THE IMPLEMENTATION OF RECIPROCAL METHOD TOWARDS THE STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF JUNIOR HIGH SCHOOL

By

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ABSTRACT

The background of this research was based on problems that faced by students in reading class.The use of Reciprocal Method can be used as a teaching method to help teacher in teaching learning, especially in teaching reading comprehension. The study is aimed at responding the following question: 1) How is the implementation of reciprocal method in teaching reading comprehension?, 2)Is reciprocal method effective for students in learning reading comprehension.

This research was conducted by using quasi experimental method.The method of the research was quantitative and qualitative. Data were obtained by giving test to the students of second grade (VIII C as experimental Group and VIII E as control group). The instruments that were used to collect data were pre-test and post-test as main instrument and questionnaire as second instrument. The test was used to know students' ability in reading comprehension before and after the teacher implementing Reciprocal Method. Questionnaire was used to know students' perception during teaching learning process.

The data for this experimental study were students' reading pre-test post-test scores and students' activites results, and the reading scores were analyzed with Fraenkle and Wallen formula. The result of $t_{account}$ is 6,6 t_{table} is 1,997 for $\alpha = 5\%$. So the conclusion is $t_{account}$ is higher than t_{table} ($t_{account} > t_{table}$). The research found that the reading scores of the experimental group is higher than the control group and it is also supported by the students' perception.Furthermore, the students' perception results indicate that there were positive responses towards the use of Reciprocal Method in teaching reading. It was effective both in arousing students' motivation and in improving their reading comprehension.

From the results, using Reciprocal Method in teaching reading comprehension was expected to be a new contribution for helping teacher to conduct an effective and interesting learning in the classroom.

Keyword : Reciprocal Method, Reading, Reading Comprehension

INTRODUCTION

Reading is one of the most essential skills students need to posses in order to communicate effectively. Through reading, students can find and understand information both explicitly and implicitly containing in a text. This finding and understanding process require students to create meaning of the text they read. This is in accordance to what Johnson (2008, p.3) said that "reading is the practice of using text to create meaning".

The most common problems the students have in reading are in identification of meaning due to poor vocabulary mastery, lack of strategy in reading, and low interest in the reading materials. In addition, to bad reading habits and limited supporting resources and facilities are also being the common problems of students reading. The way teacher teaches in classroom also influencing on the way how students consider reading. Teachers need not only decide what method and strategy they will use in reading class, but also design an interesting reading material that may trigger students' interest in it.

It is very important to facilitate students to improve their reading skills. There are many methods available to do that; one of them is Reciprocal Teaching Method. Reciprocal Teaching (RT) is a process involving four distinct activities (questioning, clarifying, summarizing and predicting) employed in a student-led, team approach to develop reading comprehension skills among the students. Founded by Palinscar and Brown (1984, p.120), Reciprocal Teaching method occurs as each team-member successively assumes the responsibility of the instructor or coordinator for the team. The role of the instructor or coordinator is to lead out and ensure that the four strategies of Reciprocal teaching are appropriately implemented.

RESEARCH QUESTION

Based on the background of the study, the research problems are formulated as the following:
1. Is reciprocal method effective for students in learning reading comprehension?
2. What are the students' perceptions towards the implementation of reciprocal method?

REVIEW OF LITERATURE

Reciprocal teaching, which was developed by Pallinscar and Brown (1982, p.124), is an instructional procedure designed to enhance students' reading comprehension of a text. It is characterized by, a dialogue between students and teacher, each taking turns in the role of dialogue leader. Reciprocal: interaction where one person acts in response to the other. Structure dialogue using four strategies: questioning, summarizing, clarifying, and predicting.

