IMPROVING STUDENTS' READING ABILITY THROUGH RECIPROCAL TEACHING STRATEGY

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Abstract: This research aimed to improve students' learning activities and students' reading abilities by using reciprocal teaching strategies. This strategy have four steps: predicting, summarizing, questioning, and clarifying. In this research, the researcher used classroom action research design consisting of two cycles. The sample of this research was one class, consisting of 24 students. In collecting data, the researcher used tests and non-tests. The tests used in this research are formative and summative. Meanwhile, in non-test, the researcher used observation sheets and field notes to obtain data on students' learning activities. In analyzing the data, the researcher used quantitative and qualitative methods. The results of this research indicate that the use of reciprocal teaching strategies has succeeded in increasing students' learning activities and students' reading abilities. It reflected from the average score of students' learning and reading activities. The average score of students' learning activities increased from 6.74 in cycle I to 7.64 in cycle II. Then, the average score of students' reading ability in cycle I was 68.75 or 50% of students who passed the minimum completeness criteria, while in cycle II, it was 75.83 or 75% of students who passed the minimum completeness criteria. Based on the results of research, the implementation of the reciprocal teaching strategy has been proven as an effective way to increase students' learning activities and students' reading abilities in the eighth grade of SMP Negeri 9 Bandar Lampung in the academic year 2022/2023.
Keywords: Reciprocal Teaching Strategy, Reading Ability, Classroom Action Research

INTRODUCTION

In English, there are four skills that must be mastered i.e. reading, speaking, writing and listening. Reading skill is very important in the world of education. Students need a lot of practice and trained in order to read well. In addition, students can get information and expand their knowledge from reading. (Hamra & Syatriana, 2010: 28), noted that "since English in Indonesia is a foreign language, most students at any levels of education get difficulty in reading English text".

According to Herlisya et al. (2022: 361), Reading itself is an activity where we try to be able to understand and absorb information from the source text that we read. It means reading is the ability to understand and interpret, means reading is about how the reader reacts to written text as a communication tool, and in line with this, the reader tries to interpret the written text to get the message conveyed by the researcher so that communication between the reader and the researcher goes well. However, in reality, it is most difficult for students to understand the main ideas of texts or paragraphs.

Many students feel that reading is uninteresting and tends to be boring.

Another factor that contributed to the students' inferior reading proficiency is that many of them dislike reading texts written in English. Since they did not think reading was a fun pastime. Without a reading assignment from the teacher, the students would not practice reading. Additionally, the teacher presided over the majority of the reading activity, making the students passive and dependent on the teacher for comprehension. In this case, a teacher must be aware of the students' learning requirements when it comes to their reading issues. Teachers can help students learn to read by teaching them vocabulary words and reading strategies, among other things. Students can get benefit if the techniques is simple and effective for them to absorb texts.

In order to provide children with the best chance of learning to read well, teachers must be able to design effective learning environments, including dynamic classes. So, in order to teach reading in the classroom, teachers need to have a plan. The reciprocal teaching strategy can be used to teach reading and enhance students' reading

abilities, is one of the reading techniques. Students who use this method will become better readers. It supported by (Oczkus, 2013: 34), "Reciprocal teaching is an ideal strategy to use to strengthen comprehension". Students may have the chance to study independently, creatively, and more actively through reciprocal teaching. When given the chance to learn the topic, students first study it before explaining it to other students. The teacher's sole role in the learning process is that of a facilitator and guide, which includes organizing or explaining any content that cannot be learned on one's own.

When the researcher did preliminary at SMP Negeri 9 Bandar Lampung, the researcher found that some students had problems reading a text. First, students experience difficulties understanding the meaning of English words from a text because of their limited vocabulary. Second, students experience difficulties finding the main idea of a text. Third, students have difficulty identifying information from a text. The fourth problem is the low interest of students in learning English, especially reading, because they feel bored when they find long texts to read.

Based on the explanation above, the researcher is interested in improving students' reading abilities by applying a reciprocal teaching strategy to teach reading.

METHOD OF RESEARCH
1. Procedure of Research

In this research, the researcher used Classroom Action Research (CAR). According to (Stringer, 2007: 1), "Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. It has some procedures. According to Kemmis and McTaggart (1988) in (Burns, 2010: 7), "who are major authors in this field, AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop". There are four procedures for doing this research. They are planning, action, observation, and reflection. In this study, the researcher uses those procedures.
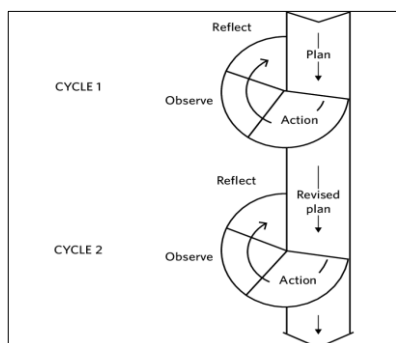
Figure 1

Action Research Spiral Model
from (Kemmis & MCtaggart, 1988)

The researcher used two cycles in the classroom action research. Each cycle consisted of three meetings. Each meeting had the same material, i.e. recount text, but had different topics. The reading test was conducted at the last meeting of each cycle. The instrument and data collecting technique used in this classroom action research consisted of three assessments, such as students' observation sheets and field notes to asses students' learning activities, and the reading test to asses students' learning result.

