THE EFFECTIVENESS OF RECIPROCAL TEACHING TECHNIQUE IN TEACHING READING SKILL: AN EXPERIMENTAL STUDY AT SECOND YEAR STUDENT OF MA AL-MASYHUDIEN NW KAWO IN ACADEMIC YEAR 2013/2014

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Abstract: This research was aimed to know whether reciprocal techniques are effective or not in teaching reading skill of the second year student of MA Al-Masyhudien NW Kawo in academic year 2013/2014. The research design of this study was used quasi-experimental design with non-equivalence and then the population of this research was all of the students at MA Al-Masyhudien NW Kawo in academic year 2013/2014 with 60 students in two classes, class A which consists of 30 students and class B which is consist of 30 students. Meanwhile, the instrument of this research was an objective test with multiple choice item consist of 50 items in narrative text and then the technique of data collection was a pre-test and post-test. Moreover, the technique of data analysis was used two general type methodology, namely descriptive analysis and inferential analysis. Based on the result of the data analysis as the score of t-test is 9.39 and the value of the t-table is 2.000 with 58 degrees of freedom in the confidence level of 0,05 or 95%. The conclusion of this research is the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In other word reciprocal teaching technique is effective in teaching reading skill.

Key words: Reciprocal Teaching Technique, Reading
INTRODUCTION

Reading is one of the language skills that the students have to acquire. It means that reading is a process which is applied and conducted by a reader to acquire a message that has been told by a writer in writing scripts. According to Jhonson (2008: 03), reading is the practice of using text to create meaning. Indeed, reading for general comprehension requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under much emitted time constraints. It is one of skills in English, this skill is the ability to understand information in a text and interpret it appropriately.

Reciprocal teaching technique is one of the methods that are used to teach comprehension-fostering strategies to students. According to Palincsar and Klenk (in Taylor and Loretta, 2008: 155) reciprocal teaching technique is an instructional procedure in which teachers and students take turns leading discussions about shared texts. There are four steps involved in implementing the reciprocal teaching techniques strategy: summarizing, questioning, clarifying, and predicting. Each of these strategies helps students to construct meaning from text and monitor their reading to ensure that they understand what they have read.

The purpose of this technique is to provide opportunities for students to practice all the English skills, mainly reading, with or without the teacher. So that the using of reciprocal teaching technique that important, it is because can help students in effective of their cooperation in reading skill, where this technique also gives a chance to the students to monitor their own reading as well as their skill, and give them more self confidence and motivation.

The research problem of this research can be formulated as follows: “is Reciprocal Teaching Techniques effective in teaching reading narrative text at the second year student of MA Al-Masyhudien NW Kawo 2014?” Thus, The purpose of this study is “to know whether reciprocal teaching techniques are effective or not in teaching reading skill of the second year student of MA Al-Masyhudien NW Kawo in academic year 2013/2014.

LITERATURE REVIEW

Reading Skill

Patel (2008: 114) states that Reading is certainly an important activity for expanding knowledge of a language. In that it starts with a language surface representation
encoded by a writer and ends with meaning that the reader constructs. Patel (2008: 116) who says that there are three stages in the process of reading skill:

a. Recognition stage.
b. Structuring stage.
c. Interpretation stage.

Patel (2008: 117) divides types of reading into four categories:

a. Intensive Reading.
b. Extensive Reading
c. Reading Aloud
d. Silent Reading

Mikulecky (1986: 1) states that there are six important skills that should be taken into account by the teachers in teaching reading to their students such as: previewing, asking questions as you read, guessing what new words mean, finding the topic and the main idea, understanding patterns in English and using signal words.

