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**ENHANCING THE STUDENTS' ABILITY IN READING COMPREHENSION
THROUGH RECIPROCAL TEACHING STRATEGY**

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Abstrak

Pada Kurikulum 2021 mata pelajaran bahasa Inggris di sekolah kejuruan dikemukakan bahwa salah satu capaian pembelajaran di kelas X adalah peserta didik dapat membaca dan merespon berbagai teks dalam bentuk teks cetak dan digital. Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran membaca pemahaman melalui strategi pembelajaran resiprokal dan mengetahui apakah strategi pembelajaran resiprokal dapat meningkatkan kemampuan siswa dalam membaca pemahaman. Penelitian ini menggunakan metode penelitian tindakan kelas dengan rancangannya terdiri atas empat tahapan, yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Subjek penelitian berjumlah dua puluh sembilan siswa kelas X, Jurusan Teknik Komputer dan Jaringan, SMK Negeri 1 Bulango Utara. Data penelitian dikumpul dengan menggunakan lembar pengamatan dan test hasil belajar. Data observasi dianalisis dengan menggunakan skor 1 dan 0, sedangkan data hasil belajar menggunakan rentang skor antara 0 dengan 25. Berdasarkan hasil penelitian ditemukan bahwa kemampuan siswa dalam membaca pemahaman dapat ditingkatkan melalui strategi pembelajaran resiprokal.

Kata Kunci: membaca, pemahaman, resiprokal, strategi.

Abstract

It is stated in the 2021 Curriculum of English for the vocational school is that the one of the learning targets at grade X is students are able to read and respond a range of texts in the form of printed and digital texts. This research was aimed at describing about the teaching reading comprehension through the reciprocal teaching strategy and knowing whether or not the reciprocal teaching strategy can enhance the student's ability in reading comprehension. This research used classroom action research method with the design comprised four steps, namely planning, acting, observing, and reflecting. The subject of the research was twenty-nine students at the tenth-grade of Computer and Network Engineering Department, SMK Negeri 1 Bulango Utara. The data of the research were collected by using the observation sheet and the achievement test. The observation data were analysed using score 1 and 0, while the achievement data were analysed using the interval score 0 to 25. Based on the research finding, it was found that the students' ability in reading comprehension can be enhanced by using reciprocal teaching strategy.

Keywords: reading, comprehension, reciprocal, strategy.

INTRODUCTION

English is one of the dominant languages used globally for various aspects, such as education, business, trade, science, law, tourism, international relationship, health and technology aspects. By

learning English, students get a chance to communicate to others in global society from different cultural background. By mastering English, they have more chance to interact with others using a range of text. By interacting, they have knowledge, learning a variety of skills, and human behaviour needed to life in the world cultural diversity (Kemdikbudristek, 2022).

Teaching English at Senior High School levels, especially at vocational school is emphasized on strengthening the ability to use English in six language skills. They are: listening, speaking, reading, viewing, writing and presenting (Indriastuti & Chariri, 2021). In the 2021 Curriculum, the end target of learning at grade X (Phase E) includes three goals. Firstly, students are able to use or communicate with teachers, peers and others in a variety of settings and purposes. It means that they use English spoken, written or visual texts suitable to situation, purpose and audiences or readers. Secondly, they are able to read and respond a range of texts, such as narration, description, procedure, exposition, recount and report in the form of printed and digital texts. Finally, they are able to write a range of fiction and non-fiction texts, through guided activities, then they plan, write, review and rewrite a variety of text types, and then they present their texts-made to different audiences using various modes of presentation, both in print and digital forms (Kemdikbudristek, 2022).

Based on the goals above, it is clear that reading skill is the one of abilities enhanced by teachers for the tenth grade of vocational school students. Through teaching reading, the students are expected to have communicative competence in reading a range of written texts in the form of printed and digital narration, description, procedure, exposition, recount and report, to have self-confident to respond or answer questions of reading texts, and to improve their critical and creative thinking skills.

