THE USE OF USING RECIPROCAL TEACHING TECHNIQUE IN READING COMPREHENSION FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract: Reading skill is one of the important aspects in teaching English. It is undeniable that competent writers can develop after becoming competent readers. This study reports the importance of using reciprocal teaching technique especially in reading comprehension for junior high school students. Reciprocal teaching technique is a cooperative strategy where in this technique the students work as a group to comprehend the text to training the students to get the same perspective. There are four step that used in Reciprocal Teaching Technique namely: Summarizing, Questioning, Clarifying and Predicting. By knowing the importance of this technique, it is expected that teacher consider the implementation if this strategy in order to help their students comprehend the text.

Keywords: Reciprocal Teaching, Reading Comprehension, Junior High School.

INTRODUCTION

Reading is one of skills that must be concerned by the students in learning English. Reading is an active activity. Through reading the students can interact with the text to understand the text. In reading activity there are two aspects that can be engaged: expressing the words and comprehending the substance of the text. By comprehending the reading text, the students can add and improve their knowledge, or information stated implicitly in the text. Smith and Robinson who stated “reading comprehension means understanding, evaluating, and utilizing and ideas gained through an interaction between reader and author”. Furthermore Paris, and Hamilton (2004: 321) point out:

Understanding the meaning of the printed words and the text is the core function of literacy that enables people to communicate message across time and distance, express themselves beyond gesture and create and share ideas. Without comprehension, reading words is reduced to mimicking the sound of language, repeating text is nothing more than memorization and oral drill and writing letter and characters is simply copying or scribbling.
From the definition above, it can be concluded that reading comprehension is a process and process itself is happens communication between the reader thought and language that use in the text, so they can get meaning or understand the content of the text.

But in fact, from four skill that student must be mastered in junior high school, reading was still main and big problem for the students, that’s way they low motivation in study English. Most of students problem in English are: (a) They difficult to understand the text and not focus in reading because their vocabularies low and they not feel like to open the dictionary hey they go to meet difficult words. (b) The students erroneous and get confused to find the main idea, topic, or what the content of the text and sometimes the students reluctant in group discussion. So the result they cannot answer the questions. In the other hand the teacher in teaching English, they monotonous they just ask the students to read the text and then ask the students to answer the question. They didn’t used the various method or technique in teaching English that can help students to be understand and to be easy in learn English.

Being in contact to the teaching technique, cooperative learning covers some steps which can guide the English teachers to overcome their problem during the teaching – learning process. According to Sidharta (2004),” in context of cooperative learning, active interaction process among the member of group becomes the important guidelines”. Furthermore, Johnson (2002:89) argues that “collaboration removes the mental blinders imposed by limited experience and narrow perception”. Working together in small groups can made out hindrance, act independently and responsibly, believe to others and make spontaneous.

There are some techniques that included in cooperative learning that can be implemented in teaching reading. They are TPSS (Thinking, Pairing, and Sharing Strategy); SQ3R (Survey, Question, Read, Recite and Review); PSRT (Prepare, Structure, Read, Think); and RTT (Reciprocal Teaching Technique), Jigsaw and so on.

One type of cooperative learning that will be discussed in this paper namely Reciprocal Teaching Technique which develop by Annemarie Palinscar and Ann. L .Brown in 1984. There are four stages in this technique: 1. Predicting 2. Clarifying 3. Questioning 4. Summarizing. The purpose of this article is to show how importance of using Reciprocal Teaching Technique
in teaching reading comprehension in junior high school. The discussion in this article consists of several parts: (1) Reading Comprehension; (2) Cooperative Learning; and (3) Reciprocal Teaching Technique.

1. Reading Comprehension

Reading is one activities that can’t separate from every aspect of human life, including students because reading is very important in learning activities. According to Burn (1996:56) “there are reasons indicating the importance of reading: every aspect of live involves reading is enjoyment, and by reading one obtains knowledge”. Furthermore, Mukhoji as cited in Cahyono and Mukminatien (2011) who says that “reading is not merely sounding the written language into spoken, either orally or silently. Reading is a process of understanding written language and trying to get sense of author’s ideas by using reader’s background knowledge and prior experience”. In general context, reading be significant an activity to acquire information from a text. The text belonging to implicit and explicit information.

