



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 5 Tahun 2023 Page 3735-3748

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Using Reciprocal Teaching Strategy To Improve Grade Eight Students' Reading Comprehension Of Narrative Text At SMP Negeri 2 Siantar

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Strategi Reciprocal Teaching dapat secara signifikan meningkatkan pemahaman membaca teks narasi siswa di SMP Negeri 2 Siantar. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian quasi eksperimen. Populasinya adalah siswa kelas VIII SMP Negeri 2 Siantar yang berjumlah 263 siswa. Dengan menggunakan teknik purposive sampling, dipilih dua kelas sebagai sampel penelitian, yaitu kelas eksperimen (VIII-1) dan kelas kontrol (VIII-3), masing-masing kelas terdiri dari 30 siswa. Instrumen pengumpulan data menggunakan pilihan ganda untuk pre-test dan post-test. Hasil penelitian menunjukkan bahwa rata-rata post-test di kelas eksperimen adalah 73,1 dan rata-rata post-test di kelas kontrol adalah 65. Setelah peneliti menemukan bahwa $T_{hitung} > T_{tabel}$ ($2,066 > 1,672$) pada taraf signifikansi 5%. . Berdasarkan hasil temuan H_a diterima dan H_o ditolak. Oleh karena itu, dapat disimpulkan bahwa penggunaan Reciprocal Teaching Strategy (RTS) secara signifikan meningkatkan pemahaman membaca siswa di SMP Negeri 2 Siantar dalam pemahaman membaca teks naratif.

Kata Kunci: *Pemahaman Membaca, Teks Narasi, Strategi Pengajaran Timbal Balik (RTS)*

Abstract

This research aims to find out whether the use of Reciprocal Teaching Strategy can significantly improve students' reading comprehension of narrative text at SMP Negeri 2 Siantar. This research is quantitative research with quasi experimental research design. The population is the grade eight of SMP Negeri 2 Siantar with a total of 263 students. By using purposive sampling technique, two classes are chosen as the sample of the research, namely experimental class (VIII-1) and control class (VIII-3), each class consists of 30 students. The data collection instrument uses a multiple choice for pre-test and post-test. The research finds that the mean of post-test in experimental class is 73.1 and the mean of post-test in control class is 65. After the researcher finds that T_{test} is higher than T_{table} ($2.066 > 1.672$) at the level significance is 5%. Based on the result finding H_a is accepted and H_o is rejected. Therefore, it can be concluded that used Reciprocal Teaching Strategy (RTS) significantly improves the students' reading comprehension at SMP Negeri 2 Siantar in reading comprehension of narrative text.

Keyword: Reading Comprehension, Narrative Text, Reciprocal Teaching Strategy (RTS)

INTRODUCTION

Reading is a refined and intricate process employed by individuals to extract profound message intricately woven by author in words and written expression. Oktarina (2018) noted that reading was a multifaceted endeavor that encompassed both the act of perceiving and the process of thinking. The act of reading comprised two interconnected procedures: recognizing words and comprehension. According to Puspitasari (2018), the act of reading involved comprehending written or printed content. Through reading, students acquired a wealth of information (B. N. Sari & Gulö, 2019).

Reading is one of the important skills that students to master in addition to speaking, listening, and writing. In the ever-evolving age of digital and information, the ability to read with good comprehension was becoming increasingly valuable. Reading opened a window to extensive knowledge, understanding, and personal development (Yamagata et al., 2022).

Reading comprehension is a person's ability to understand and interpret written texts effectively, as well as the ability to relate the information provided to existing knowledge and experience. Nurdianti et al., (in Adel et al., 2022) argued that reading comprehension required a dynamic interchange of information between the readers and the content. It occurred when readers grasped the information presented in the text by connecting it to their own knowledge. Readers comprehended the information they acquired, the situations they encountered, and the facts they came across, all based on the knowledge they possessed (Pratiwi, 2018).