**Reciprocal Teaching Techniques**

Reciprocal teaching techniques, which was developed by Palincsar and Brown (in Klingner, 2007: 131) stated that reciprocal teaching technique was originally designed to improve skill for middle school students who could decode but had difficulty comprehending text. According to Slavin (2006: 251), reciprocal teaching techniques are a small group teaching method based on principles of question generation; through instruction and modeling, teachers foster metacognitive skill primarily to improve the reading performance of students who have poor skill. Harmin and Toth (2006: 191) remark that in reciprocal teaching techniques, the teachers ask students to sit in small groups, three or four in a group. Rotating around the group, each student has a turn being the Student Teacher.

Reciprocal teaching developed by Annemarie Palincsar and Ann Brow (who say that using of reciprocal techniques, students are taught four specific comprehension strategies: summarizing, asking questions, clarifying, and predicting. Harmin (2006: 191) states the purpose of reciprocal teaching technique is to help students learn from text material and also give the facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Taylor and Loretta (2008: 157) argue that reciprocal
teaching has a twofold purpose: (1) it teaches students how to maintain a balance of rights between individuals, groups, and the teacher and (2) it teaches students to monitor their own reading and skill.

Palinsar & Brown (in Taylor and Loretta 2008: 156) state that each of these strategies helps students to construct meaning from text and monitor their reading to ensure that they understand what they have read:

1. Questioning
2. Summarizing
3. Clarifying
4. Predicting

**Hypotheses**

A hypothesis is a powerful tool for scientific inquiry, because it is a tentative answer. It enables us to find the real answer by doing research and relating it to the theory. The hypotheses of this study can be mustered alternative and null hypotheses. The hypotheses are as follows:

1. The alternative Hypothesis (Ha) It is assumed that reciprocal teaching technique is effective in teaching Reading skill of the second year students of MA AlMasyhudien NW Kawo.
2. The Null Hypothesis (Ho) It is assumed that reciprocal teaching technique is not effective in teaching Reading skill of the second year students of MA AlMasyhudien NW Kawo.

**METHOD**

In this study, the researcher used research with quasi-experimental design. This study is intended to know whether or not the effectiveness of using reciprocal teaching technique in teaching reading skill. In the first phase, the strategy has required at the second year students of MAAlmasyhudien NW Kawo Lombok Tengah. For this, at first the writer gave the pre-test and applied the reciprocal technique to the students as the treatment. For the last, the writer gave post-test as the test. The assessment is needed to identify the role of applying the reciprocal teaching technique.
The experimental research used two groups in this research; the experimental group taught using reciprocal and the control group taught by using conventional teaching. Furthermore, the population of this research was the first grade students of MA Al-Masyhudien NW Kawo. There are 60 students that are divided into two classes. Class A which consists of 30 students and class B which is consisted of 30 students too. The techniques used are population sampling techniques.

There was one type instrument used in this research that involves pretest and posttest. It used objective test with multiple choice items consist of 50 items (narrative text). The total point for each item is 2 for the correct answer and 0 for the incorrect answer. So, the total score will be 100. This test will cover five aspects of reading; main idea, grammatical form, explicit information, inference, and references. The instrument ensured to be valid because the instrument is based on the material taught and also based on the indicators, besides it consulted with the expert as it was called face validity. In this case, the experts refer to the researcher consultants.

In this study, the technique of data analysis can be divided of two general type methodology, namely; Descriptive analysis and Inferential analysis.

1. Descriptive Analysis is to know the result of Mean, Mode, Median and Standard Deviation.
2. Inferential analysis is to find out the value of the t-test.

FINDINGS

In taking the score, the writer gave the students pre-test and post-test containing 50 items narrative text for experimental and control group. The result of the pre-test and posttest in experimental and control group has significant difference. The total score of the experimental group is 478 and the total score of the control group is 130. However, the scores of the pre-test and post-test shows significant difference as described bellow:

Data Description of Experimental group

Based on the score obtained from the pre-test and post-test in the experimental group, it shows that the calculation of mean, mode, median and standard deviation. The mean score of the experimental group is 15.9, mode is 18.1, median is 78.38 and the standard deviation is 2028.

