USING RECIPROCAL TEACHING STRATEGY TO IMPROVE THE READING ABILITY OF THE SECOND YEAR STUDENTS OF MTSN MODEL KUOK IN COMPREHENDING NARRATIVE TEXT

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Abstract

This classroom action research was aimed to study the improvement on the ability of the second year students of MTsN Model Kuok in comprehending Narrative Text by implementing the Reciprocal Strategy. Besides, this research was also aimed to identify the factors that make the improvement on students' reading ability after being taught with Reciprocal Teaching Strategy. This study consisted of two cycles of classroom treatment, in which one cycle consisted of four stages, namely Plannning, Action, Observation, and Reflection. The proficiency test (Pre-test and Post-tests) was used for measurement and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the Reciprocal Teaching Strategy treatment. The subjects were 30 students from class VIII.1 of MTsN Model Kuok. After two cycles of the Reciprocal Teaching Strategy treatment, it was found that the students with this treatment could gain a better reading ability and could perform a good reading on all post-tests. However, the statistically significant differences of the score results of the two cycles were found on Post-test 2, where the average score of the students at the end of the second cycle is 70.5. Moreover, the students' activeness during the Reciprocal Teaching Strategy treatment also improved from one meeting to others. Regarding the effectiveness of the Reciprocal Teaching Strategy on the students' attitudes, the observation sheets and field notes showed that the students had positive attitudes toward the Reciprocal Teaching Strategy and that the approach could help them read better and make the classroom atmosphere more interesting.

Keyword   : Comprehending, Reciprocal Teaching Strategy, Reading

INTRODUCTION

Reading is one of language skills that students should master in learning English. The students should be able to read the text and get the information from the reading text. In general, the aim of teaching reading is to develop the students' ability to read the material, to get the information and understand the text. Based on 2006 curriculum, there are some types of texts for Junior High Schools that should be taught by the teacher: procedure text, descriptive text, report text, recount text and narrative text.

Based on the writer's observation at MTsN Model Kuok, she knows that many students have difficulties in comprehending narrative text. It is known through the test that is given by researcher to the students. The test was about finding the factual information, finding the main idea, identifying references, and guessing the meaning of vocabulary and

making inferences. The result of the test showed that there were 1 student or 3.57 % of the students could good level, 10 students or 35.71 % of the students reached average level, 8 students or 28.57 % of the students reached below average level and 9 students or 32.14 % of the students at the poor level. The average score of the test was 53.53. which was below the minimum criteria of learning achievement (KKM), while the minimum criteria for English subject at MTsN Model Kuok is 70.

The writer hypothesized that there were some difficulties faced by the students in comprehending narrative text: comprehending text is low, get bored in reading, have limited vocabulary, interest and motivation students are still low. Moreover, the fact that there was no any variety of method ever implemented by the teacher in teaching reading also a problem in comprehending reading texts.

Therefore, based on the problem above, the writer attempts to find a technique, method or strategy that can be applied in classroom that can hopefully increase the students' ability in comprehending narrative text. According to Mary Kalantzies and Bill Cope (2011), there are some strategies to improve reading comprehension, such as *Think pair Share, Reciprocal Teaching, Round Robin and Word Splash strategy*.

In order to solve and to improve the students' ability in reading comprehension, Reciprocal Teaching Strategy seems to be the effective way that the teacher could implement in the classroom. Reciprocal Teaching is a cooperative learning method of improving reading comprehension that can also be used in individual tutoring/teaching. In reciprocal teaching a teacher/tutor and a group of students take turns leading discussions about specific segments of text using reading strategies of questioning, clarifying, summarizing and predicting (Palincsar & Brown, 1984).

The researcher used the Reciprocal Teaching Strategy to solve the problem with Reciprocal has many advantages. According to Palincsar and Brown (1984), Reciprocal Teaching strategy has some advantages. As in the following :
- greater knowledge of the topic;
- improved reading skills of the students;
- more positive attitudes when extracting, organising, and recording information from the text;
- more self confidence and motivation of students to read the text;
- improved leadership skills of students;
- increased co-operation and greater initiative of students.

METHODOLOGY

This study was a Classroom Action Research using Reciprocal Teaching Strategy to improve the reading ability of the second year students of MTsN Model Kuok. According to Azhar et al (2006), its purpose is to improve students' ability or as a solution to problems in teaching and learning process. Furthermore, Kemmis (1983) states that action research is a form of self–reflective inquiry undertaken by participation in a social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation in which practices are carried out.

