

THE EFFECT OF THE RECIPROCAL TEACHING METHOD ON STUDENTS READING COMPREHENSION

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ABSTRACT

Reading comprehension is an important skill in English learning because it helps students understand information and improve critical thinking. However, many students still face difficulties in understanding texts due to low reading interest and the use of less interactive teaching methods. This study aimed to determine the effect of the Reciprocal Teaching Method on students' reading comprehension at the tenth grade of SMK N 1 Kelayang. This research used a quantitative experimental method with two groups: an experimental class and a control class. The sample consisted of 43 students. The data were collected through pre-test and post-test and analyzed using descriptive statistics and t-test. The findings showed that the students taught by using the Reciprocal Teaching Method achieved higher reading comprehension scores than those taught by conventional methods. The mean score of the experimental class increased significantly after the treatment. It can be concluded that the Reciprocal Teaching Method had a significant effect on students' reading comprehension. Therefore, this method is recommended for English teachers to improve students' reading comprehension skills.

Keywords: *Reciprocal Teaching Method, Reading Comprehension, Senior High School Students.*

INTRODUCTION

Reading is one of the most important skills in learning English because it enables students to gain information, broaden knowledge, and develop critical thinking. In the modern educational context, reading comprehension is not only viewed as the ability to recognize words, but also as a process of constructing meaning through interaction between the reader and the text. Students are expected to understand ideas, identify information, interpret meaning, and relate the text to their prior knowledge. Therefore, reading comprehension plays a significant role in helping students achieve academic success.

However, many students still experience difficulties in comprehending English texts. Based on preliminary observations and interviews conducted with tenth-grade students at SMK N 1 Kelayang, several problems were identified. First, students have low reading comprehension ability, especially in identifying main ideas, understanding detailed information, and interpreting implicit meaning in texts. Limited vocabulary and lack of understanding of sentence structures also affect their comprehension. Second, students show low interest in reading activities, which reduces their participation and engagement during the learning process. Third, the teaching methods used in the classroom are still dominated by teacher-centered instruction, where students tend to be passive learners and have limited opportunities to actively interact with the text.

In practice, conventional teaching methods such as lecturing and direct explanation are still frequently applied in reading classes. These methods often make students less motivated and less involved in learning activities. As a result, students face difficulties in understanding texts and developing critical reading skills. Therefore, teachers need to apply a more interactive and student-centered strategy to improve students' reading comprehension.

One alternative strategy that can be applied is Reciprocal Teaching. This strategy encourages students to actively participate in the learning process through discussion and collaboration. Reciprocal Teaching involves four main activities: predicting, questioning, clarifying, and summarizing. Through these activities, students are trained to understand texts more effectively and become more responsible for their own learning process. In addition, this strategy helps students develop critical thinking and comprehension skills through active interaction with both teachers and classmates.

Several previous studies have shown that Reciprocal Teaching is effective in improving students' reading comprehension and classroom engagement. This strategy allows students to use reading strategies systematically and collaboratively, making the learning process more meaningful and interactive. Therefore, Reciprocal Teaching is considered an appropriate strategy to help students improve their reading comprehension ability at SMK N 1 Kelayang.

Based on the explanation above, the researcher is interested in conducting a study entitled “The Effect of Using Reciprocal Teaching Method toward Students’ Reading Comprehension at the Tenth Grade of SMK N 1 Kelayang.

LITERATURE REVIEW

Reading Comprehension

Reading comprehension is the process of understanding, interpreting, and constructing meaning from a text. It is not only related to recognizing words, but also involves understanding ideas, messages, and information conveyed by the writer. According to Castles, Rastle, and Nation (2018), reading comprehension is influenced by decoding skills and linguistic comprehension supported by background knowledge and cognitive strategies. Similarly, Duke and Cartwright (2021) explain that reading comprehension is a process of constructing meaning through interaction between the reader, the text, and the context.