Reading is defined by Urquhart and Weir (Grabe, 2009: 14) as the process of getting and interpreting information encoded in language form through the printed medium. The process according to Leipzig (Azizah, Susilohadi, & Sulistyawati, 2017: 210) is very complicated one because it involves recognition, comprehension, fluency, and motivation. Recognition is a process of getting the meanings and identifying the words in printed texts. Comprehension is an active and complex process of understanding the text in which a reader acts to extract, construct, and derive meanings from printed texts. Fluency is a process of reading accurately and smoothly in which a reader recognizes words automatically, and understand them quickly to get meanings from texts. Motivation is reader's individual reason for reading which it depends on his or her interest and pleasure associated with a reading text.

In reading instruction, it is commonly believed that comprehension is the most important reading processes. It is a construction process involves all elements of the reading process working together as a text is to read and to create a representation of the text in student's mind and it is the main objective of reading (Samosir, 2013). The core process of reading comprehension according to Trabasso et al., Koda, Diaz & Laguado is about how a student shows his or her ability to connect and understand different information in the text and to represent what the text is about, to combines them with what he or she has already known and to identify basic information in order to predict, infer, argue and recognize writer's ideas (Afrizatama, 2016). Thus, it concludes that reading comprehension is very significant mastered by students. If a student has good comprehension, so he/she feels easy to understand reading texts as a whole. In contrast, a student will meet difficulty if he/she has limited comprehension in reading any written materials.

Many researchers had studied about the students' problems in comprehending reading texts. They also recommended some alternative strategies that are used to teach reading comprehension. Suryani (2022: 453) exposed that the students met problems such as limited vocabulary mastery, low grammatical ability, lack of understanding long sentences or phrases in reading text, and limited instructional media when they read comprehension. Similarly, Malinda, et al. (2022: 88-89) mentioned that vocabulary and reference were the most challenging for students rather than main idea, supporting details, and inference in answering the reading comprehension test. While the result of the closed questionnaire exposed that lack of reading understanding on reading materials, inappropriateness of using reading strategy and limited English vocabulary as the students' causal factors affected the lack of students' reading comprehension. Yuvirawan, et al. (2021: 98) disclosed the students' problems in reading comprehension, i.e., 42.37% out of fifty-nine students were difficulty to determine main ideas, 35.59% students met problems to find detailed information, 52.54% and 47.46% students were lack of

making and identifying inference, and 38.98% students were lack of understanding words meanings. Relating to the students' problems, Wardani & Aswir (2022: 151) suggested to use the question-and-answer method as the way of teaching reading comprehension because it gave positive impact to the learning outcome. Vacca & Vacca (in Nur, Salija, & Munir, 2023: 22) listed six strategies used to teach reading comprehension, i.e., reciprocal teaching, Know-Want to Know-Learned (KWL), think aloud, scaffolding, Survey-Question-Read-Reflect-Recite-Review (SQ4R), and Question-Answer Relationship (QARs).

In teaching English at the tenth-grade of Computer and Network Engineering Department (CNED), SMK Negeri 1 Bulango Utara, it was frequently used a conventional strategy to teach reading comprehension. The strategy, i.e., the students were regularly given a text and asked to answer some questions related to the reading text. The questions were multiple-choice and essay forms. Also, they were distributed a text and asked them to read it comprehensively and then to retell it by their own sentences. The text used was narrative texts. The preliminary study revealed some facts. Firstly, ten out of twenty-nine students were successful in learning. It means 65.5% students were failed to answer the questions about reading comprehension. Secondly, they were lack of enthusiasm in reading class. It was proved by the dearth of their responses to answer teacher's questions, the lack of their participation to give questions, and the lack of interest and motivation during the reading class.

