THE IMPLEMENTATION OF RECIPROCAL TEACHING IN READING CLASS

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ABSTRACT

This research was conducted to find out how the application of reciprocal teaching can improve student's understanding in reading subject. The application of Reciprocal Teaching can help university students as prospective educators to be able to improve their creativity. This research used Classroom Action Research (CAR) which had four steps of research procedures namely planning, implementing, observing, and analyzing. The subjects of this study were fourth semester students of Kanjuruhan University of Malang who took critical reading course. To achieve the criteria for success, researchers took two cycles by adopting theories from Kemmis and Taggart. In the first cycle, students who achieved success criteria were 43.47%. However, the success criteria targeted by researchers were75%. In the second cycle the success rate of students reached 82.60%. The conclusion of this study is that teaching reading using reciprocal can increase student motivation and increase student interaction. Because interaction with other students and with lecturer increases, motivation to learn and confidence also increases, it can also improve student learning outcomes. Positive competitiveness is also shown by students bravely expressing their ideas quickly. The application of reciprocal teaching in the class has problems including controlling classroom situations, there are some students who rely on their friends in doing work, and there are some students who are a bit selfish and feel that working together in working on problems makes them slow because they have to explain their opinions and then put forward in front of the class.

Keywords: Creativity, Reciprocal Teaching, CAR

INTRODUCTION

Reading often creates problems for students because sometimes students can already know how to pronounce words but do not know their meanings. Students can find out and search for the meaning of words by using a dictionary but they have difficulty in concluding the meaning in each paragraph because in reading, the readers do not have to translate the meaning word by word, but they must conclude the whole of a paragraph. In reading subject, sometimes students are faced with a text whose topic is less interesting and students often cannot focus and then finally they talk with friends about other topics, outside the topic of the reading text even though reading is undeniably a stepping stone that can support their success. By reading, students can expand their knowledge. Without having the ability to read effectively, students can lose the opportunity to know broadly the knowledge of education and surrounding situations in general. The ability to read will guide students not only to get new information from a text but also to absorb the knowledge contained in the reading text. Reading can help

students increase knowledge in terms of vocabulary, phrases, idioms, and many other things. Therefore, students need reading skill in order to understand the text material that is presented properly.

One technique offered is by using reciprocal technique. Teaching using reciprocal techniques is an implementation through cooperative learning or collaboration. This technique contains four stages, namely predicting, questioning, seeking clarification, and summarizing by cooperating.The advantage of this technique is to facilitate a good understanding of not only knowing the wrong and correct statementin the text but they also understand the direction of the reading and stay focused on what they are reading.

Braunger and Lewis (2001) state that reading is complex and it includes interactive process, the use of basic skills, and strategies to get meaning from reading. It means that reading activities should be accompanied by communication between the teacher and students that includes the knowledge that is already owned by students. Whereas Soedarso (2006) states that reading is a complex activity by moving a number of separate actions. The intended complex activities include understanding and delusion, observing, and remembering.

This study aims at describing the implementation of reciprocal teaching in improving the ability of semester four students of English Department in critical reading subject. Theoretically this study increases the implementation of reciprocal teaching to students and gives an alternative technique in teaching critical reading. This study is implemented to the fourth semester students of English education department of Kanjuruhan University who took critical reading.

Reciprocal teaching is a reading comprehension technique that spurs students to improve their skills effectively by equipping students with 4 stages that are carried out collaboratively both in groups and in pairs.

According to Palinscar in Hayati (2012), Reciprocal Teaching learning model has four strategies:

Question Generating. In this strategy, students are given the opportunity to make questions related to the material being discussed. The question is expected to reveal the mastery of the concept of the material being discussed. This helps them read more deeply and build meaning.

Clarifying. This Clarifying Strategy is an important activity during learning, especially for students who have difficulties in understanding a material. Students can ask the teacher about concepts that are still difficult or cannot be solved by the group. In addition, the teacher can also clarify concepts by giving questions to students.