Furthermore, reading comprehension requires readers to connect ideas logically, interpret meaning, draw conclusions, and evaluate information presented in the text (Irma Sari, Yuliana, & Rahmawati, 2021). A reader is considered successful in comprehension when they can fully understand the content of the text, not only decode individual words (Hardianti, 2019). The OECD PISA 2018 Reading Literacy Framework explains that reading comprehension includes the ability to locate information, understand literal meaning, integrate and interpret ideas, as well as evaluate and reflect on the content of the text (OECD, 2018). In addition, Afflerbach, Cho, and Kim (2015) state that reading comprehension also involves higher-order thinking skills such as making inferences, integrating information, evaluating texts, and applying reading strategies effectively. Meanwhile, Barrett (1968) classifies reading comprehension into several levels, including literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation.

Based on the theories explained above, reading comprehension ability in this study can be understood as students’ ability to understand the content of a text,

identify information, interpret meaning, and draw conclusions through the interaction between the reader, the text, and prior knowledge.

Reciprocal Teaching

Reciprocal Teaching is a cooperative learning strategy designed to improve students' reading comprehension through structured dialogue between teacher and students. In this strategy, students and teacher take turns leading discussions by applying four main strategies: predicting, questioning, clarifying, and summarizing (Carter, 2015). This strategy encourages students to become active learners and helps them monitor their understanding during the reading process.

According to Yang (2016), Reciprocal Teaching helps students improve comprehension through systematic reading strategies. Pilten (2016) explains that this strategy improves students' ability to understand main ideas, make inferences, and identify important information in texts. In addition, Almutairi (2018) states that Reciprocal Teaching is particularly effective for students who experience difficulties in reading because it involves cooperative interaction and higher-order thinking activities. The strategy also increases students' responsibility in learning through active participation and direct practice of reading strategies (Carter, 2015).

The four main activities in Reciprocal Teaching consist of predicting, questioning, clarifying, and summarizing. Predicting helps students activate prior knowledge and estimate the content of the text before reading. Questioning encourages students to create questions related to the text in order to deepen comprehension. Clarifying helps students identify and understand difficult words, sentences, or ideas found in the text. Meanwhile, summarizing trains students to restate the main ideas of the text in a concise form to strengthen understanding.

Reciprocal Teaching is based on Vygotsky's Social Constructivism Theory, especially the concepts of scaffolding and the Zone of Proximal Development (ZPD). This theory emphasizes that students learn effectively through guidance, interaction, and collaboration until they are able to learn independently. Therefore, Reciprocal Teaching is considered relevant for improving students' reading comprehension because it encourages active participation, collaborative learning, and strategic reading processes.

RESEARCH METHOD

This research employed a quantitative approach with a quasi-experimental method using a nonequivalent control group design. The study was conducted at SMK N 1 Kelayang. The population consisted of all tenth-grade students. The sample of this research consisted of two classes: the experimental class with 21 students and the control class with 22 students.

The data were collected through pre-test and post-test. The tests were used to measure students' reading comprehension ability before and after the treatment. The experimental class was taught by using the Reciprocal Teaching Method, while the control class was taught by using the conventional teaching method. The reading comprehension test focused on students' ability to identify information, understand the content of the text, interpret meaning, and draw conclusions from the text.

The data were analyzed by using SPSS 26 through normality test, homogeneity test, and independent sample t-test. These tests were conducted to determine whether the Reciprocal Teaching Method had a significant effect on students' reading comprehension.

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research about the effect of Metacognitive Strategy on students' reading ability of descriptive text at the eleventh grade of SMKN 1 Kelayang. The data were obtained from pre-test and post-test scores in both the experimental and control classes. The data were analyzed by using SPSS version 27 through descriptive statistics, normality test, homogeneity test, and independent sample t-test.

The findings showed that students who were taught by using Metacognitive Strategy achieved better improvement compared to students who were taught by using conventional teaching methods.

