

THE EFFECT OF RECIPROCAL TEACHING METHOD WITH BOOKTRACK MEDIA ON STUDENTS' READING COMPREHENSION

Nur Khasanah

English Education Departement STKIP PGRI Jombang

E-mail: nurkhasanah167047@gmail.com

Abstract

This research designed of this research used a quantitative research with quasi experiments conducted in MA Ghozaliyah Jogoroto Jombang. The subject of this research were the students in class XI IPS 1 consists of ten students as the experimental class and class XI IPS 2 consists of ten students as the control class. These samples were taken using a non-random sampling. The data were collected by using the test and analyzed using Mann Whitney U Test. The result of Mann Whitney U Test indicated that the significance value was higher than the significance level ($0,907 > 0,05$). The conclusion of this reserach there was no significant difference on Reading Comprehension between students who are taught by using Reciprocal Teaching Method with Booktrack media and those who are not.

Keywords: reading comprehension, reciprocal teaching method, and booktrack.

Introduction

Nowadays, in classroom learning, the teachers are required to create an efficient and effective class. A good learning is learning which demands students to be active. The students are no longer placed in a passive position as recipient of teaching materials delivered by the teachers, but as the active subject has to go thinking, processing, finding out, combining, concluding, and solving the problems. In Indonesia, English has been included in the world of education and business. English is learned at any of education, starts from Elementary school until University level. English has four skills that need to be mastered namely listening, speaking, reading, and writing. This research will focus on reading skill. Especially on reading comprehension. Reading comprehension has levels, namely literal, interpretive, and applied. The research use literal reading comprehension, here the reader finds the answer in the text. the reader might be asked to do of them, identify the main ideas of the paragraph, recall details that support the main ideas, and organize the sequence in which the main events occurred. There is a reading method named reciprocal teaching method which is assumed to be able to help students to understand the content in reading text. there are four strategies of reciprocal teaching learning; Predicting, Question generating, Clarifying, and Summarizing. Media are also used to understand tools, and they are used to learn tools so that the students are not bored. In other words, it can be said that media are tools to convey information to recipients and everything that can be used to channel messages from sender to receiver so that it can stimulate thoughts, feelings, attention so that effective and efficient communication

occurs. The right media in reading learning is Booktrack. Booktrack is suitable media used for learning reading text. The booktrack there are collections of stories such as narrative text that can be to read the story. The research will fill the gap to know the effect of students' reading skills, namely using reciprocal teaching method by using booktrack media. The reciprocal teaching method by using booktrack media will be implemented in teaching reading narrative text.

Scope and Limitation of the Research

The scope of this research is the effect of reciprocal teaching method with booktrack media on the reading comprehension. Additionally, it focuses on reading comprehension of narrative text.

Discussion

Reading is the cognitive process which implicates the reader of the text, then there are interactions between them (Kern, 1989). In reading there are micro and macro. According to Brown (2004:187-188) Micro of reading are recognize a core of words, and interpret word order patterns their significance, recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), pattern, rules, and elliptical forms. According to Brown (2004:187-188) Macro of reading are recognize the communicative functions of written texts, according to form and purpose, infer links and connections between events, ideas, etc., and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, developing and using several strategies of reading, such as scanning and skimming, and guessing the meaning of words from context.

Reading has the techniques namely scanning (quickly searching for some particular piece or pieces of information in the text), skimming (quickly running one's eyes across a whole text), intensive reading (reading shorter text to extract specific information, this involves reading in detail), and extensive reading (reading longer text makes pleasure the reader, this involves fluency activity). This research uses the technique of reading is reading comprehension, this includes extensive reading. This research will focus on reading skills. The goal of reading is to get the main facts or ideas, get the sequence of the story so that you know the intent of the author, and this research will use the participation of second grade of senior high school students, where their reading level is still said to be basic in reading, such as finding main ideas, explanatory sentences, facts in the text etc. Therefore, this research take conclusion that the level of reading using literal reading comprehension. The main step in understanding a reading is identification facts that are immediately stated in the passage. It is seen as first rate understanding. This is the simplest form to look up information on text because the information is stated directly in the text. Questions assess literal comprehension skills examine how well students can identify and understand existing information stated directly in the text. Literal understanding requires readers to be able to retelling or recalling facts or information presented in a text based on Brassell and Rasinski (2008).

Based on Cooper (1986:11) Reading comprehension is a process in which the reader may construct meaning by interacting with the text. A reader should have knowledge about understanding the reading passage. There are several aspects of it, such as identifying the main idea, understanding vocabulary, identifying supporting details, identifying reference, and making the inference.

