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Reciprocal Teaching as a Strategy to Improve Students' Understanding of Reading Content (Reading Skill)

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Abstrak. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan membaca siswa di kelas. Keterampilan membaca melalui penerapan Reciprocal Teaching Strategy. Menciptakan kegiatan pengajaran Reciprocal Teaching di Reading tentu benar-benar membantu dalam menciptakan pembelajaran yang lebih mendalam dan bermakna. Para siswa sangat antusias untuk memahami teks karena mereka bekerja dalam kelompok-kelompok dalam membuat kerjasama dalam meringkas dan mendiskusikan isi teks. Setiap anggota kelompok memiliki kesempatan yang sama untuk membaca, diringkas, dibahas, dan mengajukan pertanyaan. Mereka menjadi lebih aktif dan menunjukkan lebih tertarik pada pelajaran. Terjadi suasana kenesenangan dan antusiasme di kelas. Hasil penelitian menunjukkan bahwa kelas dinamis dan hidup, sehingga motivasi belajar siswa meningkat. Selain itu, prestasi siswa juga meningkat secara signifikan.

Keywords: *Reciprocal Teaching;* Pemahaman Siswa; *Reading Skill*

Abstract. *This study aims to improve student's reading skills in class. It was reading skills through the application of the Reciprocal Teaching Strategy. Creating Reciprocal Teaching teaching activities in Reading helps create more profound and meaningful learning. The students were very enthusiastic about understanding the text because they cooperated in groups to summarize and discuss the contents of the text. Each group member has an equal opportunity to read, summarize, discuss, and ask questions. They become more active and show more interest in the lesson. There was an atmosphere of fun and enthusiasm in the class. The results showed that the class was dynamic and lively, so students' learning motivation increased. In addition, student achievement also increased significantly.*

Keywords**:** *Reciprocal Teaching; Students' Understanding; Reading Skill*

INTRODUCTION

The research was conducted to prove that the formation of reading skills through learning can be done through interactive English teaching because most English teaching is still in a "teacher-centered fashion," namely teaching in which the teacher is the center of learning. The teacher dominates interaction, for example, lengthy explanations, repeating vocabulary, asking lots of questions and repeating them, and giving comments about student answers. This study aimed to describe in detail the application of the Reciprocal Teaching strategy in teaching reading to students and to identify improvements in students' reading skills at MAN 3 Jambi City in the English subject on reading skills. In theory, it will develop reading learning strategies for students, provide English teachers with a complete understanding of Reciprocal Teaching strategies, practically improve student achievement in learning English, especially in reading comprehension, and make students more interactive in learning English.

Interactive Learning (Interactive Teaching)

Interactive learning is a type of learning that refers to authentic and genuine language learning and takes place between two or more people. An interactive approach aims to create meaningful learning experiences that help students develop native fluency in another language (Norland & Pruett-Said, 2006). At least five closely related factors can contribute to making classrooms interactive. One of them is to reduce the central position (teacher-centered). It does not mean that we should give up class control. Teachers can maintain control of what happens in the classroom while allowing students to initiate interactions between themselves and the teacher.

Constructivism

Constructivism has learning principles that educators should remember:

1. Learning is an active process in which the learner uses sensory input and constructs meaning. A more traditional formulation of this idea involves the term active learner. In this case, the learner needs to do something. Learning is not the passive acceptance of the knowledge "out there" but learning that engages the learner.
2. People learn to learn when they learn: learning consists of both constructing meaning and constructing systems of meaning. For example, if we study a chronology of dates for a series of historical events, we simultaneously learn the meaning of a chronology. Every meaning we construct makes us better able to give meaning to other sensations that can fit the same pattern.
3. The critical act of constructing meaning is a mental construction that occurs in the mind. Physical action and experience may be needed for learning, especially for children. We still need to provide activities that involve the mind as well as the physical (reflective activities)
4. Learning involves language: the language we use results from learning influences. Practically, researchers have noted that people talk to themselves when they study. On a more general level, there are arguments collections.
5. Learning is a social activity: our learning is closely related to our relationships with other human beings, our teachers, our peers, our families, and our acquaintances.
6. It takes time to learn: learning is not instant. For significant learning, we need to revisit ideas, reflect on them, try them out, play with them and use them. It cannot happen in 5-10 minutes.
7. Motivation is a critical component in learning because that motivation helps to learn.