The reading comprehension skill is also something critical for the students because the success measurement of their comprehension skill depended on the students' understanding ability in reading texts such as descriptive, narrative, argumentative texts, and others. If their reading comprehension was low, generally they had difficulty in learning the reading process. Therefore, if they had good reading skills, then they found it easy to understand reading (Bui, 2021). To understand a text in reading, the reader (student) had to be able to manage every part of the text because it was an easy way to understand and organize the text in reading.

The previous curriculum of junior high school (K13) stated that students were considered successful if their English learning outcomes reached the minimum completeness criteria (KKM) for English subjects set by each school. Conversely, if the student scored below the standard of completeness that had been set, then the student could not be considered successful in learning English (Ifadloh et al., 2021).

Based on researcher's internship at SMP Negeri 2 Siantar, it became apparent that the majority of students fell short of meeting the curriculum's expectations. This was evidenced by the results of a reading comprehension test, which revealed that over 50% of students failed to meet the minimum criteria for reading proficiency. Out of the 27 students assessed, 7 were able to surpass the minimum requirements, leaving 20 students unable to meet the necessary standards. These findings strongly suggest that a significant portion of students possess a limited capacity for comprehending written texts.

Researchers found that the low learning outcomes of students were caused by several factors. One of the influential factors was the learning process at school. SMP Negeri 2 Siantar had used the 2013 curriculum, but the application in the learning process had not been optimal. This problem was caused by many factors that affected the achievement of student learning outcomes (Kaufmann & Haans, 2021). The research revealed that students exhibited deficiency in their reading proficiency, primarily due to their struggles in identifying main idea of a written piece. Furthermore, their limited lexicon hindered their comprehensive grasp of the text in its entirety.

In general, while in reading class, the teacher read a text and then told all students to repeat it, then asked one by one student to read the text aloud. In this case, students had a misunderstanding of what reading was and thought that "just reading fast with correct pronunciation" was the way to go. The students were simply asked to translate the text into Indonesian then read it aloud, discussed its content, and finally answered some questions based on the text. These conditions and situations caused some students to feel that reading was very boring because it was monotonous and uninteresting.

To overcome problems in reading, teachers needed new strategies in teaching text reading activities so that students became active, enjoyed, and understood the subject matter of the reading text. There were several alternative strategies available and could be applied to solve students' problems in reading comprehension and also improve students' reading abilities (Zaabalawi & Gould, 2017).

Based on the information provided earlier, the researcher has selected Reciprocal Teaching Strategy. Originating from the brilliant minds of Palincsar & Brown in 1984, this instructional approach fosters meaningful dialogue between teachers and students, focusing on specific sections of text (Sakamoto, 2021). The dialogue unfolds through a meticulously structured four-stage process: prediction, clarification, questioning, and summarization. Rooted in principles of social constructivism, as expounded upon by Vygotsky, Reciprocal Teaching intertwines discourse and metacognition to facilitate development of profound conceptual understanding. These enlightening conversations transpire within intimate groups of learners, wherein both teacher and students assume leadership roles.

Additionally, through the utilization of Reciprocal Teaching, the students were empowered to direct their attention towards pertinent information within the text as they engaged in collaborative discussions with both their teacher and peers, thus facilitating the construction of profound meaning from the text.

The previous research showed that there were many positive influences of reciprocal teaching learning strategies on student reading comprehension outcomes had been conducted by Hasibuan (in Tarigan & Stevani, 2022). They found that the use of Reciprocal Teaching strategy was effective in improving the reading and comprehension skills of students. Based on the explanation above, the researcher was interested in conducting a research "using Reciprocal Teaching Strategy to improve grade eight students' reading comprehension of narrative text at SMP Negeri 2 Siantar". Reading is a refined and intricate process employed by individuals to extract profound message intricately woven by author in words and written expression. Oktarina (2018) noted that reading was a multifaceted endeavor that encompassed both the act of perceiving and the process of thinking. The act of reading comprised two interconnected procedures: recognizing words and comprehension. According to Puspitasari (2018), the act of reading involved comprehending written or printed content. Through reading, students acquired a wealth of information.

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dynamic interchange of information between the readers and the content. It occurred when readers grasped the information presented in the text by connecting it to their own knowledge. Readers comprehended the information they acquired, the situations they encountered, and the facts they came across, all based on the knowledge they possessed.