Descriptive Statistics

The descriptive statistics were used to describe the students' scores in the experimental and control classes before and after the treatment. The results can be seen in the following table.

Table 1. Descriptive Statistic Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Exp	21	40	70	54,76	7,544
Post Test Exp	21	65	85	78,57	5,278
Pre Test Cntrl	22	40	65	54,55	7,545
Post Test Cntrl	22	55	80	67,73	6,311
Valid N (listwise)	21				

Based on the table above, the experimental class showed significant improvement after receiving treatment using the Reciprocal Teaching Method. The mean score increased from 54.76 in the pre-test to 78.57 in the post-test. Meanwhile, the control class improved from 54.55 to 67.73. Although both classes improved, the experimental class achieved better results.

Results of Reading Comprehension Pre-Test and Post-Test

This section presents the frequency distribution of students' reading comprehension scores in both the control and experimental classes before and after the treatment.

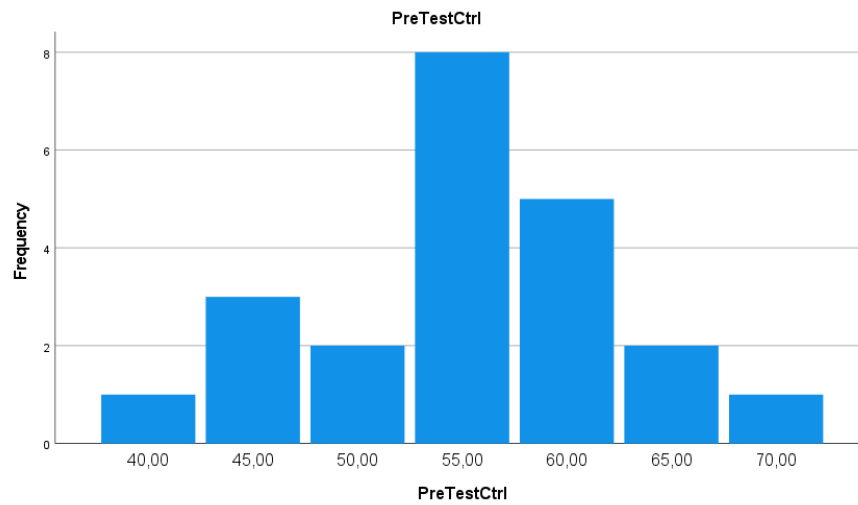
Control Class Reading Comprehension

The pre-test results of the control class showed a score range from 40.00 to 70.00. The most frequent scores were 55.00 and 60.00, each achieved by 5 students (23.8%). The overall distribution indicated that students' reading comprehension ability was relatively similar, with most scores clustered around 50.00 to 60.00. In addition, only 1 student (4.8%) obtained the lowest score of 40.00 and 1 student (4.8%) achieved the highest score of 70.00.

Tabel 2. Frequency Distribution of Pre-Test Scores in the Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	4.8	4.8	4.8
	45.00	3	14.3	14.3	19.0
	50.00	4	19.0	19.0	38.1
	55.00	5	23.8	23.8	61.9
	60.00	5	23.8	23.8	85.7
	65.00	2	9.5	9.5	95.2
	70.00	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

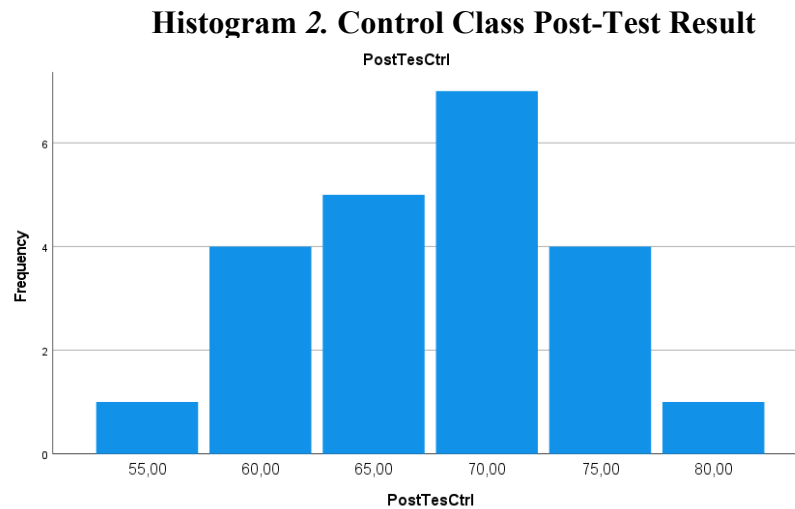
Histogram 1. Control Class Pretest Result