Predicting. This strategy is a strategy where students conduct hypotheses or estimates about what concepts discussed next by the presenter. In making predictions, students improve their thinking ability about what is happening in the reading that makes them understand and makes it easier for them to focus more deeply on the ideas in the text.

Summarizing. In this strategy there is an opportunity for students to identify and integrate the information in the material. Making a summary helps students to identify, make other sentences but have the same meaning, integrate, and unite important information and understand the themes and ideas that appear in the text into clear sentences. This leads the reader to enter the reading context and understand certain objectives in a reading text (Doolittle et al., 2006).

METHOD

To investigate how teaching using reciprocal technique can improve reading ability of fourth semester students majoring in English, Kanjuruhan University of Malang, the researchers used Classroom Action Research (CAR). Kasbolah and Sukarnyana (2009) state that research action is carried out in the classroom to improve the quality of the teaching process so that the teaching process becomes more effective. The classroom action research model used in this study follows Kemmis & Taggart's (1988) model which has four steps namely (1) planning, (2) implementing, (3) observing, and (4) analyzing. If the first cycle fails or does not fit the specified criteria, the planning will be improved and carry out the second cycle.

In the planning stage, the things that must be completed are (1) preparing teaching strategies, (2) preparing material and media, and (3) developing success criteria. The criteria of success in this study were that learning was considered successful if 75% of students got score of 80, students participated actively in the learning process. The formula to measure the result of questionnaire was:

$$P = \frac{F\ (the\ number\ of\ students\ choosing\ a\ certain\ answer)}{N\ (Number\ of\ students)} X\ 100\ \%$$

If the results of the study were in accordance with the criteria for success, then the class action research can be ended.

In implementing step, the first researchers acted as a lecturer while the second was as the collaborator. In this study, the use researchers conducted four meetings namely three meetings for teaching using reciprocal technique and one subsequent meeting was to conduct the test. The test was held at the end of the cycle.

Observation is the process of retrieving data about all aspects and events that take place during the application of the specified techniques. The purpose of the observation is to check whether the strategy carried out overcomes the problem or not. The researchers prepared observation sheets, additional notes sheets, and questionnaires. Observation sheets were used to collect data about the activities of lecturers and students during the teaching and learning process. The sheets consist of student involvement, student activities during the learning process, and teacher performance.

RESULTS AND DISCUSSION

After conducting research, researchers obtained the following results:

Cycle 1

Preliminary data about students in reading skills were obtained by researchers from their daily scores. Their average score before receiving reciprocalteaching was 68.34. Cycle 1 was applied in four meetings. Three meetings were to apply reciprocal teaching and one final meeting was to take a test intended to measure their skills improvement after being given reciprocal teaching. The first cycle took place from March 6th, 2019 - March 27th,2019. The each meeting durationwas 100 minutes with details of the first 20 minutes for opening or pre-teaching, 60 minutes for core activities or whilst teaching, and the next 20 minutes for closing activities or post teaching. The first meeting was held on Wednesday March6[th], 2019, the second meeting was held on March 13[th]2019, the third meeting was on March 20th, 2019, the fourth meeting was on March27[th], 2019. The following is an overview of the activities in cycle 1:

Planning 1

Researchers found that there was a gap between students with high abilities and students with low abilities. They formed their own group. Thus, students who had high ability actively asked questions while students who had less ability not actively asked and answered because besides they lacked confidence in their answers, also because they lacked of understanding of the content they read or received from the lecturer. They tended to talk outside the topic of the text. Based on the observations, the researchers planned to bridge the gap by implementing reciprocal teaching.

Implementation 1

At this stage the lecturer gave a detailed explanation of reciprocal teaching. Students discussed material from lecturer and lecturer applied the steps of teaching which werepre-teaching, whilst teaching, and post- teaching. The first meeting was held on March 6th, 2019 with the following detailed activities:

Pre-teaching. The lecturer gave an opening greeting and introduced the material that was studied by students on that day and provided brainstorming. This activity lasted for approximately 20 minutes.