Based on the unsatisfactory condition of the students' problems in reading comprehension, so it is used reciprocal teaching (RT) strategy in this classroom action research. The RT strategy was firstly established by Palinscar and Brown in 1984 to overcome comprehension issues. The strategy is a compilation of four parts of reading, namely (a) predicting, (b) questioning, (c) clarifying, and (d) summarizing (Komariah, Ramadhona, & Silviyanti, 2015). In the other words, this strategy helps students to predict a text based on their background knowledge, to construct question items based on the text, to clarify any unclear textual structures, and to make summarize of text by their own sentences. Mafarja, Zulnaidi, & Mohd. Fadzil (2022: 12) revealed that RT strategy gave positive influence not only for the students' cognitive and metacognitive domain, but also their critical thinking skills. They suggested teachers to implement this strategy in teaching practices in class because it was more effective than other traditional teaching methods. Mardhiyatuzakiyah, Rahmawati, & Ridwan (2021: 46) proved that the use of the RT strategy gave progressive impacts towards the students' cognitive and affective aspects. In the cognitive aspect, this strategy assisted students to comprehend numerous kinds of the texts, enhanced them to response generating questions, encouraged them to think reasonably, helped them to state words and conclude the following section of the narrating. In the affective aspect, the strategy helped students to handle their struggle during reading, helped them to be practical and collaborative learners, and also involved in conversation forum. Sukmaantara & Andayani (2019: 118) reported two findings of their study. Firstly, the RT strategy enhanced the students' learning participation and learning outcome. They exposed that 3,51% improved for the students' learning participation and 1,49% improved for the students' learning outcome when this teaching strategy used in the class. Lastly, the RT was appropriate strategy to teach reading comprehension.

With reference to the facts above, it is clear that the RT strategy is very suitable and effective to teach reading comprehension (Escudero, Fuertes, & López, 2019). This strategy can make students to be participative in teaching and learning process, to repair their outcomes and to enhance their ability to read all kinds of English texts. In this study, the steps of the RT strategy was started form questioning phase, then clarifying phase, next, summarizing phase, and the last is predicting phase. Through this strategy, students can ask questions about the text, clarify words and ideas, summarize what was read, and predict what comes next. Hopefully, this strategy can enhance students' ability in reading comprehension. This research is intended to describe about the teaching reading comprehension through the RT strategy and to know whether or not the RT strategy can enhance the student's ability in reading comprehension.

RESEARCH METHODS

This research was classroom action research used a design with four steps, i.e., planning, acting, observing, and reflecting (Muniroh, 2016). A participant or collaborator was assisted me to do the action, while I observed the action activity. The subject was the tenth-grade of CNED, SMK Negeri 1

Bulango Utara, consisting of twenty-nine students. This research was scheduled for two months, starting from the second week of March up to the third week of April (Skowronski et al., 2021). It had been done in two cycles.

The steps conducted in the first cycle were as follows. In planning step, collaborator and I: (a) discussed how reciprocal reading strategy applied in class, (b) designed lesson plans for this cycle, (c) scheduled the meeting, include when it was started, evaluated, analysed, and stopped, (d) made worksheet, (e) equipped several narrative texts, (f) designed a test and an observation sheet, (g) designed an assessment rubric, and (h) established the successful criteria. The acting phase was implemented in four phases, namely: questioning, summarizing, clarifying, and predicting. The action was given for four times of meetings. Each meeting allocated 2 x 45 minutes.

There were eight activities conducted in the first meeting, i.e., (a) familiarized the RT to the students, (b) gave a narrative text to the students and asked them to read the printed narrative text comprehensively, (c) instructed them to identify difficult words identified in the text, (d) asked them to clarify difficult word meanings in English dictionary, (e) asked them to generate questions based on the text, (f) instructed them to answer their questions, (g) asked them to state sentences together with their peer as the conclusion of their questions and answers, and (h) asked them to predict the continuation of the text.

In the second meeting, the nine actions conducted, i.e., (a) reminded the steps of the RT, (b) asking the students to make six groups comprised four to five members, (c) asked them to read a narrative carefully and comprehensively, (d) instructed them to recognize difficult words in the text, (e) asked them to find meanings of the difficult words on English dictionary, (f) instructed them to construct many questions relating to the text, (g) asked them to answer questions that they had constructed, (h) asked them to make summary of the text with the group members by helping their questions and answers, (i) asked them to predict what comes next in their text based on their summary, and asked them to report this assignment in written form.

In the third meeting, the actions included twelve activities, i.e., (a) separated the students into six groups, (b) distributed six printed texts to each group, (c) asked each group's member to read the text comprehensively, (d) instructed the groups to look for difficult words in the text, (e) asked them to derive meanings of the difficult words quickly using English dictionary, (f) asked them to construct questions based on the text, (g) asked them to clarify their questions using their own sentences, (h) asked them to conclude the text based on their clarification, (i) asked them to predict the text based on their discussion and background, (j) asked them to collect their group's written report, (k) asked them to show their report on the whiteboard, and (l) asked each group to read and analyse comprehensively other groups' reports. In the last meeting was giving a test to evaluate the students' reading comprehension individually.