In conducting this research, the researcher found out the effectiveness of using student facilitator and explaining method in increasing students' reading achievement. Wiriaatmadja (2009) states that classroom action research is the way of teacher in organizing their teaching

and learning process and learn from their own experience, they can apply their new ideas in their teaching and learning process and then see how these ideas affect a process of teaching and learning.

The researcher had gathered the data and information about the students' problem in reading comprehension of narrative text through a small survey, and planned to solve the difficulties faced by the students in reading by implementing Reciprocal Teaching Strategy. This research contained of 2 cycles to see any the improvement of students' reading ability in narrative text during the implementation of Reciprocal Teaching Strategy.

Before applying the strategy, the researcher started her activity by giving pre-test to know the student's reading ability or the student's raw score in comprehending narrative text before teach through Reciprocal Teaching Strategy. After giving pre-test and knowing the students' proficiency, the researcher gave them treatment in reading narrative text by implementing Reciprocal Teaching Strategy.

The steps of implementing the approach were drawn as follows:
1. Students sit in groups of four members.
2. Distribute one notecard to each member of the group identifying each person's unique role.

   ✓ Summarizer
   ✓ Questioner
   ✓ Clarifier
   ✓ Predictor

3. Have students read a narrative text.
4. At the given stopping point, the summarizer will highlight the key ideas up to this point in the reading.
5. The questioner will then pose questions about the selection:
6. The clarifier will address confusing parts and attempt to answer the questions that were just posed.
7. The predictor can offer guesses about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.

The implementation of the action also was followed by the observation process of which the result was delivered into observation sheet. The students' and the teacher's activities were recorded by the collaborator in the observation sheets, and the situation in the classroom was recorded in the field notes during the treatment.

After conducting the treatment and recording the activities during the treatment in the observation sheets, then the result was collected as raw data of the research and was analyzed to find out whether the students showed a good progress in reading narrative text or not. Researcher and observer analyzed the activity in cycle 1 through the observation sheets and field notes. The observer gave comments about the teacher's performance and added any other improvement in applying the Reciprocal Teaching Strategy in the classroom.

Then, Post-Test 1 was conducted at the end of cycle 1 of this action research by knowing students' achievement after getting the constructive treatment by the researcher. Post-Test 1 consisted of a topic that the students should write in the form of a hortatory exposition text. The researcher decided to continue to cycle 2 if the result of the quantitative and qualitative data in cycle 1 did not show a significant improvement yet. In this cycle 2, the

researcher still applied Reciprocal Teaching Strategy with any other additional strategy based on the result of reflection in cycle 1 to improve the ability of students in reading skill, for example by applying discussion technique. In addition to this, the quantitative data of this research was collected through the reading test (Pre-Test and Post-Test), and the qualitative data was collected by recording activity during the treatment with the observation sheets and field notes.

In comprehending the text, the readers need to prepare them selves by knowing some skills that they can apply while thay are reading so that the goal of reading can be achieved.

King and Stainly (1988) in Liya (2009) state that reading has five components as follows :

1. Finding factual information
   Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question words. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answers can be found in the text.

2. Finding main ideas
   Recognition of the main idea of paragraph is very important because it helps readers not only understand the paragraph on the first reading, but also helps them to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understants not only the ideas but also the relative significance as expressed by the writer. In other words, some of the ideas as super ordinate while others as subordinate.

3. Finding the meaning of vocabullary in context
   It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has or nearly the same meaning as another word.

4. Identifying references
   In English, as in other languages, it would be clumsy and boring to have and repeat the same word or phrase every time the reader used it. Instead of repeating the same word or phrase several times, after it has been used we can usully refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to, will help the readers understand the reading passages. Reference words are usully short and very frequently pronoun, such as it, she, he, they, this, etc.

5. Making inferences
   Inference is a skill where the reader has to be able to read between the lines. King and Stanley (1988) divide making inferences into two main attentions, draw logical inferences and make accurate predictions. Sometimes, a writer may decide to suggest somethig indirectly rather than state it directly. So, the reader has to be able to infer the information of the passage.