Pallinscar (1986, p.120) selected the four skill areas to activate and monitor the reading comprehension. The four skills are summarizing, questioning, clarifying, and predicting. In summarizing, students are provided with opportunities for to identify, paraphrase, and review important information in the text.Meanwhile, questioning provides students with opportunities to explore the meaning of a text.In clarifying, the students are dealing with the reasons why the text is difficult to understand, e.g., new vocabularies, or a text that is structured in an unfamiliar way, or difficult concept.Predicting, the students

are anticipating what will come next in the text. In order to do this successfully, they must activate the relevant background knowledge that they already possess regarding the topic of the text.

Reciprocal method is an instructional procedure designed to enhance students' reading comprehension of a text. Pallinscar and Brown (1984, 133-134) developed this method and selected four strategies: questioning, clarifying, summarizing and predicting, because they are the tactics good readers use to make sense of a text. Pallinscar and Brown made a step-by-step guide for how to implement reciprocal teaching as follows :

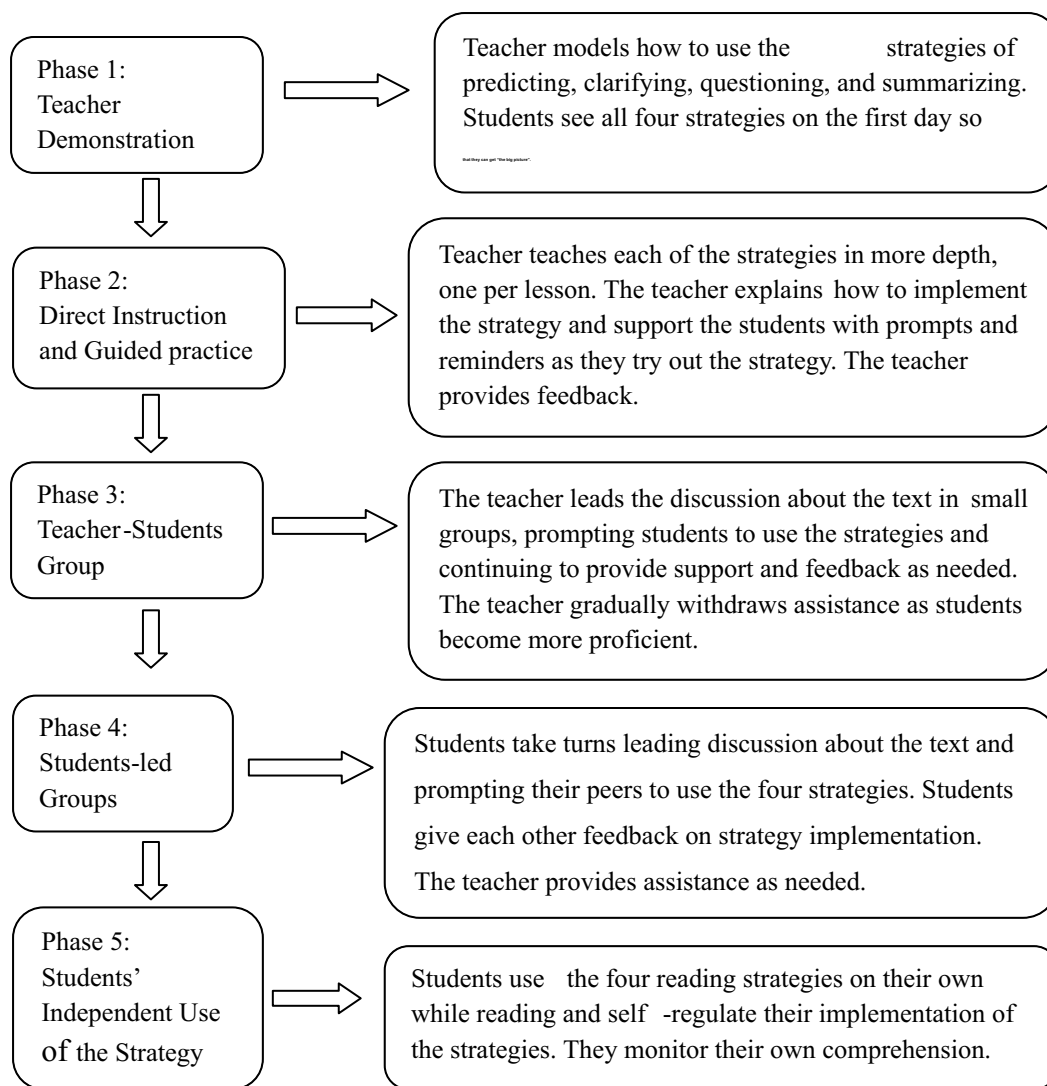| Phase 1: Teacher Demonstration | Teacher models how to use the strategies of predicting, clarifying, questioning, and summarizing. Students see all four strategies on the first day so that they can get "the big picture". |
Phase 2: Direct Instruction and Guided practice	Teacher teaches each of the strategies in more depth, one per lesson. The teacher explains how to implement the strategy and support the students with prompts and reminders as they try out the strategy. The teacher provides feedback.
Phase 3: Teacher-Students Group	The teacher leads the discussion about the text in small groups, prompting students to use the strategies and continuing to provide support and feedback as needed. The teacher gradually withdraws assistance as students become more proficient.
Phase 4: Students-led Groups	Students take turns leading discussion about the text and prompting their peers to use the four strategies. Students give each other feedback on strategy implementation. The teacher provides assistance as needed.
Phase 5: Students' Independent Use of the Strategy	Students use the four reading strategies on their own while reading and self-regulate their implementation of the strategies. They monitor their own comprehension.

