

THE EFFECTIVENESS OF RECIPROCAL TEACHING STRATEGY COMBINED WITH PICTURE IN TEACHING READING COMPREHENSION

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Abstract

Reciprocal Teaching Strategy has proven as a good strategy in increasing students reading comprehension. Many teachers try to apply various strategies to make students interested in learning to read. The objective of this research is to find out if there were significant differences in students' reading comprehension through the Reciprocal Teaching Strategy combined with pictures and those who are not. This research was conducted in two classes of 10th grade students at SMK Ahmad Yani Sukorame, namely 10th grade AK-A and 10 AK-B. Quasi-experimental non-equivalent pre-test and post-test design control group design methods were applied. The data collection technique uses a reading comprehension test consisting of 20 multiple choice questions with text reading. The data were analyzed using Independent Sample T-test in the SPSS version 25 program. Based on the results of the study, the level of significant difference was determined by $p < 0.05$. The results showed there was a significant difference where $p = 0,010$. These results indicate that there are significant differences between the reading comprehension of students taught by using the Reciprocal Teaching Strategy combined with pictures and those who are not. In addition, Reciprocal Teaching Strategy combined with picture is Effective.

Keyword: teaching reading, students' reading comprehension, RTS combined with picture.

Introduction

Nowdays, English is weird and difficult to learn. Students often have problem to understand the meaning of the text they are read. Students need guidance from the teacher by using strategies to fixed the problem. In this research the researcher focused on its strategy in teaching and learning process. According to Mikelucky (2008) reading strategies are the way to crush down of problems which is encountered by students in their reading learning process.

Reciprocal Teaching Strategy is learning model developed by Anne Marrie Palinscar and Anne Brown. Reciprocal Teaching strategy has been the answer to students' lack of understanding of what they are reading. In this teaching, the teacher and students also play an important role at the stage of its application in a text. For this reason, the researcher uses Reciprocal Teaching Strategy in developing teaching and learning strategies. Reciprocal Teaching Strategy involves four role such as Predicting, Questioning, Clarifying, and Summarizing (Palinscar and Brown,1984: Oczkus, 2013). It's teaching strategy enables students take a more active role in controlling and managing group dialogues, make them take on teachers' role in asking questions about the text, and this way load more meaning to the text at cognitive level.

In the vocational high school, reading is one of the skills that students should learn. Based on the school curriculum (K13) now change to Kurnas (Kurikulum Nasional) there are several types of text that students should acquire in school such as descriptive, narrative, and recount text. The researcher did the research in SMK Ahmad Yani Sukorame because mastering reading skill especially reading comprehension is not a simple matter. The students need guidance to comprehend the text easily, the reseracher used Reciprocal Teaching Strategy Combined with Picture to solved the problem. In the other hand, from the results of the conversation with the English teacher at the time of observation at the school the strategy has never been implemented. So, the researcher wants to apply this strategy to find out whether the strategy is effective or not when used to improve students' reading comprehension. According to Rose et al., (2000) Reading comprehension is one of the main skills students must acquire as of a primary education level that requires inferring from a written material and comprhending the details. Comprehension mean students should know about what they read in the text. Students should can interpret the text in their own thinking about the detail information in the text . Johnson (2008:3) added that Reading is the practice of using text to create meaning. It means that reading is the way how students practice to get the meaning of the text then create summarizing from the text that have been read. Although the researcher knows that learning reading can be difficult because of the ability of the researchers clearly see that the RTS is able to have a positive impact on it.

Narrative text is one of the text that should learn by tenth grade of vocational high school. Narrative text is the text that telling about story happen in the past. The purpose of the narrative lesson itself besides providing entertainment to students, narrative is also able to make a positive contribution to students because there are stories of experiences brought. From experience

or existing stories, of course as one of the reading lessons, narrative will be able to give a moral message to the reader. This is because narrative is a simple description of the existing social or cultural picture and it has the value of the complexity of the problem that can be learned.

In this research, the researcher focused on applying of Reciprocal Teaching Strategy Combined with picture in teaching reading comprehension in Narrative text. The research aims to know whether the students who are taught by using Reciprocal Teaching Strategy combined with picture achieve better reading comprehension than students who are not.