In the observing step, I observed the collaborator's actions to implement the RT strategy in teaching reading comprehension in the classroom, the students and the classroom. The observation sheet comprised thirteen items, and it used three criteria, i.e., 'good', 'enough', and 'lack'. The last step was reflecting, which it was conducted after analysing the observing and evaluating data. In this reflecting phase, the collaborator and I reviewed the lacks of the cycle and to discuss on how the best ways to repair them. Then, they were applied in the further cycle.

Furthermore, the data of this research were collected in some ways. The first way was an observation and the second one was an achievement test. The form of the achievement test was in the form of written essay test. The achievement data consisted of the data of the process assessment and the data of the learning outcome assessment. The students' values in the process assessment were classically taken in the third meetings. While, the students' learning outcome was individually collected in the fourth meeting as the achievement data. The collecting data were then analysed through two techniques. Firstly, the observation data was analysed by giving a score of 1 for the check-listed items and a score of 0 for the uncheck listed items. The successful indicator of the observation was 85% items included in good criteria. Secondly, the achievement data was analysed by using the interval score between 0 and 25 for each phase (i.e., summarizing, questioning, clarifying, and predicting). Thus, the overall score was 100. The successful indicator of the students' learning outcome was 85% of all

students achieved a value of 65 or more. The students' scores were divided into four categories based on Harris' classification (1969: 134).

Table 1
The Intensity and the Category of Value

No	The Intensity of Value	The Category of the Students' Ability
1.	0 – 54	very poor
2.	55 – 64	poor to average
3.	65 – 84	average to good
4.	85 – 100	good to excellent

RESULTS AND DISCUSSION

The Observing Results of the First Cycle

The result of the observation in the first cycle was found that it had not achieved the successful target yet (Xie, Chen, & Fang, 2020). The target was 85% items were good. However, the result of the observation was seven (53.8%) items categorized into good criteria and six (46.1%) items included in enough criteria. Therefore, the research's action must be continued to the next cycle.

The Evaluating Results of the First Cycle

The result of the student's learning outcome in the first cycle was unsatisfactory because the mean of their value was just 59.96. Only 41.4% out of twenty-nine students were successful in learning. This value indicated that the students' ability was classified into 'poor to average'. The target was 85% of all students to be successful or they had value more than 65.

The Reflecting Results in the First Cycle

The result of the first cycle can be concluded that the RT strategy was a good way implemented to teach reading class. However, there was still some lacks found, especially relating to the students' learning outcome. The failure of the RT strategy in this cycle due to the students' comprehending problems to the text. Also, they were lack to fill in the columns with the questions and their answers completely and totally. The teacher let the students to make groups, while the students were choosing their team-work. As a result, the group members was unbalanced. They who had high competency tended to have a seat with similar competency. When the group discussion was happening, it seemed two groups were unserious and inactive involvement to do the reading task, while other groups were rather dominated by the clever students to do it. The groups had the same texts showed inactive because they just copied other group's works. This condition had to be repaired in the next meeting by preparing different texts for each group. The display of the students' team works on the whiteboard attracted their attention. However, there was just seven students performed their enthusiasm to analyze the displays on the whiteboard. Although the students were difficulty to fill in the questioning, clarifying, summarizing, and predicting columns, it did not lessen their enthusiasm to get new experiences in teaching reading.

In enhancing the student's reading comprehension ability, the collaborator and I planned to do six acts for the further cycle. Firstly, we chose recount text as the lesson material and prepared different used in teaching and learning process. Secondly, we prepared number tags to be used as the personal identity for each group. Thirdly, we prepared six cartoons as the charts, which each chart was drawn in a circle and divided into four parts, i.e., questioning, clarifying, summarizing, and predicting. The charts were used by the students to make questions as much as possible, to answer the questions, to make a summary and to predict the continuation of the text. Fourthly, we decided to review material about simple past tense. Fifthly, we advised the students to make informative questions or *wh-questions* and *yes/no questions*. Lastly, we prepared a test to evaluate the student's reading comprehension.