Whilst teaching.Ittook 60 minutes. The lecturer divided the class into 4 groups by counting, so that each group was equally divided among high, medium and low ability students. Students who were highly capable helped students who had lower ability. The lecturer then distributed the reading texts. Furthermore, the lecturer asked students to study the text and then they made questions. thelecturer provided opportunities for students to submit opinions and asked questions if students found things that were less clear in the material provided. This activity besides established communication between student and student, as well as lecturer and students, also trained students to think creatively, worked together, and tried to be

competitive with their friends. Then the lecturer asked each group to read the questions they had made and asked other groups to answer them. This activity trained students to think fast because they had to compete with other groups. The next activity was to predict and summarize the main thoughts contained in the material on that day. The lecturer asked students to read summaries they had made in groups. After that, the closing activity was started by jointly reviewing and summarizing the material given by the lecturer on that day.

The second meeting was held on Wednesday, March 15th, 2019 with the details of the activities as follows:

First was opening. As usual it lasted approximately 20 minutes filled with the opening greeting by the lecturer, brainstorming, and explanation of the material. Then proceed with the core activities or whilst teaching that lasted for 60 minutes with a discussion of the difficulties encountered by students in the first meeting. The next activity was the lecturer provided the text with the same procedure as the previous meeting. At this second meeting, the lecturer asked one of the students to lead the activities. The lecturer only gave advice when students asked. Next waspost-teaching carried out by conducting question and answer as an evaluation and summarizing together about the material on that day.

Third meeting. This activity was carried out on Wednesday March 20th,2019 with the following detailed activities: first was opening activity or pre-teaching. Like the previous meeting, this meeting took 20 minutes which was filled with greeting from the lecturer, brainstorming and explanation of the material. Then,whilst teaching activities lasted for 60 minutes with a discussion of the difficulties still encountered by students in the previous meeting. The next activity was the lecturer gave the text with the same procedure as the second meeting. At this third meeting, the lecturer asked one of the students to lead the activity. The lecturer only gave advice when students asked. It trained students to feel how to be a teacher who had to lead learning in a class. In post teaching which was carried out for 20 minutes, they conducted questions and answers as an evaluation and summarized together the material on that day and listened to the impression of students acting as teachers.

Fourth meeting. This meeting was held on March 27th, 2019 with the following detailed activities: first was pre-teaching. In this activity, the lecturer gave an opening greeting, conducted a brainstorm, and confirmed that the core of today's activity was a test. This test is conducted to determine the level of success of reciprocal teaching technique that had been applied. The second activity waswhilst teaching that lasted for 60 minutes, beginning with an explanation by the lecturer about the test questions to be given. The next activity was post teaching, namely by collecting test results and giving a closing greeting from the lecturer.

OBSERVATION

In this cycle, researchers concluded several things during the application of reciprocal teaching in reading subject. At the first meeting, student enthusiasm was uneven. This was because groups were formed randomly so students could not choose their own group members. It seemed some of them felt awkward and became less enthusiastic.

At the second meeting, the students were accustomed to random group divisions, but there were those who lacked cooperation in groups so that even when asking questions, it was still dominated by a few people. At the third meeting, when the lecturer drew a student to replace the lecturer, the designated student was still reluctant and hesitant to come forward. And she asked other students to replace it.

At the third meeting, the students were more accustomed and more enthusiastic in random group divisions, and they seemed to had gotten used to communicating text given by the lecturer. At the fourth meeting, the students worked on the test questions individually and they seemed to be diligently working on them, but there were 2 students who were unable to solve the questions on time.

Evaluation of the Application of Reciprocal Teaching

Based on the observations made by researchers, there were several things that needed to be observed. First was the division of the group, initially the students looked awkward because they had to work together with the group which incidentally was not their best friends, but in the end they had become accustomed. However, in terms of working together, there were some students who wanted to always work individually even after being warned by the lecturer. There were also students who seemed impatient with their friends who thought for a long time. But according to the researchers, they all worked on the questions from the material given by the lecturers seriously.