Research Methods

In conducting thus study, the researcher use quantitative study that is experimental research. According to Ary, et, al, (2010:26) experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. In addition the researcher want to know the effect of teaching reading comprehension narrative text using reciprocal teaching strategy. In this research the researcher use quasy-experimental design which is cannot require random assignment of subject. According to Charles (1995:247 , in Latief 2015:97) when the researcher can only make randomly different treatments to two different classes and it is not possible to select the sample randomly out of all the population students, the researcher uses quasi-experimental research design. The situation in educational research however not possible to assign subject randomly.

In this study the population that is use in this research is SMK Ahmad Yani Sukorame students' in 10th grade. Then the researcher take two classes of 10th grade students as the sample. X AK A and X AK B, both of the class consist 33 students. X AK A as the Experimental Group and X AK B as the Control Group. The researcher use non-randomized sampling as the method sampling. It is impossible to do **randomization in research location**.

In this research the researcher used some instruments to do the experimental research. The first instrument is try out. Try out test is needed in this research. Try out was given in the beginning of the research before pretest, treatment, and post-test were held. The researcher are conducting try out test before conducting pretest. Try out was conducted in another class of experimental class and control class. The subject for this try out was X MM class which has the same ability with both classes that the researcher taken in this research. In this test, the students were asked to answer 30 questions multiple choices.

The second instrument is pre-test after conducting Try Out. Pre-test is the test which given by the researcher to the student before doing the treatment in the research. The researcher will give the students pre-test for two classes before the lesson started to distinguish in which level the background understanding of the material students is. The pre-test consisted of 20 questions of written test related to the material. The test is in multiple choice question form.

The third instrument is post-test. Post-test is a test that given by the researcher to the both of classes after the treatment in the experimental group in this research. For treatment the researcher implement Reciprocal Teaching Strategy. This test is held in order to discern if there any development before and after teaching and learning activity by RTS combine with picture or without RTS.

Results and Discussion

Results

In this case, the measurement can be seen from the differences between the result of post-test in experimental and control group. The result was used to determine the alternative hypothesis (H_a) was accepted or not. The researcher did a research to get data which was used to know the effectiveness of RTS combined with Picture in students' reading comprehension. The researcher did the research in SMK Ahmad Yani Sukorame for about 2 weeks. There are 2 classes as subject in applying the treatment, X AK-A and X AK-B. X AK-A was Experimental class consist of 33 students which was given RTS combine with picture and X AK-B was control class consist of 33 students which was given Conventional Learning (TPS).

1. Normality Test

Normality test is the test aims to find out whether the data is normally distributed or not. The criteria of normality as follows : If significant ($p < 0.05$ (alpha level) means that the variable is not normally distributed, but If significant ($p > 0.05$ means that the variable has a normal distribution.

Table 4.1 The Normality value result

Tests of Normality							
	Strategy	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Post_Test	RTS	,152	33	,050	,944	33	,091
	TPS	,174	33	,013	,956	33	,193

a. Lilliefors Significance Correction

Based on normality test above, Test of normality there are two kinds, namely test of normality Kolmogorov-Smirnova and test of Shapiro-Wilk normality. But the researchers used the Shapiro-Wilk Normality test because the total sample was less than 50 samples. For interpretation of the table show from Shapiro-Wilk normality test of experiment group was 0,091 and control group it was 0,193. The data was normally distributed because the significance of experimental group and control group upper than 0,05

2. Homogeneity Test

Homogeneity test is the test aims to find out whether the variants of the two groups are homogeneous or heterogeneous. The criteria of homogeneity test as follows : If the significant ($p < 0.05$ (alpha level)) it means both group are heterogeneous, but If the significant ($p > 0.05$) it means both group are homogeneous.