Histogram 1. above shows that the control class pre-test scores ranged from 40.00 to 70.00. The most frequent score was 55.00, obtained by 8 students (36.4%). Most students' scores were distributed around 55.00 to 60.00, indicating that the students' initial reading comprehension ability in the control class was relatively similar before the treatment. In addition, 5 students (22.7%) obtained a score of 60.00, while only 1 student (4.5%) achieved the lowest score of 40.00 and 1 student (4.5%) achieved the highest score of 70.00. This distribution indicates that the majority of students had moderate reading comprehension ability in the pre-test.

Table 3. Frequency Distribution of Post-Test Scores in the Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55.00	1	4.5	4.5	4.5
	60.00	4	18.2	18.2	22.7
	65.00	5	22.7	22.7	45.5
	70.00	7	31.8	31.8	77.3
	75.00	4	18.2	18.2	95.5
	80.00	1	4.5	4.5	100.0
	Total	22	100.0	100.0	



Histogram 2. above shows that the control class post-test scores ranged from 55.00 to 80.00. The most frequent score was 70.00, obtained by 7 students (31.8%). Most students' scores were distributed around 65.00 to 75.00, indicating an improvement in students' reading comprehension ability after the treatment. In addition, 5 students (22.7%) obtained a score of 65.00, while 4 students (18.2%) achieved scores of 60.00 and 75.00 respectively. Only 1 student (4.5%) obtained the lowest score of 55.00 and 1 student (4.5%) achieved the highest score of 80.00. This distribution indicates that the majority of students showed better performance in the post-test compared to the pre-test.

Table 4. Classification of Students' Reading Comprehension Scores in Control Class

No	Category	Score	Frequency	Percentage
1	Low	< 65,00	5	22.7%
2	Medium	65.00 ≤ 70.00	12	54.5%
3	High	> 70.00	5	22.7%
Total			22	100%

Based on Table 4 students, or 22.7%, were categorized as Low. Then, 12 students, or 54.4%, were categorized as Medium, while 5 students, or 22.7%, were categorized as High. Therefore, most students' reading comprehension scores in the control class were in the Medium category.

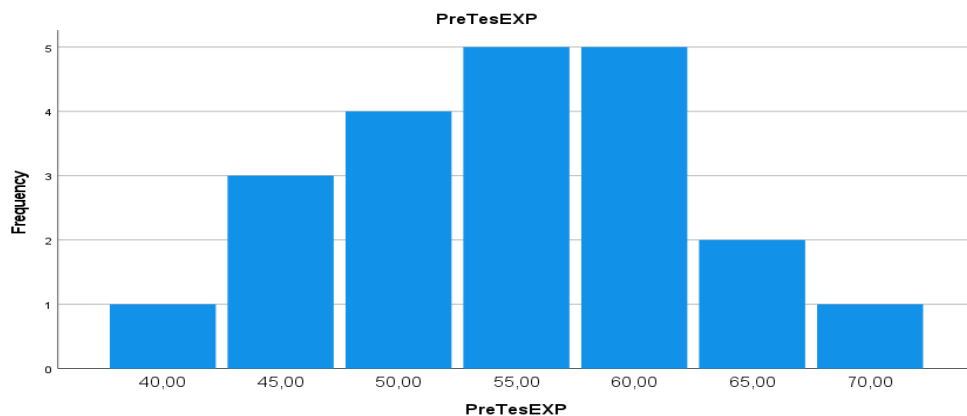
Students’ Reading Comprehension in the Experimental Class Using the Reciprocal Teaching Method