Reciprocal

Reciprocal Teaching, also known as Reciprocal Learning, is a strategy that increases the power of practice and learning by building partnerships where students train their peers through the learning process (Silver, Strong & Perini, 2007). Reciprocal Teaching (Crawford, Saul, Mathews & Makinster, 2005) was developed by learning experts to make students read carefully to understand. In this strategy, students teach small text passages (Brown, 1994). It is usually done in small groups. All students initially read part of the text. One of the students started by summarizing part of the text and questioning other things about the meaning of the part. Each difficult section is identified and discussed, and predictions are made about the next section to be read. Students take turns summarizing, clarifying, and questioning until all parts of the text have been read, summarized, and discussed.

This strategy is recommended for use with English learners because of its potential to support understanding in small-group interactions and the use of active learning strategies. Research shows that when applied to reading. Reciprocal Learning can play a significant role in helping students read and summarize difficult passages. The application of this strategy is Peer Reading, which is instrumental in helping students overcome challenges in reading English texts that are usually associated with dense or quite complex textbooks and non-fiction writing: too many details and difficulty separating important information from unnecessary information. Important or unreasonable of the text's overall structure (Silver, Strong & Perini, 2007).

The benefits of student learning partnerships are many and exciting to know about. Based on research findings, the following are some of the advantages possessed by the Reciprocal Teaching strategy (Silver, Strong & Perini, 2007): (1) Student partnerships increase students' social interactions; (2) Student partnerships lead to deeper and more substantive class discussions; (3) Student partnerships increase students' academic intensity without increasing learning time; (4) Students will spend more time on assignments with partners than when working independently; (5) Students working in partnerships produce measurable improvements in academic ability and develop more positive attitudes toward subject matter; (6) Student partnerships lead to friendlier and more productive classrooms in which students are more independent and less dependent on the teacher; (7) When applied to reading, student partnerships enhance problem-solving skills, deepen understanding, and help students learn to read complex and information-rich texts. Several things need to be considered before implementing Reciprocal Teaching in reading courses: background, group size, reading sources, the time needed, and implementation

steps (Crawford, Saul, Mathews & Makinster, 2005).

METHODS

This study aims to solve learning problems in the classroom, especially reading skills. The approach used in this research is qualitative and quantitative. The research subjects involved students of MAN 3 Jambi City class XI in the semester of Ganjil 2022/2023. The research data included students' pre-test and final test scores, observation sheets, questionnaires, and field notes. The reading skills assessment rubric used in this study can be seen in the following table

Table 1
Reading Skills Assessment Rubric

Score	Definition
Point 3	The response given is in the form of a complete answer to the question given (in the form of a correct answer statement with the correct writing) Responses are given in the form of specific, precise, and accurate details and examples (names, explanations, descriptions, and comparisons)
Point 2	Responses are in the form of half the answers to the questions given The responses are in the form of sufficient and appropriate details and examples; minor inaccuracies exist.
Point 1	The response given is in the form of incomplete answers (indicating ignorance of the questions given) The responses given were inappropriate and insufficient in providing details and examples The response was entirely in the form of a copy of the reading text.
0 points	The response given is not possible to be scored (very insufficient answer) The response given is entirely inappropriate

Equivalent to Point 0:
BLK: Blank: No response or very inappropriate response1
OT: Off task/topic: Responses or answers are given outside the topic/discourse.
LOE: Responses are given outside of English
Ill: Illegible: Unreadable.