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Based on researcher's internship at SMP Negeri 2 Siantar, it became apparent that the majority of students fell short of meeting the curriculum's expectations. This was evidenced by the results of a reading comprehension test, which revealed that over 50% of students failed to meet the minimum criteria for reading proficiency. Out of the 27 students assessed, 7 were able to surpass the minimum requirements, leaving 20 students unable to meet the necessary standards (Khair, 2022). These findings strongly suggest that a significant portion of students possess a limited capacity for comprehending written texts.

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RESEARCH METHOD

Research Design

This research employed quantitative research, utilizing quasi-experimental design. As described by Ary et al. (in Izzadeen & Majeed, 2020), this method involves collecting numerical data through controlled procedures and analyzing it to address specific questions or test hypotheses. The researcher, following the guidelines outlined by Ary et al. (2010), conducted experimental research to examine the impact of employing the reciprocal teaching strategy on students' reading comprehension of narrative text. This design, as explained by Creswell (2012), incorporated the assignment of participants to groups, albeit not through random selection.

In this experiment, the samples were divided into two distinct groups: control group and experimental group. The experimental received instruction utilizing Reciprocal Teaching Strategy (RTS).

Research Setting

The research was conducted at SMP Negeri 2 Siantar, which is located on Jl.H.Ulakma Sinaga No.1 Rambung Merah. This research took place in the even semester of the academic year 2023/2024. The subjects of this research were students of classes 8-1 and 8-3, and the object was the learning process in the classroom.

Population and Sample

In the context of this research, the population comprised eighth-grade students at SMP Negeri 2 Siantar during the academic year 2023/2024, spanning across nine distinct classes. The students count within each class varied, culminating in a total of 263 students within the grade. The researcher employed purposive sampling method to select participants from the nine available classes for the experimental and control groups (Putri et al., 2018). After careful consideration, two classes, namely VIII-1 and VIII-3 at SMP Negeri 2 Siantar, were chosen. In order to ensure the validity, VIII-1 was designated as the experimental class, while VIII-3 served as control class. Each class consisted of 30 students, resulting in total sample size of 60 participants. The experimental class received instruction in reading comprehension

utilizing reciprocal teaching strategy, while the control class received instruction using traditional method.

Research Instrument

The purpose of the post-test was to investigate the impact of implementing reciprocal teaching on students' narrative text comprehension. To gather the data, the researcher employed reading comprehension test. This test consisted of 20 multiple-choice questions for both pre-test and post-test, administered to both experimental and control classes. It is worth noting that these 40 multiple-choice questions were selected from national examination (UN) on narrative text.

RESULT AND DISCUSSION

Data Analysis

The test served as tool for gathering data. The data utilized in this research was obtained from students' reading scores, which were determined by tallying the correct responses. To collect this information, researcher administered the reading comprehension test to the eighth-grade students of SMP Negeri 2 Siantar, employing multiple-choice questions. Subsequently, researcher examined students' scores using the formula stipulated in Chapter III.

The Students' Scores of Pre-test and Post-test in Experimental Class

The experimental class for this research consisted of 30 students in class VIII-3 of SMP Negeri 2 Siantar. Reciprocal Teaching Strategy used to teach an experimental class.

Table 1. Score of the Pre-test and Post-Test in Experimental Class

No	Initial Name of Students	Pre-Test (X_1)	Post-Test (X_2)
1	AGS	50	80
2	RJP	15	80
3	ZSD	30	75
4	PGS	5	65
5	AMS	10	80
6	AKH	20	75
7	AH	20	75
8	CS	25	75
9	YFL	30	80

10	JR	35	75
11	MAA	25	75
12	NH	20	80
13	HRS	20	75
14	SMM	25	75
15	FA	30	75
16	EA	35	80
17	ALN	40	70
18	SM	20	65
19	RPS	20	80
20	KS	20	70
No	Initial Name of Students	Pre-Test (X ₁)	Post-Test (X ₂)
21	SLHS	25	65
22	RA	25	70
23	DFT	30	60
24	A	30	75
25	ECN	35	80
26	HMN	35	75
27	AES	45	70
28	M	20	60
29	SS	25	75
30	FH	25	60
Σ		790	2195
MEAN		26.3	73.1

According to the findings in Table, Pre-test and Post-test scores in the Experimental Class revealed a increase in academic achievement. The pre-test displayed cumulative score of 790, whereas the post-test reaching 2195.

