

# USING RECIPROCAL TEACHING (RT) STRATEGY TO IMPROVE THE ABILITY OF THE FIRST YEAR STUDENTS OF SMA NEGERI 2 TANDUN IN COMPREHENDING NARRATIVE TEXTS

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**Abstract.** *This paper was aimed at finding out to what extent reciprocal teaching could improve the ability of the first year students of SMA Negeri 2 Tandun, Rokan Hulu, Riau in comprehending narrative texts. The participants of this research were 32 students of the first year students of SMA Negeri 2 Tandun, Rokan Hulu, Riau. This research was conducted in 2 cycles. The data were collected through (1) observation sheet which was applied to know the students' activities during teaching and learning process, (2) objective test was done to measures students' achievement, and (3) field note was done to obtain information about teacher, the students' activities and teacher's performance during the implementation of reciprocal teaching. The research findings can be briefly explained as follows; firstly, the students' ability in comprehending narrative texts could be improved by using reciprocal teaching. Before the research was done, the mean score of students' pre-test was 60.94, up to 68.02 in the post-test 1, and up again to 75.21 in the post-test 2. After the research has done for cycle 1, the mean score of students' reading ability was 68.02. In the cycle 2, it increased up to 75.21. Secondly, the students' activeness increased from cycle 1 to cycle 2. This improvement happened because this reading comprehension strategy was appropriate to be implemented to the class.*

**Keyword :** *Reciprocal Teaching, Reading, Narrative Text*

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**Abstrak.** Penelitian ini ditujukan untuk mencari tahu seberapa jauh Reciprocal Teaching dapat meningkatkan kemampuan murid kelas 1 SMA Negeri 2 Tandun dalam memahami teks naratif. Peserta dalam penelitian ini yaitu 32 murid kelas satu SMA Negeri 2 Tandun. Penelitian ini dilakukan dalam 2 siklus. Teknik pengumpulan data diperoleh melalui (1) lembar observasi yang diterapkan untuk mengetahui kegiatan murid selama proses belajar mengajar, (2) tes objektif yang dilakukan untuk mengukur pencapaian murid, dan (3) field note yang dilakukan untuk memperoleh informasi mengenai kegiatan dan keterampilan guru dan murid selama penerapan reciprocal teaching. Hasil penelitian ini secara singkat dapat dijelaskan sebagai berikut. Pertama, kemampuan murid dalam memahami teks naratif dapat ditingkatkan dengan menggunakan reciprocal teaching. Sebelum penelitian dilakukan, nilai rata-rata murid yaitu 60.94. setelah siklus pertama dilakukan, nilai rata-rata murid menjadi 68.02. Pada siklus kedua, nilai rata-rata tersebut meningkat hingga 75.21. Kedua, keaktifan murid meningkat dari siklus pertama ke siklus kedua. Peningkatan ini menunjukkan bahwa strategi ini dapat meningkatkan kemampuan membaca murid.

**Kata Kunci:** *Reciprocal Teaching, Membaca, Teks Naratif*

## INTRODUCTION

Reading is a communication process which requires a series of skills. According to Shepherd (1997), effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the main. Reading is one of the basic skills which is taught in learning English, which facilitates students to study everything to increase their knowledge. The purpose of reading is to get data or specific information and pleasure. Students learn through catching the information, growing their critical thinking, remembering their background knowledge, and getting the new knowledge from the passage they have read.

In this research, the writer focused on improving students' ability in comprehending narrative texts. A narrative text is a kind of text that retells the story that happened in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story. Among the genres taught in the first year of senior high school, the writer only focused this research on the narrative text. A narrative text is a story genre. It is a text in which an agent relates a narrative. Landan (1990) states that narrative text is a semiotic representation of series of an event connected in a temporal and causal way.

The main purpose of narrative text is to tell a story. Narrative text has beginning, middle and end, characters, plot or conflict, and setting. Usually, narrative texts are written from the author's imagination. A narrative is a story containing the setting, the characters, the problems, and solutions. According to Mukarto (2007), the purpose of reading narrative text is to communicate with one another in daily life. They tell others about their daily experiences, share local and world news events. They often share these events to entertain, to share information, to build relationship with others, or to explain and understand the world.