Researchers set success criteria that 75% of students in the class scored 80 and above and they were actively participating in ongoing learning. After the test, the result was that students who reached the final score of 80 were still 10 students or 43.47 %. This means there were still 56.53 % of students who still did not meet the success criteria. Based on the results, the researcher conducted cycle two so that the established success criteria could be achieved.

Cycle 2

The results of the application of teaching using reciprocal technique in cycle 1 showed that students who had score 80 and above were less than 75%, which was still 56, 53%.Based on theresults, the researchers conducted cycle 2.

The second cycle took place on April 10th to May 8th, 2019. The implementation of cycle 2 was implemented using reciprocal teaching with the same steps, namely planning, implementing, observing, and evaluating. However, by studying the weaknesses of the first cycle, the researchers discussed and agreed to make improvements in this second cycle.

The researchers planned to form a group of students into fewer members. If in the first cycle, the 23 students in the class were divided into 4 groups, so each group contained 5 or 6 people, then in this second cycle the lecturer divided students into 5 groups so that each group contained 4 or 5 people. The division of groups into fewer members was intended to be more effective both in terms of material reception and when students discussed.

At the implementation step, there were four meetings. Three meetings were implementation using reciprocal teaching, and one meeting was a test. The first meeting was held on Wednesday, April10th, 2019 with the following activities: pre-teaching. The activity which lasted for approximately 20 minutes was preceded by an opening greeting from the lecturer which was then continued with brainstorming and discussion of the results of the tests in cycle 1. After that was whilst teaching that began with a detailed explanation of reciprocal teaching and its uses and steps. Hopefully, with this explanation students were more enthusiastic in participating in learning. Learning continued with giving material to students and asking them to be included in groups as well as the steps implemented in the first cycle. Then post teaching which lasted approximately 20 minutes was filled by reviewing the results of the team's work and giving a closing greeting.

The second meeting was held on April 17th, 2019 with 3 steps of activities as follows: first was the opening activity. As usual the lecturer gave an opening greeting and discussed the material last week. Then in the 60 minutes of whilst teaching, the lecturer discussed the work of the team at the previous meeting and reminded again that there was a need for teamwork to continue even though there were some who felt more comfortable and worked faster when individually. It was followed by a closing activity that took 20 minutes. The lecturer gave an overview of the learning atmosphere on that day and said goodbye.

The third meeting was held on April 24th, 2019 with the following activity description: in pre-teaching, the lecturer greeted students and did brainstorm. This activity lasted for 20 minutes and continued with whilst teaching. In this activity the lecturer discussed learning in the previous week and before giving material and asking students to come into small groups, the lecturer re-emphasized the stages in learning using reciprocal technique. It was followed by post teaching. In this activity the lecturer ended the meeting by giving a closing greeting and conducting a review by asking questions to students.

The fourth meeting was held on Wednesday, May 8th, 2019. This meeting was preceded by an opening activity that lasted for 20 minutes, beginning with the lecturer giving an opening greeting, giving a review of the previous meeting and confirming that the students would carry out the test. Whilst teaching was lasted for 60 minutes. This activity was filled with students by working on test questions. Then in post teaching the lecturer reviewed the test questions after collecting the test results from the students and greeting.

Observation of cycle 2

At the first meeting, the lecturer gave a briefing that students formed smaller groups and explained the reasons. Students remained enthusiastic about the changes in the formation of the group. They were used to forming groups, so this activity did not take much time.

At the second meeting, the lecturer re-emphasized the benefits of reciprocalteaching and asked students to be more active. And students were more enthusiastic than the previous meeting both in terms of working together and in asking questions.

At the second and third meetings, students no longer felt ashamed to lead the class in front. Because they already seemed accustomed to reciprocal teaching, the day's learning went very well and the students seemed very responsible. They enthusiastically answered the questions posed and tried to compete with their friends in presenting the summary they made.

At the fourth meeting, students had the second test. Students got the questions and they worked on them calmly. They did not show agitated faces, for example, looking at their friends and so on. This shows that they were more confident in working on the questions asked in the reading text.