Reading is not enough yet, if the reader only reads it without understanding the purpose of the writer. Reading, in this case reading text, consists of some paragraphs and paragraph consists of some phrases or words. It means that in reading within including some different elements; it has vocabulary; structure, phonetic and spelling. As a good reader she or he learns to interpret words in context because context controls the meaning. Therefore the reader must understand the words as a part of sentence, the sentences as a part of paragraph and paragraph as a part of the whole context. The objective goal and the end output of the reading is comprehension. According to Mc Neil (1984)” there are three elements of reading for comprehension: a reader needs knowledge of the world to understand new things; a reader needs to be a familiar with the variety of text structure he is likely to encounter; and a reader needs to seek meaning actively. In comprehend a text, the reader capable to maintain the printed words, to get in touch the sentences, and to get the main idea and supporting idea to linking up with the now knowledge into previous knowledge. But if we reading but we don’t understand the content of the text, it’s unmentionable reading, because the definition reading it self, getting meaning from the written text/word, especially the implicitly and explicitly, besides that if the students can respond what they have read it’s mean they understand the text.

Richards & Renandya state: “Reading for comprehension is the primary purpose for reading(though this is sometimes overlooked when the students are asked to read overly difficult
text ); raising student's awareness of main idea of a text and exploring the organization of a text are essential for good comprehension”.

1.1 level of Reading Comprehension

Each expert have different level of reading comprehension. According to Burn, et al.,(1996:238) divide into four level namely; literal comprehension, interpretive reading, critical reading, and creative reading. Whereas Smith & Karlin (cited in Wallace & Larsen, 1978:341) & Vacca, et al (1991:199) there are; literal level, interpretive level and applied level. Meanwhile Berry classified the comprehension into three level namely:

1.1.1 Literal Comprehension

Literal comprehension the ability to understand of what is stated clear in the written text. Johnson (1980) in Ihsan (2011) literal comprehension refers to primary, direct, literal meaning of an idea in context. It related with get of main ideas, topic, the complete information, the meaning of vocabulary, plot, cause and effect, where the story take place and mood, figurative language, character, series. The goal of literal comprehension is to recognize the special information that authors present on the text and the reader be able to tell wha the writer said and the right answer only one.

1.1.2 Inferential Comprehension.

Inferential comprehension that includes the ability to get deeper meaning drawing inference, identify the text, making comparison, drawing the themes, identifying purposes or the moral value that stated in the text. To test the students in inferential comprehension used explicit question. Burn et.al.,(1996) states “Inferential comprehension deals with the ability to make interpretation, make general inference, and make prediction toward a text that has been read “

1.1.3 Evaluative Comprehension

Evaluative Comprehension which include the capability of the reader in evaluate the quality, accuracy, truthfulness, and critical thinking of what is read. In this level the reader making evaluate can be in form of philosophical evaluation where the reader can give opinion or comment, they agree or disagree with the writer in this case how the reading selection to a problem and issue, evaluate the validity, power, the significant, agreement or acceptability or in other words to evaluate worth and weight. To evaluate the students' comprehension are used Implicit questions.
According to Burn and Elnor (1996) in Lubis (2011), Evaluate comprehension is evaluating written material, comparing the idea discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The reader must be active, questioning, identify the fact and existence judgement or evaluate until he or she turn over in the mind all the material.

2. Cooperative Learning

Cooperative learning is a part of Collaborative learning. Cooperative learning is one of variety classroom management strategy in the form of group that consist of four or five member in each group (heterogeneous grouping) to do meaningful task where the smart students can help the other students. Since the mid 1980s, discussion is effective strategy to changed the teacher-centered to students-centered. Slavin, (1995:2) stated: “Cooperative learning refers to variety as teaching methods which students work in small groups to help one another learns academic content”. Furthermore, Kagan (1985:3) defines “the cooperative learning system as consisting of team building, management techniques, and reward based on a complex point”. He also develop the main kind of cooperative learning namely: peer tutoring, cooperative project, cooperative interaction, jigsaw, cooperative individualized projects.

There are some benefit of cooperative learning. First, from several study have been reported and it support that the use of cooperative learning it can be improve the students’ achievement all the same to each other, can improved their relation in intergroup and the students’ self-esteem and self-confidence can be improved through cooperative learning. In cooperative learning, the learners hopefully can help the other learner, they can share and discuss their knowledge to the other (they can learn together), they can used the theory in their daily activities. Second, cooperative learning can growing the students to be active, they can express their idea, emotion, they learn how to think and than solve the problem. In this case teacher as a facilitator and give support to the students. As Crandall,1999:233 state:”In cooperative classrooms they can learn together, rely on each other so that they will feel secured enough to express themselves. They have opportunities to practice or rehearse their task before they are asked to share it with larger group”. Third, Cooperative learning can joint the differences rather than
Fourth, Cooperative language also can develop the relationship between students from diverse ethnic, between the smart students with their classmates, and the students can learn and also the relationship between teacher and students. Meanwhile, Millis (1996:1) and Suryanto (2009:33), cooperative learning is a generic term for various small group interactive instructional procedures. The students work together in small group to help each other learn together. In general, it shares the following five characteristics: (1) Students work together on common tasks or learning activities that are best handled through group work, (2) students work together in small groups containing two to five members, (3) students use social skills to accomplish their common task or learning activities, (4) students are positively interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities, (5) students are individually accountable or responsible for their works.