The writer implemented reciprocal teaching in order to solve the students' problems in comprehending narrative texts. According to Palinscar and Brown (1989) Reciprocal Teaching combined two instructional approaches. They are strategy instruction for reading comprehension and cooperative learning. As an instructional strategy, Reciprocal Teaching took place in the form of dialogue where the teacher and students took turns in assuming the role of teacher in reading dialogue about the text by using four strategies; predicting, clarifying, questioning and summarizing.

The aim of Reciprocal Teaching was to help students to solve their problems in reading comprehension, especially in narrative text, and to increase their reading comprehension ability and finally to monitor their reading process by using the four strategies. Reciprocal Teaching also helped the students to get more self-confidence and motivated them to read, to increase their leadership skills and to increase cooperation and greater initiative among them. Reciprocal Teaching helped students to work in group or pair to assist each other to facilitate the students reading comprehension skill through predicting, clarifying, questioning, and summarizing. The writer believed that the use of Reciprocal Teaching would give valuable contribution in increasing students' ability in reading comprehension.

These four reading strategies are useful tools for students not only to help construct meaning from text but also to help monitor their reading so as to ensure that they really understand what they are reading. Through guided practice and modeling the process, the instructor introduces the four key components of this strategy: summarizing, question generation, clarifying and predicting.

The writer modified the procedures of implementing Reciprocal Teaching Strategy in class as in the following:

A. Predicting

1. Teacher gave the students a reading text of narrative.
2. Teacher asked the students to predict what the text is about based on the title and the picture.
3. Teacher read aloud the text to the students and asks them about unknown words.
4. Teacher paired the students; as a leader and a clarifier and asks them to work cooperatively.

In this stage, the students are required to predict the text. The students were asked to build their imagination about the text before reading the text in full.

B. Questioning

5. Teacher asked the leader team to ask the clarifier (question maker) team to make some questions based on the text.
6. Teacher asked the leader and the question maker team to discuss about the answer of the question.
7. Teacher switched the role of the leader and clarifier (question maker).

In this stage, the students are divided into some pairs, they are leader and question maker. This stage was intended to check the students' comprehension about the text they read. The leader had to lead the question maker to compose some questions based on the text. After that, they changed their role.

C. Clarifying

8. Teacher asked the leader of each pair to ask the clarifier team to find difficult word of the text, and asks the clarifier team to find difficult words.
9. Teacher asked the leader and clarifier to clarify about the unknown words and difficult part of the text by doing discussion.

In this stage, the question maker changed into clarifier. The leader had to lead the clarifier team to answer and clarifier the questions they made. This stage was intended to make the students understand about the text.

D. Summarizing

10. Teacher asked each group to summarize the reading text.
11. Teacher and the students discussed about the summary of the reading text together.

In this stage, the teacher led all of the students to summarize the text they read and concluded the materials. Teacher had to check the students' understanding about the text.

## **METHODOLOGY**

### **Participants**

The participants of this research were 32 students of the first year students of SMA Negeri 2 Tandun, Rokan Hulu, Riau.

### **The Data Collection Instruments and Analysis**

The students did objective test individually both before and after the writer implemented reciprocal teaching in the class.

The data collection instruments in this research were objective test, observation sheets and field notes. This research consisted of two cycles. There were three meetings in each cycle. The writer administered pre-test to find out the students' basic score in comprehending narrative texts. The writer administered the students pre-test in order to find out the improvement of the students' reading comprehension ability after implementing reciprocal teaching. After it had been accomplished, the writer gave treatment.

The writer implemented reciprocal teaching in the class, then observed the students' progress by giving post-test 1 to the students. The result of post test 1 was analyzed by the writer and then the writer found that the result showed an unsatisfying result, because the students' score did not achieve the standard minimum (KKM); which was 75. The writer found that there were many weaknesses in cycle I. Then the writer decided to continue the research to cycle II. There were three meetings in cycle II. The writer corrected the lesson plan, and made some changing in the way she taught. The writer tried to focus on the teaching narrative text to the students; such as the generic structure and language features of narrative text. After the cycle II had been done well, the writer gave cycle 2 test to know the improvement of students' reading comprehension ability.