Tabel 4.2 The Homogeneity value result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Post_Test	Based on Mean	,001	1	64	,976
	Based on Median	,000	1	64	1,000
	Based on Median and with adjusted df	,000	1	62,962	1,000
	Based on trimmed mean	,001	1	64	,981

Based on the table above, the result post test both control and experimental class was have mean 0,976. It means that the significant (p) was upper than 0.05 (alpha level) it can be concluded that the variance of both group was homogeneous.

B. DATA ANALYSIS

The researcher used IBM SPSS version 25 to know the descriptive statistic of the data. The descriptive of Pre-test and post-test by two groups as follow :

Table. 4.3 Descriptive Statistics Of Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	33	25	85	54,09	14,277
Post_Test	33	50	95	73,94	11,371
Valid N (listwise)	33				

From the result of the table above, it can be shown that the minimum score of pre-test was 25, the maximum score of pre-test was 85 and the mean score of pre-test was 54,09. While, the minimum score of post-test was 50, the maximum score of post-test was 95 and the mean score of post-test was 73,94. So, the researcher state that the mean of pre test and post test experimental was increase 19,85 from 54,09 to 73,94.

Table. 4.4 Descriptive Statistics Of Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	33	25	85	61,67	12,542
Post_Test	33	45	90	66,67	10,801
Valid N (listwise)	33				

From the result of the table above, it can be shown that the minimum score of pre-test was 25, the maximum score of pre-test was 85 and the mean score of pre-test was 61,67. While, the minimum score of post-test was 45, the maximum score of post-test was 90 and the mean score of post-test was 66,67. So, the researcher state that the mean of pre test and post test control class was increase 5 from 61,67 to 66,67.

According to the table above, it can be stated that the mean score of experimental group was higher than control group, that were $73,94 > 66,27$. On the other hand, the researcher could not say that the strategy was applied in experimental group was effective. Because, the pre-test score both of experimental and control group were exactly different $54,09 < 61,67$.

Table. 4.5 Group Statistics

Group Statistics					
	Strategy	N	Mean	Std. Deviation	Std. Error Mean
Post_Test	RTS	33	73,94	11,371	1,980
	TPS	33	66,67	10,801	1,880

Based from the table above, it could be conclude that between experimental group and control group have different mean. Mean score of experimental group was higher than the mean score of control class. The mean score of experimental class was 73,94 and the mean score of control class was 66,67.

Table. 4.6 Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post_T est	Equal variances assumed	,001	,976	2,664	64	,010	7,273	2,730	1,819	12,727
	Equal variances not assumed			2,664	63,831	,010	7,273	2,730	1,818	12,727

Based on the table Independent Sample T-test showed the significant value of RTS combined with Picture on the table sig. (2-tailed) the value was 0.010 and it was less than 0.05. It can be conclude that there is significant difference on reading comprehension between students who are taught by using Reciprocal Teaching Strategy combined with Picture and the students who are not.

Discussion

In this case the result of the study showed that students who were taught Narrative text by using Reciprocal Teaching Strategy combined with Picture have different significant than the students who were taught by using Think Pair Share in reading comprehension. The reseracher was calculating the value of both class using SPSS 25.0. It is important for teachers to be selective in choosing learning strategies because all strategies have their own characteristics, strengths and weaknesses. There are many strategies that can be used by teachers to help them deliver material. The hyphotesis testing of Independent Sample T-test was

0.010 and it was less than 0.05. Therefore, the results of this study have significant and effective effects for use in students' reading comprehension.

In addition, the results of this study can be used as material for consideration by educational institutions to make Reciprocal Teaching Strategy combined with picture as strategy that can improve students' reading comprehension. In the other hand, the teacher can try to use the strategy not only in Narrative text but also the teacher can use the strategy in the other text.

Conclusion

The researcher found any significant difference between the experimental and control class. It proved from the significant value which was lower than 0.05 that was $0.010 < 0.05$. So, it means that H_a was accepted while H_o was rejected. Thus, it can be concluded that students who are taught by using RTS combined with Picture have better reading comprehension than those who are not. By implementing RTS combined with Picture the students can be actively involved in the communicative activities in the class. In final consideration, the researcher states that the use of the RTS combined with Picture in reading comprehension for the tenth class students in SMK Ahmad Yani Sukorame is effective.

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