Dealing with matter Lie (2002:2) state: there are some benefit of cooperative learning namely:

1. Students can enhance their social skill
   Students are often discouraged from collaborating and working with others since it is considered cheating. Worse, they are conditioned to complete with others and view others as enemies who block their own success. In cooperative learning groups, students can practice their collaborative skills and practice to work with others to get mutual benefit to everyone.

2. Students have more chance to appreciate differences
   In pluralistic society, people should work harder to overcome their prejudices against others from different backgrounds. Cooperative learning groups provide students with chances to improve inter-ethnic relations and learn to appreciate differences.

3. There can be individualized instruction
   There is a potential for students individual assistance from teachers and from their friends.

4. Students participant can increase
   When groups are used, students get much more opportunities to speak.
5. Anxiety can decrease
   When a student represents the groups, and reports to the whole class, he/she feels more secure because the answer is not only from one student but also from the whole groups members.

6. Motivation and positive attitude toward class can increase
   In cooperative learning groups, students can encourage and help one another. The cooperative situation of working in a small group may help develop “affective bonds” among students and greatly motivate them to work together.

7. Self-esteem and self-direction can increase
   By decreasing the students’ dependence on the teacher, cooperative group activities help them to become independent learners and from a community of learners among themselves.

8. Academic achievement can increase
   Not only students but also teachers get benefit from cooperative learning.

3. RECIPROCAL TEACHING TECHNIQUE

   Teaching English especially reading is not an easy matter. The teacher suggested to always creative and tried to find a good way to teaching reading effectively and efficiently that can be used to improve reading comprehension of students. The success of teaching reading depends on several aspects for example the how the condition of the class, how the characters of the students, and how the teacher as the one who knows more or find the right strategy in teaching. Reciprocal Teaching Technique is one of good cooperative learning which good the teacher used in teaching reading. According to Quezada et al.,(2007:1) “Reciprocal Teaching Technique is an interactive method used to improve reading comprehension. Using this teaching strategy, the teacher and the students take turns leading discussion. The teacher gives a model in using the strategy and feedback to the discussion”.

   Reciprocal Teaching Technique not only used in teaching reading but also we can apply in other subject for example Mathematics and Physics. Quirk (2010) state that: “Reciprocal Teaching Technique can be applied not only in teaching English but also in
Reciprocal Teaching Technique is developed by Annemarie S. Palinscar from University of Michigan cited and Ann L. Brown from University Illinois in 1984. Palinscar and Brown developed the Reciprocal Teaching Technique to fit out a scaffold discussion technique that aimed to understanding and remembering the content of the text in reading comprehension. There are four strategies: predicting, clarifying, questioning and summarizing. Bruer (citied in Carter, 2001) states” each of the strategies helps students to construct meaning from text and monitor and monitor their reading to ensure that they in fact understand what they read”

In addition, Palincsar, et., al(1984) defines the Reciprocal Teaching Technique is based on four foundations:

(1) The purpose of the Reciprocal Teaching is to improve reading comprehension by equipping students with strategies needed to monitor comprehension and construct meaning,(2) lecturer (tutor) and students share responsibility for acquiring the reading strategies. After initially assuming major responsibility to the students,(3) every students is expected to participate in discussions. The lecturer provides assistance as needed to support student participation, and (4) the lecturer(or tutor/lecturer) regularly tries to turn control of the dialogues over to the students.

Meanwhile, according to Gonzales and Hartman(2002:1) “Reciprocal Teaching is a strategy used to develop comprehension of expository text in which teacher and students take turns leading a dialogue concerning sections of a text either in whole class or in collaborative groups where the teacher plays the role of facilitator”. So, in other words we can say that the technique or strategy focuses on students-centred not teacher-centred, the teacher only as facilitator in the discussion.

3.1 The purpose of Reciprocal Teaching Technique

Palinscar, et., al(1984) states” the purpose of the Reciprocal Teaching Technique is to help students, with or without a teacher presents, actively bring meaning to the written word”. The technique would helping students to promote of their reading comprehension, give opportunity for the students to monitor their reading understanding and thinking of what they have been read, and what is more the technique be able to developed the their confidence and their attitude to the other.
Moreover, the Ministry of Education of Wellington (cited in Palinscar, et al., 1984:124) mention there are some benefits of Reciprocal Teaching Technique, as follows:

1. Reciprocal Teaching Strategy can make learners gain an improved understanding of complex texts in content areas. This leads them on to greater knowledge of the topic, improved skills, and positive attitudes when extracting, organizing, and recording information.

2. Learners can also gain include more self-confidence and motivation to read, improved leadership skill, increased co-operation and greater initiative.