The Observing Results of the Second Cycle

The observing results in the second cycle were optimal. It is proved that twelve (92.3%) items were classified into good category and just one (7.7%) item was enough category. Thus, the observation of the teaching and learning process had stopped.

The Evaluating Results of the Second Cycle

The data on the students' learning outcome in the second cycle is based on the result of the reading comprehension test. The students who obtained values less than 65 are four (13.8%) students, while they who reached value 65 or more was twenty-five (86.2%) students. The value implied that the students' ability in comprehending the reading texts was categorized into good to excellent'.

The second meeting of the first cycle went through on Wednesday, March, 22th 2023, during the eighth and ninth periods. The lesson was begun by reminding the students about the materials given in the last meeting. They were instructed to organize similar activities with the previous meeting. The collaborator distributed a dissimilar narrative text to the groups. He let them make six groups, i.e., Group of *Mango*, Group of *Banana*, Group of *Apple*, Group of *Papaya*, Group of *Watermelon*, and Group of *Guava*, but each group must be four and five members. After having a seat, the groups' chief invited to take one of the groups identities. Next, each group was distributed a narrative text and a circle chart with the four parts. The students discussed the text with the members of teamwork to complete the circle, starting from questioning, clarifying, summarizing, and predicting columns. The title of the narrative text was "The Fox and the Crow".

Furthermore, the collaborator motivated all students to be active in completing the parts or columns of the circle. For example, in the first paragraph, the second student in group of *Mango* was asked to fill in the questioning column. Then, it was continued to the clarifying column based on the question of the first member (student) in the certain group. After that, the third student completed the summarizing column based on the first and the second member's questions, and finally the fourth student filled in the predicting column. These activities were continuously repeated to further paragraphs. The collaborator controlled and observed the activities took place. Sometimes, he offered an advice or a help if students needed. In the end of lesson, each group gave written report about their assignments. The example of report below was Group of 'Watermelon' assignment.

Questioning:

- a. *Who is the main actor in the story?*
- b. *What the characteristics actor in the text?*
- c. *Where the Crow she live?*
- d. *What she's favorite food?*
- e. *When the Fox and the Crow talking each other?*
- f. *Why the Crow give her voice to fox?*
- g. *How the ending in the story?*

Clarifying:

- a. *The main actor in the story is the Fox and the Crow.*
- b. *The Crow is the ugly black. She had just stolen a tasty piece of cheese and was about to enjoy it. Fox had a dark brown.*
- c. *She's live on the branch of a tree.*
- d. *She like cheese.*
- e. *In the one bright, sunny morning when the Fox looked up at the Crow.*
- f. *Because the Fox said I have always admired your beauty with your soft, shiny features and nice break.*
- g. *The Fox happily snatched up the cheese and laughed. He said to Crow, "My dear Crow, your voice is fine but your opinion is not.*

Summarizing:

The Fox and the Crow

The Fox and the Crow is the main actor in the story. The Crow is the ugly black. She had just stolen a tasty piece of cheese and was about to enjoy it and Fox had a dark brown. She's live on the branch of a tree. Like cheese. In the one bright, sunny morning when the Fox looked up at the Crow. The Fox said, "I have always admired your beauty, with your soft, shiny features and nice break. And finally, the Fox happily snatched up the cheese and laughed. He said to Crow "My dear crow, you for given your cheese.

Predicting:

And the lost she really dissapointed, because give she voice to her. And on the last week the Fox and the Crow to be a good friends.

The results of the observation in the second meeting are as follows. The students started trying the steps of the RT strategy in their groups. A certain group just relied on the result of other groups. The process of the continuation of the text as the core of the RT strategy did not run optimally yet because there was certain group member still observed and copied another group to fill in the coloums. The group activity was still dominated by the clever students. Most of the students asked the word meanings to other group members.

The third meeting was conducted on Tuesday, March, 28th 2023, exactly in the fifth and the sixth period. In this meeting, the students did similar activities, but two groups were one of the three texts, i.e., “The Lion and the Mouse”, “The Fox and the Stork”, and “The Frog King”. After the groups discussed, worked, and collected their written reports, the collaborator and I checked their answers. The example of the written report was copied from the Group ‘Papaya’.