For the experimental class, the post-test scores ranged from 40.00 to 70.00. The most frequent scores were 55.00 and 60.00, each obtained by 5 students. Most students’ scores were distributed between 50.00 and 60.00, indicating that the students’ writing skills improved after the treatment and the score distribution was relatively balanced.

Table 5. Frequency Distribution of Pre-Test Scores in the Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	4.8	4.8	4.8
	45.00	3	14.3	14.3	19.0
	50.00	4	19.0	19.0	38.1
	55.00	5	23.8	23.8	61.9
	60.00	5	23.8	23.8	85.7
	65.00	2	9.5	9.5	95.2
	70.00	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Histogram 3. Experimental Class Pre-Test Result



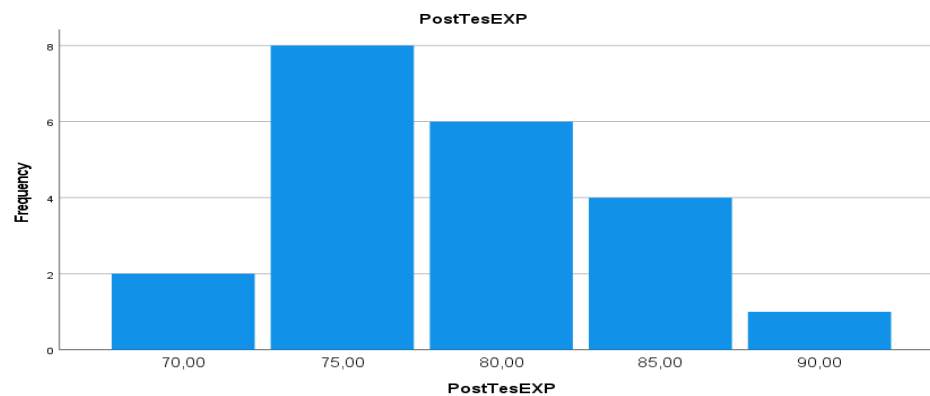
Histogram 3. shows the post-test results of the experimental class. The students’ scores ranged from 40.00 to 70.00. The highest frequency was found at the scores of 55.00 and 60.00, which were each obtained by 5 students. Most of the students’ scores were distributed around 50.00 to 60.00. The distribution indicates

that the students’ writing skills improved after the treatment, as most students achieved higher scores compared to the pre-test results.

Table 6. Frequency Distribution of Post-Test Scores in the Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	2	9.5	9.5	9.5
	75.00	8	38.1	38.1	47.6
	80.00	6	28.6	28.6	76.2
	85.00	4	19.0	19.0	95.2
	90.00	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Histogram 4. Experimental Class Post-Test Result



Histogram 4. shows the post-test results of the experimental class after the students received treatment. The students’ scores ranged from 70.00 to 90.00. The highest frequency was found at the score of 75.00, which was obtained by 8 students. Most of the students’ scores were distributed around 75.00 to 85.00, indicating that the students showed improvement in their writing skills after the treatment.

Table 7. Classification of Students’ Reading Comprehension Scores in Experiment Class

No	Category	Score	Frequency	Percentage
1	Low	< 75.00	2	9.5%
2	Medium	75.00 ≤ 85.00	18	85.7%
3	High	> 85.00	1	4.8%
Total			21	100%

Based on Table 7, the classification of students' writing skills scores in the experimental class shows that 2 students, or 9.5%, were categorized as Low. Then, 18 students, or 85.7%, were categorized as Medium, while 1 student, or 4.8%, was categorized as High. Therefore, most students' writing skill scores in the experimental class were in the Medium category after receiving the treatment.