DISCUSSION OF THE FINDINGS

The result of the pre test after conducting the Reciprocal Teaching Strategy in comprehending narrative text can be seen in the following table:

Score	Ability Level	Frequency	Percentage
86-100	Excellent	0	0%
71-85	Good	2	7%
56-70	Average	7	23%
36-55	Below Average	14	47%
0-35	Poor	7	23%
Total		30	100%

Based on the table above, the writer could point out that no students were able to reach excellent. There were only 2 students or 7% who could reach the good level. There were 7 Students or 23% who could reach the average level. Then, 14 students or 47% reach the below average level, and 7 others or 23 % were in poor level. In conclusion, the number of below average students dominated this class.

Here, there also the chart of the students' ability in answering the test items.

The Students' Ability in Answering the Test Items
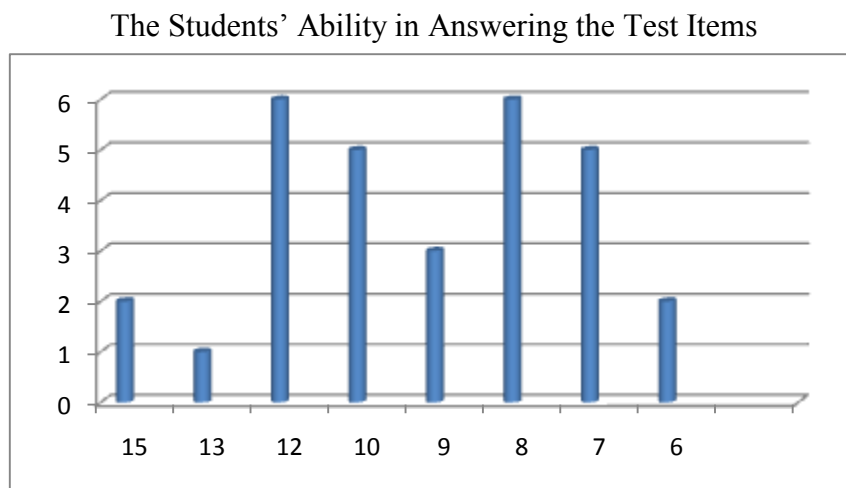
Based on the chart, there is no students could answer all of the test items correctly. Only 2 students could answer 15 items: 1 student could answer 13 items correctly, 6 students could answer 12 items correctly, 5 students could answer 10 items correctly, 3 students could answer 9 items correctly, 6 students could answer 8 items correctly, 5 students could answer 7 items correctly and 2 students could anwer 6 items correctly. The raw score of the students in MTsN Model Kuok shown that most of the students in this class have low ability in comprehending narrative and the average score of the students is only 47.83.

After students had been taught through Reciprocal Teaching Strategy, the researcher gives the test for the students to know the students achievement in comprehending narrative text. The test item used at the end of this cycle is similar with the previous test. Then the

researcher computed the students' answers in order to know their achievement after they had been taught through Reciprocal Teaching Strategy. The table below shows the level of students' ability in comprehending narrative text at the first cycle.

The Level of Students' Ability in Comprehending Narrative Text at the post-test I

Score	Ability Level	Frequency	Percentage
86-100	Excellent	0	0%
71-85	Good	5	17%
56-70	Average	13	43%
36-55	Below Average	9	30%
0-35	Poor	3	10%
Total		30	100%

At the first cycle, the students who get excellent level is 0 student or 0%. The number of students who get good level are 5 students or 17%. There are 13 students or 43% who reach the average level, 9 students or 30% reach below average level, and there are 3 students or 10% who reach the poor level. The result of this cycle has not made the researcher satisfied yet. The graph below showed the students' individual ability in answering reading comprehension question.

Students Individual Ability in Answering Reading Comprehension Question at the Post-test I
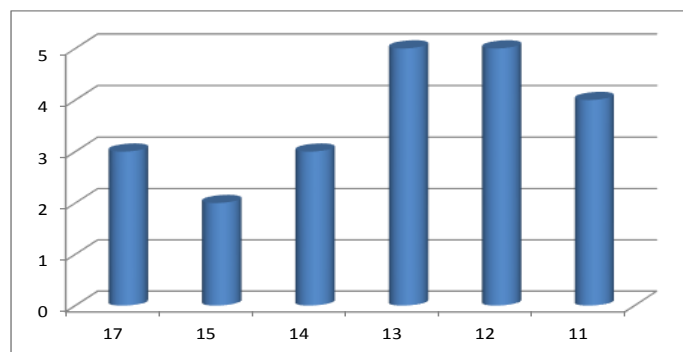
Based on the chart above, the students' ability individual ability in comprehending narrative text was more higher than their ability in the pre-test, even though the increase is not significant. There were 3 students could answer 17 questions correctly, 2 students could answer 15 questions correctly, 3 students could answer 14 questions correctly, 5 students could answer 13 questions correctly, 5 students could answer 12 questions correctly, 4 students could answer 11 questions correctly, 2 students could answer 10 question correctly, 2 students could answer 9 questions correctly, 1 student could answer 8 questions correctly and 3 students could answer 7 questions correctly. The average score of the students at the end of the first cycle is 59.83.