The Variance and Standard Deviation in Post-Test Experimental Class

Table 2. The Variance and Standard Deviation in Post-Test Experimental

No	Name Of Students	Score (X)	Mean (X)	Differences (X-X)	Difference Squared (X-X) ²
1	AGS	80	73.8	6.9	47.61
2	RJP	80	73.8	6.9	47.61

3	ZSD	75	73.8	1.9	3.61
4	PGS	65	73.8	-8.1	65.61
5	AMS	80	73.8	6.9	47.61
6	AKH	80	73.8	1.9	3.61
7	AH	75	73.8	1.9	3.61
8	CS	75	73.8	1.9	3.61
9	YFL	80	73.8	6.9	47.61
10	JR	75	73.8	1.9	3.61
11	MAA	75	73.8	1.9	3.61
12	NH	80	73.8	6.9	47.61
13	HRS	75	73.8	1.9	3.61
No	NAME OF STUDENTS	SCORE (x)	MEAN (X)	DIFFERENCES (x-X)	DIFFERENCE SQUARED (x-X) ²
14	SMM	75	73.8	1.9	3.61
15	FA	75	73.8	1.9	3.61
16	EA	85	73.8	6.9	47.61
17	ALN	75	73.8	-3.1	9.61
18	SM	65	73.8	-8.1	65.61
19	RPS	80	73.8	6.9	47.61
20	KS	70	73.8	-3.1	9.61
21	SLHS	65	73.8	-8.1	65.61
22	RA	70	73.8	-3.1	9.61
23	DFT	60	73.8	-13.1	171.61
24	A	75	73.8	1.9	3.61
25	ECN	80	73.8	6.9	47.61
26	HMN	75	73.8	1.9	3.61
27	AES	75	73.8	-3.1	9.61
28	M	60	73.8	-13.1	171.61
29	SS	75	73.8	1.9	3.61
30	FH	60	73.8	-13.1	171.61
$\Sigma (x-X) = \Sigma d^2$					1174.3

Upon analyzing the data presented in table 4.3, a finding emerges - the cumulative sum of the post-test duration in experimental group amounts to 1174.3. These numerical values serve a crucial purpose, enabling us to ascertain the standard deviation of the post-

test results within experimental class and subsequently juxtapose it against the post-test data obtained from control group.

Research Findings

Based on the data analysis, it is found that using Reciprocal Teaching Strategy can improve grade eight students' reading comprehension of narrative text at SMP Negeri 2 Siantar. The researcher found some findings as follows:

1. The students' scores in experimental class which is taught by using Reciprocal Teaching Strategy higher than the student's score in control class. It can be proved from the mean of post-test in experimental class is 73.1 and the mean of post-test in control class is 65.
2. The post-test experimental class has 2195 squares of respondents.
3. The post-test control class has 1950 square of respondents.
4. The post-test experimental class has 6.36 standard deviation
5. The post-test control class has 5.08 standard deviation
6. The standard error of experimental class and control class was 3.80

The t-table at a level significance of 5% for a two-tailed test was 1.672 and the degree of freedom (df) was 58.

The testing hypothesis is accepted which t-test is higher than t-table ($2.066 > 1.672$) at the level of significance 5%. It shows that using Reciprocal Teaching Strategy (RTS) on grade eight students was significantly improved at SMP Negeri 2 Siantar.

Discussions

The researcher discovered a remarkable distinction among students at SMP Negeri 2 Siantar following their participation in this research. The implementation of Reciprocal Teaching Strategy (RTS) yielded a significant enhancement in the students' ability to comprehend narrative text. To ensure accuracy in measuring improvement, the researcher conducted both pre-tests and post-tests, ultimately confirming the effectiveness of the RTS approach. Despite facing time constraints due to the need to predict, clarify, question, and summarize during the learning process, the researcher successfully accelerated the students' learning journey.