Data Description of Control Group
Based on the score obtained from the pre-test and post-test in control group, it shows that the calculation of the mean score of control group is 4.3, the mode score is 60.17, The median score is 59.91 and the standard deviation score is 489.

**Testing Hypothesis**

The computation formula for the t-test that can be seen in the appendices on page 42 show that the value of $t_{test}$ is 9.39 and value of $t_{table}$ is 2.000 with 58 degree of freedom and the confidence level of 0.05 or 95%. So, the value between $t_{test}$ and $t_{table}$ is significant. It shows clearly that the value of $t_{test}$ is higher than $t_{table}$. Therefore the alternative hypothesis (Ha) that reciprocal technique is effective in teaching reading narrative text is accepted. As the result of $t_{test} > t_{table}$ (to (9.39) > tt (58. 0.05) (2.000)), at the level of significance (0.05) and N= (58) so, it means that there is a significant difference between two groups. The mean score of the experimental group (15,9) is higher than that in the control one (4,3) it means that the reciprocal technique is effective in teaching reading skill at the second year student of MA Al-Masyhudien NW Kawo in academic year 2013/2014.

**DISCUSSION**

Reading is one of the language skills that the students have to acquire and certain information for expanding knowledge of the language. It is like the ability to understand information in a text and interpret it appropriate, where it holds a fundamental role in the process. If one’ reading is good, their language learning process will grow well. Based on the explanation above, we can see that reading is a thinking process that involves interpretation of implicit and explicit meaning of written texts, connecting interaction of ideas between reader and writer, analyzing and applying new information to the new situation. Furthermore, the concept of reciprocal teaching in specific technique that the student easy to understand about the material of reading narrative text and also the student will be quicker to find out the information of reading material. Moreover the considering that this technique can include the four reading strategies: summarizing, questioning, clarifying and predicting is an effective way, this technique has succeeded in making the students’ score higher than in conventional method used. For that reason, the alternative hypothesis (Ha) was accepted that reciprocal teaching technique is effective in teaching reading narrative text is accepted.

**CONCLUSIONS AND SUGGESTION**

Conclusions
The conclusion of this study is based on the result of the data analysis as the score of t-test is 9.39 and the value of t-table is 2.000 with 58 degree of freedom in the confidence level of 0.05 or 95%. The figure described above indicates that the value of t-test higher than the value of t-table (9.3 > 2.000). This shows that the difference between the value of t-test and t-table is significant. Therefore the alternative hypothesis (Ha) that reciprocal teaching technique is effective in teaching reading skill accepted. It can also be concluded that the use of reciprocal teaching technique is effective in teaching reading narrative text at the second year student of MA Al-Masyhudien NW Kawo in academic year 2013/2014.

The finding of the research shows that reciprocal teaching technique is effective in teaching reading narrative text at the second year student of MA Al-Masyhudien NW Kawo in academic year 2013/2014. As it is also described in the discussion of chapter four, we can see how this technique was applied during the research and managed to cover the four reading strategies: summarizing, questioning, clarifying and predicting. This technique also allows students to express themselves feel more confident in the learning process. For those reasons, the implication of this research is expected to give positive contribution, especially in teaching reading skill in the classroom. The teacher is expected to see this technique as a new way of teaching reading skill in a fun and effective way and try using this technique by combining it with another appropriated technique creatively.

Suggestions

Based on the finding of the study, the writer would like to suggested the readers as follows:

1. To the teachers
   a. The teacher should make sure that the students have understood and mastered the material when they teach their students, in this case the reading skill.
   b. The teacher should try using reciprocal technique by combining it with another appropriated technique creatively.

2. To the students
   a. The students should be serious in teaching and learning process in the classroom especially in teaching reading skill because mastering a wide range of reading will help a lot in the study, for example in reading and understand for the text.
b. The students should be learn English through reciprocal technique to make learning easy and fun.

REFERENCES