3. Research study and research studies have shown that when the reciprocal teaching is implemented, learners will make substantial gains in their comprehension skill.

Meanwhile, according to Manohar (2007), “the goal of the Reciprocal Teaching Technique is to make the student who is poor in comprehension to aware of how these strategies work, which ones to use and how to use them”.

To conclude, the benefit of Reciprocal Teaching Technique is to (1) develop students’ comprehension, (2) after they read the text the student can predict and think the target language, (3) Reciprocal teaching technique can build the character of the students and their social skill (4) Students should be independent in study, (5) give good feedback used by teacher and students cooperatively in dialogue.

3.2 The Strategy of the Reciprocal Teaching Technique

Understanding how the procedure or step of reciprocal teaching technique is significant point. Palinscar and Brown explained that:

“The primary instructional technique employed to teach the four activities is an interactive dialogue in which the teacher explicitly models each of the four activities. The students follow the teacher’s model by engaging in the same activities. The teacher prompts and shapes the student’s participation by using corrective feedback”

In practice, the first teacher does is selecting the text, The next step, teacher spell out the process or step that they will do, they are predicting, clarifying, questioning and summarizing. Then the teacher ask the students to think out aloud about the title, what they got from the subject and after that ask the students to predict what selection is going to be.
The next step is ask the students to made a free question to support the other students to answer in group or individual, then the clarifier job is helps the groups to find the difficult word or sentences and the last is summarizing where the teacher summarizes what they have read and answer the question. The teacher required the students to give their comment, idea if there is anything left out and with students, teacher look how it fits with what they have just study.

Procedure of Reciprocal Teaching Technique in teaching reading as explained by Palinscar and Brown (1984) is cited in National Behaviour Support Service, as follows:

1. Before the students learn how to apply the method in their own group discussion, the trainer should demonstrate the model first. The trainer first present all the strategy during reading. The trainers reads a piece of the text aloud and models the four steps: summarizing, clarifying, questioning and predicting along with the students.
2. A group four students is then selected and each given a different role such as, summarizer, questioner, clarifier and predictor.
3. Next, ask the group of students to read paragraph of text. Recommend to them to do note taking such as underlining, coding, etc., while reading.
4. The student who is chosen as predictor helps his peers to connect previous part of the text by making a prediction based on the clues given from the title illustrations before reading. Then the trainer asks the students to discuss the result of their predictions with their team. Then they are asked to read the text again in order to confirm their predictions. Next, the questioner’s job is to help his group ask questions and answer the questions about the text discussed in order to find out detailed information. The task of the summarizer is to help his group to find the main ideas based on his and her peers’ point of view. The clarifier helps the group find unclear parts(words and sentence) and ways to solve these difficulties.
5. When the next part of the text is read, the students rotate their roles with their peers in their group. Again the students repeat the process consistent with their new role. Then the whole discussion process is repeated until the whole text has been read.
6. The trainer asks the students to keep on applying the four strategies until they have ability to use these strategies independently.

The explanation for four step as followed:

1. Prediction

In this stage, the learners trained their a prior knowledge to predict the text or story. The students prediction can help the students to find the purpose of reading text, they can find the main topic based on the title given before they read. Palincsar and Brown,(1984:119) “predicting occurs when the students hypothesize what the author will discuss next. Predicting occurs when the learners are asked to predict about the content of
the information from the topic, they make prediction about what they think will happen in the text”. The predicting strategy also facilitates use of the text structure as students learn that headings subheadings, and questions embedded in the text are useful means anticipating what might occur next (Palincsar cited in Viletto et al. 2002 : 2)

2. Questioning
   In this stage the learners read silently in order to find the mind idea, identify the unclear part of this paragraph. After reading they develop the question to convinced their understanding. Palinscar(1984) stated” question generating is a flexible strategy to the extent that students can be taught and encouraged to generate question at many levels.

3. Clarification
   In this stage, teacher and student discuss to clarified what they feel confuse in the text. The teacher pay attention to vocabulary, structure, unclear referent word, unfamiliar concept or other information which unclear. In addition, Palinscar and Brown stated that” these step purposes to make anything potentially confusing the text clarify.

4. Summarization
   The last stage where the students focus what is the important part in the text and paraphrase the information in the text to find out the main idea to make sure what they have just read.. Palinscar (1984), “summarizing is identifying, paraphrasing and integrating important information in the text”

In short, all the step of reciprocal teaching technique above explained the attachment of some kind at the classroom between teacher and students.
4. CONCLUSION

Based on explanation above, can be concluded that; Students’ reading comprehension can be improved through reciprocal teaching technique. Using this technique the students can be active, productive and work cooperative by the four steps, those are predicting, questioning, clarifying, and summarizing. And for the teacher this technique is one of good alternative technique in teaching reading.
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