Furthermore, the researcher discovered both the limitations and advantages of utilizing Reciprocal Teaching as a pedagogical approach. One limitation observed was the potential for students with a limited grasp of the subject matter to rely on their peers for answers, leading to instances of cheating. To counteract this, a time constraint was introduced to encourage independent thinking and discourage such behavior. On the other

hand, the researcher also witnessed numerous advantages when employing Reciprocal Teaching Strategy. Notably, students became more actively involved in their learning, creating an atmosphere that fostered curiosity and enthusiasm. This, in turn, facilitated effective communication and interaction among students, enhancing the overall educational experience (Magnifico et al., 2019).

During research, the researcher chose two distinct classes, each comprising a cohort of 30 curious students. One class was designated as experimental group, where they were privy to educational approach known as Reciprocal Teaching Strategy. In contrast, the second class assumed the role of control group, either subjected to an alternative method or deprived of Reciprocal Teaching Strategy (T. D. Sari, 2018).

In order to ascertain the potential efficacy of Reciprocal Teaching Strategy (RTS) in enhancing the students' aptitude for comprehending narrative text, researcher conducted pre and post tests encompassing total of 20 multiple-choice queries. The researcher deployed levels of reading comprehension, namely Literal & Interpretive Reading Comprehension. This methodological involved discerning main idea, makin inferences, astutely unearthing factual information, adeptly identifying pertinent references, and cogently grasping meaning of text through the extensive vocabulary.

Based on the thorough analysis of the data, the researcher has discovered evidence to support the implementation of Reciprocal Teaching Strategy (RTS) for reading comprehension among students. The findings revealed that the experimental class displayed a remarkable increase in scores, with a mean of 26.3 in the pre-test escalating to 73.1 in the post-test. In comparison, the control class demonstrated less substantial improvement, with pre-test mean of 41.8 and post-test mean of 65. Furthermore, the T-test results surpassed T-table value ($2.066 > 1.672$) at 5% significance level, affirming the statistical significance of these findings. These results emphasize the significant advantage and effectiveness of employing the RTS in enhancing reading comprehension skills of grade eight students at SMP Negeri 2 Siantar in Narrative text (Primasari et al., 2021).

Following the implementation of Reciprocal Teaching Strategy (RTS) in the experimental class and the application of Conventional Strategy in control class, the researcher made a noteworthy discovery (Sholikhin, 2021). The Reciprocal Teaching Strategy proved to be remarkably effective in fostering an environment where students freely expressed diverse viewpoints and engaged in fruitful exchanges of ideas, irrespective of their accuracy. This was attributed to the intentional allocation of time for sharing and the teacher's proactive intervention to ensure comprehension of every answer (Oktarina et al., 2022). Conversely, in control class where Conventional Strategy was employed, only limited

number of students were able to effectively showcase their understanding. Nevertheless, the researcher was candid in acknowledging the existence of certain limitations within this strategy. Due to the large class size, when each pair engaged in discussions, the classroom became quite noisy and it became challenging for the teacher to maintain control (Khoirunnisya, 2017). This implies that for future research, it is recommended to enhance this method by extending the duration of the study to achieve more satisfactory results in improving reading comprehension.

CONCLUSION

The researcher's findings indicate that implementing the Reciprocal Teaching Strategy as learning approach had significant positive impact on students' reading comprehension, particularly in areas such as vocabulary understanding, extracting main ideas, making inferences, finding factual information, and identifying references in narrative texts. Moreover, the use of this strategy facilitated better understanding of learning materials, increased student engagement during class, encouraged the exchange of ideas among peers, and fostered a stimulating learning environment. The data analysis revealed that the experimental class achieved a higher mean score of 73.1 in the post-test, compared to the control class's mean score of 65. Furthermore, the standard deviation of experimental (6.36), standard deviation of control (5.08) and standard error of the mean differences (3.80) indicated that these results were statistically significant. At a 5% significance level, the T-test value (2.066) exceeded T-table value (1.672), leading to rejection of null hypothesis and acceptance of alternative hypothesis.

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