Palinscar and Brown (1984:2) Reciprocal teaching method is accepted as attention from researchers and teachers to use it. The usefulness of it as a tool in improving students reading comprehension and it is becoming independent readers. In addition, reciprocal teaching is a small group teaching model based on the principle of the formulation of questions by learning and giving the examples. Afterward discussion of the text. While discussing the text, the teacher encourages the student to ask the question of the text. During this situation, it will be there summarizing process about the discussion that has been discussed. The goals to use the reciprocal teaching method are for students to learn the reading comprehension method, learn how and when to use the method in reading learning and to increase reading comprehension; it is the same as the explanation from Palinscar and Brown (1984:2). Therefore, this research assumes that the reciprocal teaching method is the best method for students to understand the text.

In the field of education, nowadays the use of media becomes increasingly widespread learning and interactive, including the laptop and the internet. According to Schramm (1977) quoted in Rudi and Cepi (2008:6) explain that learning media is messenger technology that can be used for learning purposes. Nowadays, this era is known as an era of Information and Communication Technology (ICT), ICT has reached into the aspect of life. Accordingly, to make individuals technology literate, ICT education should start from primary school. ICT is very helpful for effective teaching and learning, quality education and the overall development of students, teachers and administrative staff (Kulkarni, 2016). Use ICT based learning media will be beneficial for teachers and students.

Based on Paul Cameron as CEO, booktrack information (2014) booktrack is changing how to read the sound of mute films changed. Booktrack is a suitable media which is used for learning reading text. The booktrack there are collections of stories such as narrative text which can be read the story. Besides that, the application there is music that accompanies us to read. There are several types of students who read activities that are very bored if not by listening to music or things that make them not bored. This booktrack is perfect for student learning media, so they do not get bored doing reading learning. Although, this media rarely used to learning, but this media is very helpful to read long story.

Reading is one of difficult skills. To get reading comprehension needs more effort to study about reading. Concerning to the research which was done in MA Ghozaliyah Jogoroto, Jombang it was examined that the student taught by using reciprocal teaching method with booktrack media on students' reading comprehension. The researcher discussed about data analysis about applying reciprocal teaching method with booktrack media in teaching reading comprehension narrative text. The data were analyzed by using SPSS version 24 in order to know how far the input reciprocal teaching method with booktrack media influences the students' reading comprehension. In this case, the measurement was calculated through the result of pretest and posttest in both experimental and control class. Furthermore, the researcher needed to know the validity and reliability of the test by giving tryout to the

students in another class before giving pretest and posttest to the experimental and control class. The result of pretest and posttest was used to test hypothesis the consist of null hypothesis and alternative hypothesis. The data were calculated by using appropriate formula based on research design she took.

This research used quantitative data. After the pre-test was conducted to experimental and control class. The researcher applied the treatment by using reciprocal teaching method with booktrack media to the experimental class and applied conventional method and conventional media to the control class. After that, the researcher gave the post-test to both classes.

There were ten students in experimental class and ten students in control class. The researcher used SPSS version 24 for windows, the researcher calculated the assumption of Mann Whitney U Test namely, homogeneity test and normality test.

Based on the result of homogeneity test the data analysis presented in chapter III show that Sig (p value) was higher than 0,05 ($0,817 > 0,05$). It means that the variance of the two groups is the same or what is called homogeneous. Then the homogeneity has been fulfilled.

Subsequently based on the result of normality test the data analysis show that the significant of control class was 0,006 lower than 0,05 and the significant of experimental class was 0,033 lower than 0,05. It means that the normality test was not normal. According to the basis of decision making was the test hypothesis using Mann Whitney Test.

The Mann Whitney U Test is a test to determine whether there is a difference in the mean of two unpaired samples, this is called non-parametric statistics. This test was developed by H.B Mann and D.R. Whitney (1947). The requirements for using the Mann-Whitney test in hypothesis testing in this study are as follows (Ghozali and Castellán, 2002):

- a. The assumption of the t test is unrealistic for the existing data.
- b. The data normality test shows that it is not normal, less than 0.05 (< 0.05).

The Result Ranks of Mann Whitney U Test

		Ranks		
	group	N	Mean Rank	Sum of Ranks
posttest	control group	10	10.65	106.50
	experimental group	10	10.35	103.50
Total		20		

The result of Mann Whitney U Test

Test Statistics^a

	posttest
Mann-Whitney U	48.500
Wilcoxon W	103.500
Z	-.116
Asymp. Sig. (2-tailed)	.907
Exact Sig. [2*(1-tailed Sig.)]	.912 ^b

a. Grouping Variable: class

b. Not corrected for ties.