Questioning:

- a. *What is the title of the text?*
- b. *Who is the main character in the text?*
- c. *Where she meet the Frog?*
- d. *When she meet the Frog?*
- e. *How can she meet the Frog?*
- f. *Why she agreed with his request?*

Clarifying:

- a. *The Frog King.*
- b. *Princess and Frog.*
- c. *She meet the Frog at the dark forest.*
- d. *She meet the Frog when she was bored. She took her golden ball and played with it. One day the peincess played with her golden ball. Unfortunately, the ball rolled into the well. In that time she meet the Frog.*
- e. *She meet the Frog when the ball rolled into the well and the Frog come to help her.*
- f. *Because the Frog will help her if she agreed with his request.*

Summarizing:

The Fox King

One day live a princess. She’s very beautiful. She live at the castle.

One day she go to the forest. When she fell bored, she playing her ball. Then one time when she play her ball, the ball drop and rolled into a well. Sudenly, the Frog show himself and tell her that he will help her than the Frog asked that he want to go to princess place. Then, the princess agreed with that. After that the Frog take the ball from the well and she gave it to her. Then, they go to the princess place.

Predicting:

When she kissed the Frog, the Frog change into a handsome prince. Then, they going to married. So the Frog has become a King at the castle.

Based on the observation in the third meeting, it seemed that each group worked their task optimally. Filling the parts of reciprocal teaching columns had been already better than the previous meetings. The result of the student’s writing on the whiteboard made the other groups interested to read. It was also found that several students were very serious to analyse the writing content.

The process assessment of the first cycle was taken in the third meeting. The values are presented in table below.

Table 2
The Process Assessment in the Third Meeting of the First Cycle

No	Groups	Aspects of the Process Assessment				Mean of Value
		Questionin g	Clarifyin g	Summarizin g	Predictin g	
1	Mango	70	75	70	70	71,25

2	Banana	55	60	55	50	55
3	Apple	65	65	60	65	63,75
4	Papaya	80	80	75	80	78,75
5	Watermelon	65	70	65	70	67,5
6	Guava	85	85	75	85	82,5

The evaluation of the students' ability in reading comprehension narrative text was conducted in the fourth meeting of the first cycles. It was intended to prove whether reciprocal teaching applied in teaching reading can enhance the student's ability in reading comprehension in the first cycle. The evaluation time was ninety minutes on Wednesday, March 29, 2023 in the eighth and ninth period. The student's ability in this cycle can be seen in following table.

Table 3
The Successful and the Unsuccessful Students in the First Cycle

No.	The Levels of Successful	Amount of the Students	(%)
1.	The Successful Students (score ≥ 65)	12	41.4
2.	The Unsuccessful Students (score ≤ 65)	17	58.6
	Sum	29	100

The students' values presented in the above table reveal that the use of the RS on teaching reading comprehension in the first cycle did not fulfill the criteria of success (Borgonovi & Pokropek, 2021). The students whose value more than 65 was twelve or 41.4% students, and they were the successful students, while seventeen or 58.6% students were the unsuccessful the students in learning (Alam, Lim, Chaw, Idris, & Kok, 2023). This fact indicated that teaching reading comprehension through reciprocal teaching had not been successful yet.

In the second cycle, the action was emphasized on comprehending recount texts. This cycle was gone through four times of meetings To attain the research target, so the collaborator and I repaired lacks and problems met in the previous cycle, improve classroom advice, reviewed lesson material of simple past tense, and repaired lack actions happened in the previous meeting to apply in the next meeting.

The first meeting of the second cycle was on Tuesday, April 4th 2023 in the fifth and sixth period. The collaborator repeated the procedures of the RT strategy phase to the students. In beginning of the fifth period, the collaborator dig the students' basic knowledge about the recount text by giving explanations about the structure and language features of the text. Also, the students were presented two models of different texts (narrative and recount texts) and explained the similarities and differences about them. By helping the texts, so in the sixth period, the students were practice to demonstrate the questioning, clarifying, summarizing, and predicting columns. Almost students were active in the teaching and learning process because they were accustomed to this strategy. Consequently, the students accomplished their task to fill in the coloums.