After analyzing the result of students' pre-test, it could be concluded that the students' ability in comprehending narrative text was still far from good. Their mean score in pre-test was lower than the KKM, namely 75, while their mean score was 60.8 and the students' reading comprehension ability was in "good" level. In addition to this, the students' ability needed to be improvement by applying reciprocal teaching to the students. The writer believed that the use of reciprocal teaching is an effective way to solve the students' problems in comprehending narrative texts. Together with the collaborator, the writer prepared the lesson plans for one cycle of treatment, topics that would fit to the school curriculum, and also a set of observation sheets and field notes to note specific things, weakness, strengths or suggestions related to teaching and learning process. The writer used the students' pre-test score as a guidance to conduct this research.

The writer applied reciprocal teaching as an effective way to solve the students' problem in comprehending narrative texts. The writer conducted this research in cycle I for three meetings as treatment. After the implementation of reciprocal teaching as the treatment for three meetings in cycle I was given, the writer administered test at the end of cycle I to the students in order to know whether there was an improvement of the students' reading comprehension ability after the implementation of reciprocal teaching was given. The writer decided to continue to the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In t cycle 2, the writer still clustering technique with any other additional strategy based on the result of reflection in the cycle 1 to improve the students' reading skill. The writer also administered post-test at the end of cycle II.

In addition to this, the quantitative data of this study was collected objective test (Pre-Test, post-test 1, and post-test 2), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes.

## FINDINGS AND DISCUSSIONS

Based on the data analysis of the pre-test, post-test 1 and post-test 2, the writer concluded that using Reciprocal Teaching was successful to improve the students' ability of first year students of SMA Negeri 2 Tandun in comprehending narrative texts. It was proven by the increasing of students' average scores from 60.4 in pre-test, up to 68.02 in the post-test 1, and up again to 75.21 in the post-test 2. This improvement happened because this reading comprehension strategy was appropriate to be implemented to the class.

The improvement happened because of some factors such as the motivation that always given by the writer in every meeting to the students, students' attention, and good cooperation between the writer and the students and between students and each other. The other factor like the suitability of the application in solving the students' problem in comprehending narrative texts also gave positive impact for the students. Moreover, this reading strategy also helps to improve the students' interest and motivation in reading comprehension of narrative text. It can be seen from the increasing number of the participants who involved in class activities in each meeting. So, the key factors determine the success of this strategy lie in the execution and the implementation of this strategy that had made the students increasingly interested in learning to read day by day.

Reciprocal teaching strategies provided students with different ways of understanding and fixing their lack of reading comprehension. Students are engaged when they realize there are other means of understanding of reading text more than just re-reading. Thus, using Reciprocal Teaching in teaching reading comprehension is effective to improve students' ability in comprehending narrative texts.

The data of field note showed a significant progress during teaching and learning process. It indicated that the use of clustering technique could engage the students' interest to participate in the process of learning.

## CONCLUSIONS

Reciprocal teaching strategies provided students with different ways of understanding and fixing their lack of reading comprehension. Students are engaged when they realize there are other means of understanding of reading text more than just re-reading. Thus, using Reciprocal Teaching in teaching reading comprehension is effective to improve students' ability in comprehending narrative texts.

The findings of this research showed that the average score in Pre-Test was 60.94, the average score in Post-Test I was 68.02, and the average score in post-test 2 was 75.21. It indicated the significant improvement of the students' ability in comprehending narrative texts.

Looking back to the increasing of the students' writing score from pre-test to that of post-test, the writer found that the increasing shows a fantastic increasing. The increasing point is about 14.40. The increasing happens only in 8 meetings. The English teacher may consider using Reciprocal Teaching as one of the alternative strategies since the result showed that the use of Reciprocal Teaching can improve the reading ability. While implementing Reciprocal Teaching, the English teacher needs to apply the steps correctly in order that this strategy runs well.

In the other hand, the English teacher should be able to create an interesting class room situation for the students during the teaching learning process. The teacher also needs to give a variety of teaching strategy which is appropriate to the material so that the students engaged to be active and interested in following the English lesson. In this case, the writer suggests the use of Reciprocal Teaching in teaching reading narrative text. It is better for teacher to find interesting material based on the topic in order to make the students enthusiastic in learning process.

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