From Table 4.1 Ranks above, the mean ranks of control group is 10,65 while experimental group is 10,35. The control group's mean rank score is slightly higher than the experimental group's mean rank score at 0,3 point. Based on the information in Table 4.2 the Sign. (2-tailed) of Mann Whitney U Test is 0,907 higher than 0,05. It means that H1 was rejected. It means show that there is no significant difference on Reading Comprehension between students who are taught by using Reciprocal Teaching Method with Booktrack media and those who are not.

Conclusion

In conclusion the use of reciprocal teaching method with booktrack media in reading learning was not give the significance of reciprocal teaching method with booktrack media on students' reading comprehension. It could be need effort to the student on reading comprehension and used booktrack on narrative text effected to the student in MA Ghozaliyah Jogoroto, Jombang. So that the result of this research, It demonstrated from the significance value was higher than the significance level 0, 489 > 0,05). So the Ho was accepted. It means "there is no significant difference on Reading Comprehension between students who are taught by using Reciprocal Teaching Method with Booktrack media and those who are not".

References

- Anderson, M. And Kathy. (2003) Text Type in English 1-2. New York: MacMillan.
- Arsyad, Azhar. (2002). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Brown. (2004). Language Assesment Principles and Classroom Practice. (hlm. 187-188). San Francisco: Pearson education, Inc.

Cameron, Paul. (2014). Booktrack Information, All right reserved info.booktrack.com/paul-cameron.

Cooper, J. D. (1986). *Improving Reading Comprehension*. Boston, MA: Houghton Mifflin Company.

Darmadi. (2011). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Dietsch, BM. (2003). *Reasoning and Writing Well*. New York: Hill Company.

Et all, Ary. (2010). *Introduction to Research in Education*. Canada: Nelson Education, Ltd.

Gagne. And Briggs. (1979). *Principles of Instructional Design*. New Yorks: Holt Rinehart and Winston.

Ghozali, I. And Castellan. (2002). *Statistik Non Parametrik*: Badan Penerbit UNDIP.

Grabe, W. And Stoller, F. L. (2002). *Teaching and Researching Reading*. Harlow: Pearson Education.

Irawan, Robertus. (2014). "The Effectiveness of Reciprocal Teaching Technique in Teaching Reading Narrative Text to The Eight Grade Students". *National Journal*. FKIP UNTAN Pontianak.

Kulkarni. (2016). *Journal of Use Of ICT In Primary School*.

Kern, Ricard. (1989). *Second Language Reading Strategies Instruction: Its effect on comprehension and word inference ability*. *Modern Language Journal*.

Muhammad, Yousef. (2016). "The Effect of the Reciprocal Teaching Model on Developing Jordanian Students' Reading Comprehension at Mutah University". *International Journal of Linguistic*.

- Palinscar. And Brown. (1984). Reciprocal Teaching of Comprehension Fostering and Comprehension Monitoring Activities. Illinois: Lawrence Erlbaum Associate. Inc.
- Pilot, D. F. And Hungler, B. P. (1999). Nursing research: principles and methods. Philadelphia: JB Lippincott Company.
- Ramita, Yuli. (2015). "The Effect of Reciprocal Teaching and Reading Interest Toward Students' Reading Comprehension of Third Semester STAIN Kerinci". English Language Teaching Journal.
- Rudi. And Cepi. (2008). Media Pembelajaran. Artikel Pendidikan Indonesian. (Online):(http://www.infogoe.com/viewstory/2011/01/08/pengertian_mediapembelajaran_menurut_pakar_pendidikan/?url=http://zonainfosemua.blogspot.com/20/01/media-berasal-dari-bahasa-latin.html). Diakses pada 6 juni 2016.
- Rebecca, L. (2003). SpangOxford, Language Learning Styles and Strategies: an Overview, Oxford: GALA.
- Rosita, Riza. (2018). "Students' Response Toward Multimodality in Booktrack to Assist the Students English Language Learning at Tenth Grade in SMA N 13 Surabaya Academic Year 2017-2018". Skripsi. Universitas Islam Negeri Sunan Ampel Surabaya.
- Roscoe, J. T. (1975). Fundamental Research Statistics for the Behavioural Sciences. (2nd ed) New York: Holt Rinehart & Winston.
- Sugiono. (2011). *Metode Penelitian Kuantitative, Kualitative dan R&D*. Bandung: CV Alfabeta.