The second meeting of the second cycle was implemented on Wednesday, April 5th 2023 in the eighth and ninth periods (Li et al., 2023). The collaborator reminded the materials taught in the previous meeting. Then, the students were distributed into six groups propotionally based on their abilities comprising four or five students for each group. Then, each group was given a recount text and a cartoon chart. After having the text, the students discussed it in their groups (Saragih & Novimariono, 2020). They completed the parts of the circle, starting from questioning, clarifying, summarizing, and predicting continuously (Nandy, 2021). The activity of the class was monitored by the observation sheet. The collaborator sometimes gave a help to the students if they had problems. Each group made a written report and read the result of their discussion. Lastly, the collaborator gave other questions to the groups if their written report did not complete yet or described all information in the text. The questions were meant to make the students to be motivated to analyze and complete their written reports. Besides that, they were intended to enhance the students' ability in reading comprehension. The example of the written report answered by Group II.

Questioning:

- a. *Who was the main actor in the story?*

- b. *When did the girl scouts and the boy scouts had a “Persami” activity outside their school?*
- c. *When did they left for the woods?*
- d. *What things they was needed for buid a tent?*
- e. *What was the thing that they put on the top of their tent?*
- f. *What did their do after build a tent?*
- g. *Why did all the girl scouts and the boy scouts gathered around?*

Clarifying:

- a. *The girl scouts and the boy scouts.*
- b. *Last weekend.*
- c. *At five in the morning.*
- d. *Two poles, some ropes, and nails.*
- e. *Small flag*
- f. *The girls made a fire and cooked their lunch and the boys were busy working.*
- g. *Because their leader blew his whistle.*

Summarizing:

The main actor in the story was the girl scouts and boy scouts. The girl scouts and the boy scouts had a parsami activity at last weekend. They life for the woods at five in the morning. After that they were build a tent. The things they’re needed for build a tent was two poles, some ropes and nails. They also put a small flag on the top of the tent. After build their tent. The girl made a fire and cocked their lunch and the boys were busy working. All the girl scouts and the boys scouts gathered around becaused their leader had blew his whiste.

Predicting:

After gathered around, they had started their “Parsami” program. They went to the deep forest and hike the hills. They doing some adventure trough the forest. After that they went to theri tent and sang a sing together.

The third meeting of the second cycle was carried out on Tuesday, dated April 11th 2023 in the fifth and sixth period (Khalouf, Mahmoud, & Hashem, 2023). In this meeting, the students accomlishehd their group’s tasks was similar to the second meeting activity. The collaborator distributed a different text to each group. Then, every group filled in the column parts of the RT strategy. The discussion was punctuated with playing to fill them continuously. If a group member was not ready to complete a column, other students in the group helped him or her to finish it. After the students discussed and collected their tasks, the collaborator invited each group in front of the class. The discussion was guided by giving a chance group to present their written report, while other groups gave questions and comments for each presentation. In this meeting, the students seemed very enthusiastic to know the story which was discussed by other groups. The following answers is the Group I’s written report.

Questioning:

- a. *Who was the main actor of the text?*
- b. *When did they go to Jogyakarta?*
- c. *Where did they stay?*
- d. *What did they do on Thursday?*
- e. *Why did they visit only Brahmana and Syiwa temples?*
- f. *How much did they spend their time at Jogya Kraton?*

Clarifying:

- a. *The main actor of the text was my students and I.*
- b. *They went to Jogyakarta on Wednesday.*
- c. *They stayed at Dirgahayu hotel.*
- d. *On Thursday they visited the temples in Prambanan.*
- e. *They visited only Brahmana and Syiwa temples because Wisnu tempel is being renovated.*
- f. *Thet left for Jakarta in the evening.*

Summarizing:

The main actor of this text were my students and I. We went to Jogyaakarta on wednesday. We stayed at Dirgahayu Hotel. On Thursday, we visited the temples in Prambanan.

We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. Then, we went to Jogya Kraton and spent about two hours. We left for Jakarta in the evening.

Predicting:

We arrived in Jakarta in good situation. We were so happy, and we told our experience to the other class. They said that our experience was a fantastic experineece.

After analyzing the group's written reports, it was found the values as shown in table below.