After the reseracher finished the meetings at the second cycle, she gave the post test to the students at the last meeting. Then, the researcher computed the students' score at the second cycle and classified the students' score into several levels.
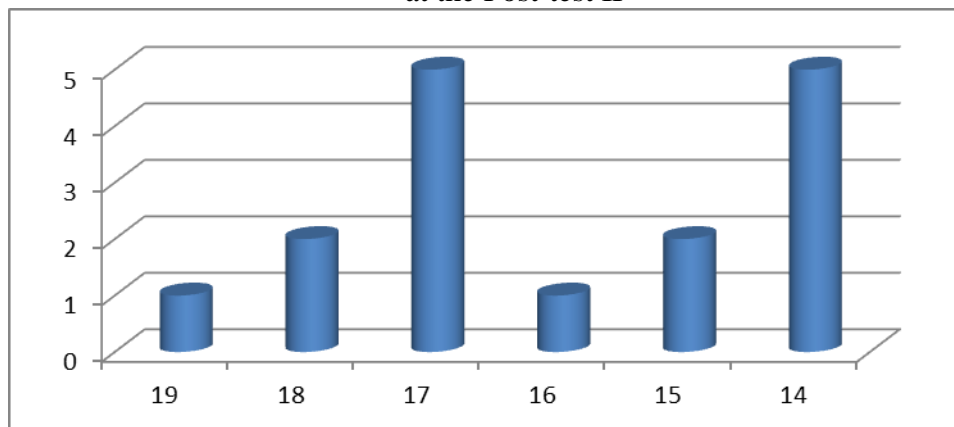
The Level of Students' Ability in Comprehending Narrative Text at the post-test II

Score	Ability Level	Frequency	Percentage
86-100	Excellent	3	10%
71-85	Good	8	27%
56-70	Average	16	53%
36-55	Below Average	3	10%
0-35	Poor	0	0%
Total		30	100%

The level of the students' ability at this cycle was better than cycle I. In other words, there was improvement achieved by the students. It was proved that there were 3 students or 10% could achieve excellent level. Then, there were 8 students or 27% could achieve good level. For average level there were 16 students or 53% and only 3 students or 10% achieved below average. There was no student in the poor level. This fact shows that the researcher was success to help the students of MTsN model Kuok Kampar to increase their reading ability in comprehending narrative text through Reciprocal Teaching Strategy.

Furthermore, the reseracher analyzed the students' ability in answering the question. Here is the graph of the students ability in answering the question.

Students' Individual Ability in Answering Reading Comprehension Question at the Post-test II

Based on the chart above, the students' ability individual ability in comprehending narrative text was more better than their ability in post-test I. The increase is significant. There was 1 student could answer 19 questions correctly, 2 students could answer 18 questions correctly, 5 students could answer 17 questions correctly, 1 students could answer 16 questions correctly, 2 students could answer 15 questions correctly, 5 students could answer 14 questions correctly, 4 students could answer 13 questions correctly, 7 students could answer 12 questions correctly, 2 students could answer 10 questions correctly and 1 student could answer 9 questions correctly. The average score of the students at the end of the second cycle is 70.5.

In conducting researchthrough Reciprocal Teaching Strategy to improve students' ability in comprehending narrative text, the researcher found some improvement of students' activity from the first cycle to the second cycle. It could see from number of students who attend the activity of the Reciprocal Teaching Strategy in every meeting. The table below shows the students' activeness in each activity during teaching and learning process.

The Improvement of students' activity from the First Cycle and the Second Cycle.

