to test the hypothesis by using t-test. For the level significant (p) 0,05 and $df = 25$, and the value of the table is 1,706 while the value of t-test is 0,23. It means that the t-test value is not greater than t-table. So, it can be concluded that, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. It has been found that there is an impact of using reciprocal questioning and it can be said this technique is not able to improve the students' reading skill in descriptive text of class XI at MA YMPI Rappang Kabupaten Sidrap.

Discussion

In implementing Reciprocal Questioning there were some techniques that can be used and in this research the researcher used asking and answering the questions between teacher and students. Where, asking and answering is an important point to understand the materials well, then answer the questions as quickly as possible. It can be

said Reciprocal Questioning technique with use asking and answering questions is able to use in teaching reading because can focus on practicing to answer the questions besides that reading should be more practice in understanding the materials to get a good result in teaching.

As long as the meeting the researcher always gave time to pay attention with their paper and practicing to answer the questions based on the text while the researcher come closer to control them. However, in the first meeting to the six meeting the students showed good response in learning process, from the explanation, it can be connected to the advantage in using reciprocal questioning technique about students can improve their summaries with practice and works independently and the students are cognitively engaged in the material.

In addition from the result of the students' improvement in reading skill about using of reciprocal questioning in learning process, the researcher's observation from the first meeting till the last meeting was good because most of the students' enjoy the class and they were active in learning about the material. But the problem is some of the students did not know the meaning as the whole of the text. So that's why the researcher asked the students to help each other and sharing the material after that the students asked with the teacher. Then, when the researcher asked the students to give explanation of the text the students were spirit but if the researcher pointed one by one, the students could not explain what did the text mean. In the other word, one of disadvantages of using reciprocal questioning technique is students were collaborating with each other and sharing the teaching of the material with the teacher, it is possible the students provided wrong feedback to other students while discussing the material. Therefore, the researcher tried to make students spirit and gave motivation in explaining the text and guide them in answering the questions well.

Therefore, from the explanation above, it can be said that the improvement of using reciprocal questioning in teaching reading was not significant better after getting the treatment in MA YMPI Rappang especially of class XI because the t-tabel was greater than the t-test. Eventhough, there was the difference explanation of theory using reciprocal questioning which is stated that this technique most effective approaches to enhance reading and understanding of a text and yet it is a technique with which many students are not familiar and need help in mastering. Besides that, this technique the

teacher models answering and questions on a high cognitive and affective level for the purpose of helping students assimilate independently.

There were six meetings for doing this research. Two meetings for doing test, pre- test and post- test and then four meetings for doing the treatment by using Reciprocal Questioning in teaching reading. In teaching process, the observers pay attention with the way of the researcher taught reading to the students by using Reciprocal Questioning.

Conclusion

Firstly, based on the findings and discussion of this research, the finding of the results shows the positive improvement in the students' reading skill and the class situation. This research is using quantitative. The results of data analysis: The mean score of pre-test (52,11) and standard deviation (10). The mean score of post-test (58,07) and the standard deviation (9). T-test result which the value of t-test was 0,23, it was not greater than t-table was 1,706 at the level significance 0,05 and the degree of freedom (df) was 25.

Secondly, based on the observation from observers in the class it could be said teaching reading by using of Reciprocal Questioning technique is not able to improve students' reading skill by using procedure of individually in practicing the exercises to answer the questions in descriptive text.

It can be delivered some suggestions from this research for people who have interested in doing the experiment in the same field. Here the suggestions as follows; 1) For the English Teachers: Reciprocal Questioning technique could be used in teaching reading skill, because it was an effective technique to improve their ability in reading skill, and become more creative in reading text by doing well steps of the techniques; 2) For the Students: Reciprocal Questioning technique is effective to improve students' confidence and bravery to ask a question, to show their argument and also to build their thinking skill. The students should be more active and not afraid of making mistakes during teaching and learning process, especially in learning reading; 3) For Other Researchers: The researcher knows that her research is not perfect. But this research can be a source or reference for the next writer to make a better research.

This technique was not significant better to be used in teaching the students' reading especially of Class XI at MA YMPI Rappang Kabupaten Sidrap. So, for the next writer should be more creative to give other technique to the students.

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