EVALUATION

It was concluded that the application of reciprocaltechnique in learning provided positive benefits for students including that they practiced to think creatively and were responsive and were able to collaborate with other students. In addition to working together with other students, they were encouraged to keep healthy and be responsible for the tasks assigned by reading texts they received.

Their learning outcomes also increased because they had been serious in learning. This was evident that in this cycle 2, after they took the test, the number of students who achieved the success criteria amounted to 19 students or 82,60 percent and the grade average score also increased, from 75.65 to 81.08. Although there was one student who had a very minimal increase in value, which was just 5 points increase, but it can be said that this cycle 2 was successful. This means that the research has reached the target determined by the research team, so the research can be stopped in this second cycle.

QUESTIONNAIRE RESULTS

Questionnaires were given to students after students took the test 2. Questionnaires were given to obtain information or student responses to reciprocal teaching that had been applied in their classrooms. The response to the questionnaire was divided into 3 namely learning outcomes, social relations, and learning motivation.

1). Learning outcomes

This first variable received good responses from students, as evidenced by the finding of 22 students agreeing that " reciprocal teaching creates confidence in working on problems," 21 students agree if "through reciprocal it is easier to answer questions," and 23 students feel "quick to understand things new (in this case the reading text). "

2). Social relations

This variable was indicated by the statement that of 23 or 100 percent of students agreed that they could "more easily interact with other students," 19 students agreed, 1 was not sure and 3 people said they did not agree that "working on questions together will be easier" for them. 21 students agreed with the statement that they "felt more open in expressing ideas in front of

other students." 19 students agreed with the statement that they felt "brave to express their opinions and interact with the lecturer."

3). Motivation to learn

This variable received good responses from students. There were 22 students who agreed with the statement that they felt "like more working on questions with reciprocalteaching."The statement agreed to "using reciprocal makes learning more interesting and not boring"selected by 22 students. 20 students also chose to agree with the statement that they "want to increase the level of difficulty of a reading text to improve self-quality."

Problems in Implementing Reciprocal Teaching.

In applying reciprocal teaching, there are several problems which are described as follows:

1) Control of Class Situation

Because students were in groups, and they had to express ideas, there were times when they argued with one another, talked at the same time which resulted a noisy class. Because of it, the lecturer had to remind several times so that students controlled themselves.

2) Relying on Others

Because of working together in groups there were students who were passive and only relied on other students in working on problems both verbally and in writing.

3) Poor Social

There are some students who were highly capable, who did not want to share with other students. They felt faster when working on problems individually.

ACHIEVEMENT RESULTS

The design of this study was Classroom Action Research with 2 cycles. In the first cycle, the achievements were as follows: The students were 23. Students who achieved the Success Criteria were 43.47% and those who failed achieving the success criteria were 13 people or 56.52%. Because the number of students did not meet the criteria for success, the researchers conducted cycle 2. The achievement of cycle 2 was as follows: from 23 students, the number of students who succeeded in achieving the success criteria was 19 people or 82.60%. While those who failed to reach the success criteria were 4 people or 17.39%.

Because in the second cycle the number of students who achieved the success criteria had reached the target of 82.60%, it can be concluded that this second cycle succeeded in achieving the targets that had been set and determined by the research team. Then the study was stopped.

CONCLUSION

The conclusion of this research is that teaching reading using reciprocal can increase student motivation and improve student relationships or interactions with other students and students with lecturers. Because interaction with other students and with lecturer increases, motivation to learn and confidence also increases, it can also improve student learning outcomes. In addition, the results of the study also show that the students have the motivation to get higher level reading texts. Positive competitiveness is also shown by students bravely expressing their ideas quickly.

The application of reciprocal teaching also finds problems during class including controlling the classroom situation. The class is noisy because they compete in expressing opinions and sometimes do not want to lose the arguments.Another problem that arises is that there are some students who rely on their friends in working on problems both verbally and in writing. The last problem found by researchers is that there are some students who are a bit selfish and feel that working together in working on problems makes them slow because they have to explain their opinions then put forward in front of the class

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