Table 4

The Process Assessment in the Third Meeting of the Second Cycle

No	Groups	Aspects of the Process Assessment				Mean of Value
		Questionin g	Clarifyin g	Summarizin g	Predictin g	
1	I	80	80	75	75	78
2	II	75	75	75	65	71
3	III	85	80	80	80	81
4	IV	80	80	75	80	79
5	V	75	80	70	75	75
6	VI	70	75	75	70	73

To measure the students' ability in reading comprehension, it was given an evaluation in the fourth meeting, conducted on Wednesday, April, 12th 2023. The mean of the students' value in the evaluation implied that the use of the RT strategy in teaching reading comprehension 'recount text' to fulfill the criteria of success. See the data in table below.

Table 5

The Successful and the Unsuccessful Students in the Second Cycle

No.	The Levels of Successful	Amount of the Students	(%)
1.	The Successful Students (score \geq 65)	25	86.2
2.	The Unsuccessful Students (score \leq 65)	4	13.8
Sum		29	100

Based on the data, it is clear that the students who had obtained a value of more than 65 or were successful in learning were twenty-five (86.2%) students. The students who had obtained a value less than 65 or were unsuccessful in learning was four (13.8%) students. It showed that teaching reading comprehension in the second cycle had been successful.

The Reciprocal Teaching Strategy Enhanced the Students' Ability in Reading Comprehension

The comparison between the students' values found in this research can be illustrated in the figure below.

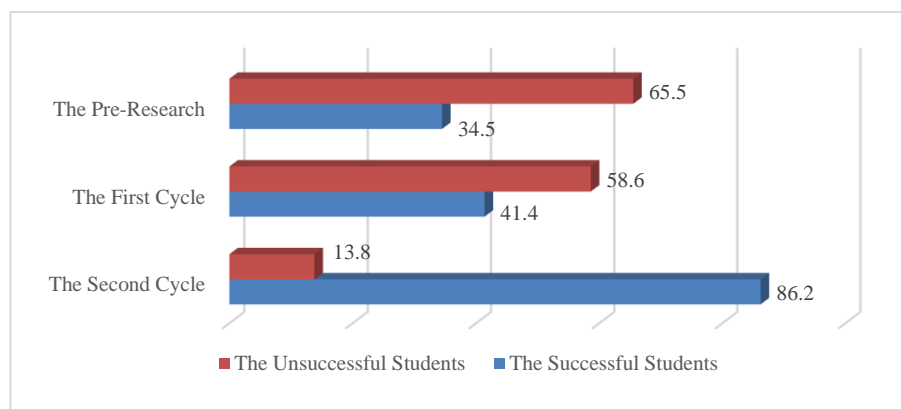


Figure 1. The Comparison between the Students' Values in the Pre-Research, the First Cycle and the Second Cycle

The figure reveals that the students' ability in reading comprehension before using the RT strategy only 34.5% or ten students were successful in learning. After applying the strategy in the action research, the amount of the successful students was twelve or 41.4%. It means that there was improved 16.7% students who attained the criteria of success from the preliminary study to the first cycle. After doing the reflection and repairing the lacks met in the previous cycle, so the total of the successful students in learning became twenty-five or 86.2% students in the second cycle. It means that the was significantly increased the successful students from the first to the second cycle for 52%. The use of the RT strategy in this research was very effective to enhance students' ability in reading comprehension. It was proved from the improvement of the students who were successful in learning before and after using the strategy. In the other words, there was increased percentage for 60% the use of the RT strategy from the pre-research to the second cycle in this study. Therefore, it can be concluded that the RT strategy can enhance students' ability in reading comprehension

KESIMPULAN

Based on the results of this research, it can be taken several conclusions. Firstly, teaching reading comprehension through the RT strategy should be started by introducing the strategy and then applying the strategy classically and ending with the application in groups. The application in the group should discuss similar texts, but they are in different titles. It is intended to avoid groups copying other groups' works and to enrich the student's comprehension to texts. Secondly, the use of the RT strategy conducted by good procedures impacted the student's enthusiasm for learning, lessen their boredom in teaching reading and developed their ability in reading comprehension, especially in narrative and recount texts. Finally, RT strategy can be applied in a big class by dividing the students into several groups. Ideally, each group or teamwork should comprise four to five students spreadly and continuously to fill in the columns of questioning, clarifying summarizing, and predicting parts as the parts or the strategy.

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