2. Technique of Analyzing Data
Quantitative Data Analysis

Quantitative data analysis is used to analyze data from the students test. The result of data which is described by calculating individual completeness and classical completeness.

a. Individual Completeness

To count the score of students' learning completeness, the researcher

used the formula as follows:

$$SS = \frac{score\ obtained}{maximum\ score} \times 100$$

In which :

SS : Students' Score

(Herlisya et al., 2022: 364)

b. Classical Completeness

To count the score of classical completeness, the researcher used the formula as follows:

$$CC = \frac{number\ of\ passed\ students}{total\ of\ students} \times 100$$

In which :

CC : Classical Completeness

(Herlisya et al., 2022: 364)

Qualitative Data Analysis

The researcher analyzes students' activities during the learning process. The method that is used to analyze the qualitative data can be defined as a descriptive-qualitative method. The descriptive qualitative method identifies and provides evidence to support the data that is collected by the researcher to make sense of human behavior within the research context. The objective of the descriptive qualitative is to observe the improvement in the practice of

teaching and learning activities from each cycle. The data was obtained through direct observation of student learning activities. It was noted by the teacher using an observation sheet of student learning activities.

The data was analyzed using the mean formulation, the researcher used the formula as follows:

$$\bar{x} = \frac{\sum x}{n}$$

In which :

$\bar{x}$: Mean score of students' learning activity.

$\sum x$: Sum of the mean score of all students.

n : Total number of students.

(Sudjana, 2005: 67)

Then, it will be categorized based on the table below:

Table 2
Criteria Result of Students'
Learning Activity

No	Range of Score	Category
1.	>8.00	Very Active
2.	7.50 - 7.99	Active
3.	7.00 - 7.49	Quite Active
4.	6.00 – 6.99	Less Active

Adapted from (Aqib et al., 2011: 269)

RESULTS AND DISCUSSION
1. The result of observation sheet

in cycle I

Related to the teaching and learning process through observation in the first cycle. The collaborator observed the students' learning activity by filling the observation sheet that had been made, the result as follows:

Table 3
The Result of the
Observation Sheet
in Cycle I

	Aspect					Total Score	Average Score
	Students' activity in answering teacher question	Students' activity in asking the questions about the material	Students' activity in doing the assignment (individual)	Students' activity in doing the assignment (group)	Students' activity in finding learning resources		
Total Score	163	157	168	157	164	809	161.8
Mean	6.79	6.54	7	6.54	6.83	33.70	6.74

Based on the result of the observation sheet in the first cycle, the mean score of the students' learning activity was 6.74. Refered to the criteria of students' learning activity on the table above, it can be said that the students' learning activities were categorized into less active.

2. The result of data in cycle I

Based on the results of the

research, seen an increase in the learning process. The first cycle data can be seen in the table below:

Table 4
Students' Score of Reading Test in Cycle I
at the Eighth Grade of SMP Negeri 9 Bandar Lampung

	Score	Criteria of success (≥70)	
		Passed	Failed
Total Score	1.650	12	12
Mean	68.75		

The table above shows the results of the students' scores of reading test in cycle 1. From the table, it can be seen that there were 12 students who passed the minimum completeness criteria. The score derived from the following formula:

formula:

$$\bar{x} = \frac{\sum X}{n}$$

$$\bar{x} = \frac{1650}{24}$$

$$\bar{x} = 68.75$$

From the table, it can be seen that there were 12 students who passed the minimum completeness criteria. The percentage derived from the following formula:

$$P_I = \frac{\sum P}{\sum N} \times 100\%$$

$$P_I = \frac{12}{24} \times 100\%$$

$$P_I = 50\%$$

There were 12 students did not pass the minimum completeness criteria. It derived from the following formula:

$$P_I = \frac{\sum P}{\sum N} \times 100\%$$

$$P_I = \frac{12}{24} \times 100\%$$

$$P_I = 50\%$$

Table 5
The Result of Cycle I

No.	KKM	Cycle I		Information
		The number of students	% Completeness	
1	≥72	12	50%	Complete
2	≤72	12	50%	Incomplete

Based on the table above, it can be seen that there were still students who got scores that were lower than the minimum completeness criteria (≤72). Students who got a score higher or equal to 72 did not reach 70% of the students in the class. There were 12 students who got a score of ≤72 with a percentage of 50%. While students who got a score ≥72 were about 12 students with a percentage of 50%. After the reading test was carried out in cycle 1, several students had achieved and had not reached the class's minimum completeness criteria (KKM).