Figure 2.1
The Steps in Reciprocal Method (Proposed by Pallinscar and Brown)

METHOD

In this study, the writer used simple random sampling. The writer took the second grade students of SMP Negeri 8 Cirebon. There are 8classes with total number of 272 students. Class VIII C as the experimental group and Class VIII E as the control group.

The research design describe in the table below :

Table 1
The Research Design

No	Research Question	Implementation
1	Is reciprocal method effective for students in learning reading comprehension?	Test: pre-test and post-test
2	How is the implementation of reciprocal method in teaching reading comprehension?	Questionnaire

This study conducted quasi experimental research with two classes were selected. Two classes were categorized as different groups. First, experimental class (O_1E) is a group that was given the treatment (X). This group also was observed to capture the obstacles that students face during treatment. Second, control class (O_2E) is a group that was not given the treatment.

Table 2
The Quasi-Experimental Research

Group	Pre-test	Treatment	Post-test
Experimental	O_1E	X	O_2E
Control	O_1C		O_2C

Where :

O_1E : The Pre-test of the Experimental Group

O_2E : The Post-test of the Experimental Group

X : The Treatment

O_1C : The Pre-test of the Control Group

O_2C : The Post-test of the Control Group

Based on the formula above, the treatment was only given to the experimental group. Pretest was given before the implementation of the treatment. After the implementation of the treatment, posttest was given to evaluate the student's understanding about descriptive text.

The writer will use software SPSS 16.0 for Windows to analyze the data. In analyzing the data, the writer will use independent *t-test* in that software. In this research, scores which will be obtained from pretest and post-test in control - experimental group will be analyzed using *independent t-test*. The analysis of *independent t-test* aims to find out whether there is difference of scores after the treatments or not. After collecting data from scores of pretest and post-test, the data will be computed by SPSS and interpret the result.

FINDINGSAND DISCUSSIONS

The writer used experimental method to find out the data by doing teaching and learning process in the classroom. The result of the data in this study is quantitative data from pre-test and post-test for both experimental and control class and qualitative data as the result of description the questionnaire about students' perception in experimental group in the process of teaching and learning using Reciprocal Method.

Quantitative Analysis on Pretest and Posttest Results

Based on the result of normality test and homogeneity test, the writer used independent samples t-test. Independent samples t-test was also conducted to measure the students' scores of post-test in experimental and control group. It was to determine whether there is a significant difference between scores of pre-test and post-test in experimental and control group. It was also to find out the effectiveness of the use of Reciprocal Method in teaching reading comprehension.