Data Analysis

Normality Test

The normality test was conducted to assess if the data from the control and experimental classes followed a normal distribution. This test is essential before conducting parametric tests. SPSS version 26 was used for the analysis. A significance value greater than 0.05 indicates normal distribution.

Tabel 8. Sample Class Normality Test Analysis Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest Control	,202	22	,026	,952	22	,374
Posttest Control	,202	22	,025	,942	22	,235
Pretest Experiment	,134	21	,200*	,965	21	,618
Posttest Experiment	,227	21	,006	,929	21	,119

Based on Table 8, the Shapiro-Wilk significance value of the pre-test in the control class was 0.374, while the post-test was 0.235. Both values were higher than 0.05, indicating that the pre-test and post-test data in the control class were normally distributed. In the experimental class, the Shapiro-Wilk significance value of the pre-test was 0.618, while the post-test was 0.119. These values were also higher than 0.05, meaning that the data in the experimental class were normally distributed as well. Therefore, all data in this study met the normality assumption and could be continued to the homogeneity test.

Homogeneity Test

The homogeneity test was conducted to assess if the variance in the control and experimental classes was equal, which is essential for parametric testing. This

test was performed using SPSS version 26 with Levene's Test. Data are considered homogeneous if the significance value is greater than 0.05.

Table 9. Homogeneity Test Result

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	,803	1	41	,375
	Based on Median	,366	1	41	,549
	Based on Median and with adjusted df	,366	1	38,058	,549
	Based on trimmed mean	,786	1	41	,380

The significance values (0.375, 0.549, 0.549, and 0.380) were all higher than 0.05, indicating that the variances between the control and experimental classes were homogeneous. Therefore, the assumption of homogeneity was met, allowing the analysis to proceed with the hypothesis test using parametric statistics. This confirms that the two classes were statistically comparable.

Hypothesis Test

The hypothesis test aimed to determine whether reciprocal teaching method had a significant effect on the English reading comprehension of tenth-grade students at SMKN 1 Kelayang. The test was conducted using an Independent Samples T-Test with SPSS version 26, comparing the post-test scores of the control and experimental classes after the treatment.

Table 10. Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
			Sig.	T	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Test Gabungan	Equal variances assumed	803	375	6.097	1	000	10.84416	.77859	14.43609	7.25222
	Equal variances not assumed			6.123	0.320	000	10.84416	.77111	14.42282	7.26549

The Levene's Test showed a significance value of 0.375, indicating homogeneity of variances. Therefore, the assumption of equal variances was used. The t-test result showed a significance value of 0.000 ($p < 0.05$), indicating a significant difference between the post-test scores of the control and experimental classes. The Mean Difference of -10.84416 points suggests that the experimental class achieved better results than the control class.

Since the 95% confidence interval did not include zero (-14.43609 to -7.25222), the difference was statistically significant. Thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It can be concluded that the treatment significantly improved the English writing skills of the students.

CONCLUSION

Based on the findings of the research, the Reciprocal Teaching Method significantly improved students' reading comprehension. Students who were taught by using the Reciprocal Teaching Method obtained higher scores than students who were taught by using conventional methods.

The improvement can be seen from the increase in the experimental class mean score from 54.76 in the pre-test to 78.57 in the post-test. In contrast, the control class only improved from 54.55 to 67.73. This finding indicates that the Reciprocal Teaching Method was effective in improving students' reading comprehension.

The Reciprocal Teaching Method helped students become more active in understanding the text through predicting, questioning, clarifying, and summarizing activities. Students were able to identify main ideas, understand vocabulary, and make conclusions more effectively while reading the text.

Furthermore, the result of the independent sample t-test proved that there was a statistically significant difference between the experimental and control groups. Therefore, the Reciprocal Teaching Method can be considered an effective method for teaching reading comprehension at the tenth grade of SMK N 1 Kelayang.

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