3. The result of the observation sheet cycle II

Related to the teaching and learning process through observation in the second cycle. The collaborator

observed the students' learning activity by filling out the observation sheet that had been made, the result was as follows

Table 6
The Result of the Observation Sheet in Cycle II

	Aspect						
	Students' activity in answering teacher question	Students' activity in asking the questions about the material	Students' activity in doing the assignment (individual)	Students' activity in doing the assignment (group)	Students' activity in finding learning resources	Total Score	Average Score
Total Score	184	179	190	179	174	917	183.4
Mean	7.66	7.45	7.91	7.45	7.25	38.20	7.64

Based on the result of the observation sheet above, it can be seen there was an improvement of the students' learning activity in the second cycle. The mean score of the students' learning activity in the second cycle was 7.64. Referred to the criteria of students' learning activity, it can be said that the students were categorized into active.

Based on students' score from reading tests and results from observation sheet, there was an increase in the average score student learning activities from cycle I to cycle II. In the first cycle, the average score of student learning activity was 6.74. Meanwhile, in the second cycle, the average score was 7.64. It can be concluded that reciprocal teaching strategies can improve learning activities in the English subject of eighth grade at SMP Negeri 9 Bandar Lampung in the academic year 2022/2023.

4. The result of data in cycle II

Table 7
Students' Score of Reading Test in Cycle II at the Eighth Grade of SMP Negeri 9 Bandar Lampung

	Score	Criteria of success (≥70)	
		Passed	Failed
Total Score	1.820	18	6
Mean	75.83		

The table above shows the results of the students' scores of reading test in cycle II. From the table, it can be seen that there were 18 students who passed the minimum completeness criteria. The score derived from the following formula:

$$\bar{x} = \frac{\sum X}{n}$$

$$\bar{x} = \frac{1820}{24}$$

$\bar{x} = 75.83$

From the table, it can be seen that there were 18 students who passed the minimum completeness criteria. The percentage derived from the following formula:

$$P_I = \frac{\sum P}{\sum N} \times 100\%$$

$$P_I = \frac{18}{24} \times 100\%$$

$$P_I = 75\%$$

There were 6 students did not pass the minimum completeness criteria. It derived from the following formula:

$$P_I = \frac{\sum P}{\sum N} \times 100\%$$

$$P_I = \frac{6}{24} \times 100\%$$

$$P_I = 25\%$$

Table 8
The Result of
Cycle II

No.	KKM	Cycle II		Information
		The number of students	% Completeness	
1	≥72	18	75%	Complete
2	≤72	6	25%	Incomplete

Based on the table of the result above, there was an increase in second cycle. It can be seen from the increase in student scores. The students who got ≥72 was 18 students with percentage 75%. While the students who got ≤72 was 6 students with percentage 25%. It meant that 70% of students' score complete the minimum completeness criteria of the class.

From the results of reading tests in the first cycle and second cycle, it can be seen that there were 12 students who passed the minimum completeness criteria with the score of ≥72 and the percentage of 50% in cycle I. Meanwhile, in the cycle II there were 18 students who passed the minimum completeness criteria with the score of ≥72 and the percentage of 75%. Therefore, the second cycle was better than the first cycle. As a result, the reciprocal teaching strategy can improve students' reading ability and their learning activities.

CONCLUSION

Based on the results of the research, it can be concluded that the students' reading ability in the eighth grade of SMP Negeri 9 Bandar Lampung has been successfully improved after being taught using reciprocal teaching strategy. It can be seen from the students' score in reading test. The results of the scores obtained by students in the first cycle showed that 50% of students passed the minimum completeness criteria. Meanwhile, the results of the scores obtained by students in the second cycle showed that 75% of students passed the minimum completeness

criteria. It showed that there was a significant improvement of the students' score after using reciprocal teaching strategies in teaching and learning activities.

In addition, the students' learning activity was shown to be increased. It can be seen from the results of the observation sheets from the first cycle and the second cycle. In the first cycle, the average score of students' learning activity was 6.74 and the average for students' score was 68.75. Meanwhile the average score of students' learning activity in the second cycle was 7.64 and the average for students' score was 75.83. It can be seen that there was an increase in students' learning activity and increase students' reading ability. Students become more active after taught using reciprocal teaching strategies

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