N o	Students' Activity	Cycle I				Cycle II			
		1st	%	2nd	%	1st	%	2nd	%
1	Pay attention on teacher's explaination	24	80%	26	86.66%	30	100%	30	100%
2	Sit in group and have the notecard and reading text	30	100%	30	100%	30	100%	30	100%
3	Read the text	26	86.66%	28	93.33%	28	93.33%	30	100%
4	Pose the questions (Questioner)	7	23%	8	26.66%	8	26.66%	7	23%
5	Clarify and answer the questions (Clirifier)	8	26.66%	7	23%	8	26.66%	7	23%
6	Predict what the end event of the story (Predictor)	8	26.66%	7	23%	7	23%	8	26.66%
7	Conclude the story (Summarizer)	7	23%	8	26.66%	7	23%	8	26.66%

In this study, the researcher found that there was an improvement to the students' ability in comprehending narrative text through Reciprocal Teaching Strategy. It could be seen from the students' ability in comprehending narrative text from the first test (raw score), the second test (at the end of cycle I) and the third test (at the end of cycle II). Here is the chart of students' level in comprehending narrative text from pre-test, cycle 1 to cycle 2:

Students' Level in Comprehending Narrative Text

Score	Level of Ability	Pre-Test	Post-Test 1	Post-Test 2
86 – 100	Excellent	0 %	0 %	10 %
71 – 85	Good	7 %	17 %	27 %

56 – 70	Average	23 %	43 %	53 %
36 – 55	Below Average	47 %	30 %	10 %
0 – 35	Poor	23 %	10 %	0

The students' raw score in comprehending narrative text were dominated by below average level. There were 47% students, but the second test, the percentage of below average level decreased to 30%. It becomes 10% at the end of the test, the below average level reduce significant. The percentage of poor level was about 23% pre-test, decreased to 10% in the second test and decrease 0% in the third test. The percentage of average level increased from 23% in pre-test to 43% in the post-tet I, and increased to 53% in post-test II. The good level increased from 7% in pre-test become 17% in post-test I and increased 27% in the post-test II. The last was the excellent level, it increased from 0% in the pre-test and post-test I to 10% in the post-test II. From the calculation above, it can be concluded that the use of Reciprocal Teaching could improve students' ability in comprhending narrtaive text.

In conducting this research, the reseracher found some strengths and weakness during teaching and learning process through Reciprocal Teaching strategy in improving students reading ability in comprehending narrative texts. The strengths are in the following:
1. Students were interested in learning reading through Reciprocal Teaching Strategy because there were variations in comprehending reading text, they did activities based on their roles.
2. The pair sharing activity can help the students solve the problem.
3. The level of the students' ability in comprehending narrative text increased.

However, the researcher also found some weakness as in the following :
1. Some of the students prefer to talk with their members of group about something rather than discuss about their tasks.
2. It is difficult to ask for the students to share about their discussion to the class, beacause there is a lot of number of students who is shy in sharing.

CONCLUSIONS

Based on the analysis of the data in Chaptter IV, the ability of the students was improved in comprehending texts. The improvement of the students can be seen from the score of the students that increased from the first test to the third test. In the data, the average score of the the firts test (pre-test) is 47.83, while the average score of the second test is 59.83 and the average score of the third test is 70.5. The researcher concluded that Reciprocal Teaching Strategy can improve ability of the second year students of MTsN Model Kuok Kampar in comprehending narrative text.

Then, there is an improve of students' interest and understanding in reading narrative text. It can be seen from improving of the number of students in every activity in every meeting. Moreover, the motivation of the students in learning also improved when they use reciprocal teaching and based on the students' points of view, their ability improved through applied Reciprocal Teaching.

IMPLICATION

The result of this research shows that the implementation of Reciprocal teaching Strategy activity can improve students' reading skill. Therefore, it is needed to spread this approach to other English teachers, as one of approach that can also improve students' reading skill.

It is expected that Reciprocal Teaching Strategy can be implemented by English teacher in teaching writing, in order that the students will be more interested and stimulated in reading and writing skill.

SUGGESTIONS

Regarding to the result of the research, some suggestions are given as follow:
1. It is suggested that English teachers use Reeciprocal Teaching Strategy to improve students' ability in comprehending narrative texts.
2. It is better for the researcher to create a good situation during teching and learning process in order to make a comfortable and enjoyable situation for the students.
3. The teacher should master the material given in order to make the students fully understand about material.

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