The process of analyzing the t-test, the writer used SPSS 16.0 for Windows. The null hypothesis is as follows:

H_o : there is no difference between the scores of pre-test and post-test. The result of t-test was presented in the following table.

Table 3
The Result of Independent Samples T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post_eksperiment_control	Equal variances assumed	.009	.924	6.298	66	**.000**	16.86294	2.69016	11.49185	22.23403
	Equal variances not assumed			6.298	65.898	.000	16.86294	2.69016	11.49185	22.23403

Table 3 presented the result of independent samples t-test. It showed that Asymp. Sig of t-test was 0.000 which was lower than the level of significance (0.05). Therefore, the null hypothesis wasrejected. It means that there was difference between the scores of pre-test and post-test. It also showed that t_{obt} is 6.298 and the degree of fredoom was66. Meanwhile, t_{crit} was1.997 at the level of 0.05 (based on the critical values of t at the 0.05 level to line df=66). It means that the t_{obt} was higher than the t_{crit} (6.298>1.997). Therefore, it indicates there was a significant difference between the scores of pre-test and post-test. The writer concluded that there was effectiveness of the use of Reciprocal Method in teaching reading comprehension. In other words, Reciprocal Method significantly enhanced students' reading comprehension.The supported data was presented in following table.

Table 4
The Statistics of Independent Samples T-test

Statistics

		Post_Experiment	Post_Control
N	Valid	34	34
	Missing	34	34
Mean		81.1762	64.3132
Median		80.0000	66.6700
Mode		73.33[a]	73.33
Std. Deviation		11.30786	10.87151
Variance		127.868	118.190
Range		40.00	40.00
Minimum		60.00	46.67
Maximum		100.00	86.67
Sum		2759.99	2186.65

a. Multiple modes exist. The smallest value is shown

Table 4 showed that mean of post-test experimental group was 81.1762, in contrast mean of post-test control group was 64.3132. Based on the scores of mean from table above shows that there was difference between scores of post-test experimental group and post-test control group. It presents that mean of post-test experiment group was higher than mean of post-test control group. It means that there was difference students' scores between post-test experiment group and post-test control group.

Based on the table 4.10 and table 4.11, the writer concluded that there was effectiveness of the use of Reciprocal Method in teaching reading comprehension. In other words, Reciprocal Method significantly enhanced students' reading comprehension.

Qualitative Analysis on Students' Perception

The writer explained the analysis to students' of the sample class with 34 students' and total participant question which consist of 34 students the member question is 10 items must be answer "Strongly Disagree", "Disagree", "Agree" or "Strongly Agree" by students. The questionnaire was only distributed to the students' experimental group. The supported data was presented in following table.

There are 10 statements in the questionnaire of students' perception. From each statement, the majority of the students responded positively, 1.76% of students were strongly disagreed, 12.06% of students were disagreed, 46.76% of students were agreed, and 39.41% of students were strongly agreed

toward the use of Reciprocal Method in teaching reading comprehension.

CONCLUSION

Reciprocal Method was effective in improving students' reading comprehension. The conclusion was supported by the result of t-test computation that t_{obt} is higher than t_{crit} (6.298>1.997). In addition, the means of post-test in experimental group was higher than post-test in control group. Therefore, it can be concluded that there was a significant difference between the means of post-test in experimental group was higher than post-test in control group after the treatment by using Reciprocal Method.

The results of questionnaire show that the students gave positive responses toward the use of Reciprocal Method in teaching reading comprehension. Most of students agreed that Reciprocal Method makes teaching reading comprehension interesting, pleasant, understand descriptive text easily,and motivated them to read during the teaching and learning process. Moreover, the students agreed that the use of Reciprocal Method increased their reading comprehension.

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