The implementation of this action was carried out in a cycle consisting of six meetings. After implementing the six meetings, the next researcher analyzed and reflected on the results of the action. Furthermore, the researcher evaluated whether the implementation of this action met the success criteria. If the success criteria are not met, the research will continue to the next cycle. The research success criteria proposed in this research is that this research is considered successful if the level of students' ability to understand reading (Reading Skill) increases with a percentage of 75% of students succeeding in achieving an average score scale of 2 or equivalent to a score of 70 on the post-test

Table 2
Research Implementation

No	steps	Activity
1.	Preliminary Test (Meeting 1)	Students take the reading test by introducing and explaining to students what and how Reciprocal Teaching is.
2.	Treatment (Meeting 2)	Applying Reciprocal Teaching Strategy with material: "Different Goals & The World Smile With You" from Tierney, RJ, And Cunningham, JW 1994. Reading Comprehension. In Pearson, PD
3.	Meeting 3	Applying Reciprocal Teaching Strategy with material: "Fishery Superstition and Succession Fraud" from Tierney, RJ, And Cunningham, JW 1994. Reading Comprehension. In Pearson, PD
4.	Meeting 4	Applying Reciprocal Teaching Strategy with material: "/11 tile Public

		Interest Instinct or Cleverness" from Tierney, RJ And Cunningham, JW 1994. Reading Comprehension In Pearson, PD
5.	Meeting 5	Applying Reciprocal Teaching Strategy with material: "Speed and Comfort and the Power of tile Press" from Tierney, RJ And Cunningham, JW 1994. Reading Comprehension. In Pearson, PD
6.	Meeting 6 Final test	Students take a reading test in written form and answer questions on a questionnaire sheet.

RESULTS

Initial Test (Meeting 1)

The test results show that the average student score is 64 or is still below the value criteria made by the researcher. It means that students' comprehension skills in Reading skills are still lacking. Based on the test results, 11 students scored below the standard criteria.

Meeting 2

At this second meeting, the researchers started implementing the Reciprocal Teaching strategy in teaching and learning activities in the Reading class. Two reading texts entitled "Different Goals" and "The World Smile with You" have been prepared to be used in this meeting. In detail, the steps for implementing Reciprocal Teaching in teaching reading are as follows:

Step 1: Assign students to form groups of four or five. Explain that they will be doing a cooperative learning activity called "Reciprocal Teaching." They would take turns being the guru in their group. Group members playing the role of the teacher will carry out five tasks:

1. Read paragraphs aloud. Read slowly, in a clear voice, with emphasis.
2. Summarize what was said. Say aloud the main points of the text in one or two sentences.
3. Ask questions about it. Formulate and ask questions about;
   - Main ideas
   - The explanation behind the main ideas
   - Implications of these ideas
4. Clarify difficult parts. Try to clarify unclear parts, for example, vocabulary and background knowledge.
5. Predict what will happen next—trying to predict where the author's presentation will go. Say what you need to know next. Points to words in the text that preview the following ideas, for example, "As we will see

Step 2: Read paragraphs aloud. Then summarize carefully. Explain to students how the main idea can be found in summary. Then ask two questions about it. Ask them to consider the question (main idea, explanation, implications). Then clarify difficult passages by demonstrating an emphasis on vocabulary or background knowledge. Finally, predict what will happen next and say what the prediction is based on.

Step 3: At each step, the group leader can be asked to try out the steps in their group and comment on what they said. After the procedure is explained, ask participants to practice Reciprocal Teaching with a particular text in groups of four or five.

Step 4: After they have all had time to do the first step, "summarizing," get each group's attention, then ask volunteers to provide examples of the summary. Indicate what is good about the summary, or suggest improvements. Then ask them to move on to the next step, and again, ask them to share their questions and provide feedback.

Step 5: Now let each group proceed independently. After they have read at least four paragraphs, let them read the rest of the text independently if time is short.

Meeting 3

At this third meeting, the researcher continued to apply the Reciprocal Teaching strategy in teaching and learning activities in the Reading class. A reading of the text entitled "Fishery Superstition and Successful TRANSFraud" has been prepared to be used in this meeting. In detail, the steps for implementing Reciprocal Teaching in this meeting were similar to the previous meeting.

Meeting 4

At this fourth meeting, the researcher continued to apply the Reciprocal Teaching strategy in teaching and learning activities in the Reading class. A reading of the text entitled "In the Public Interest Instinct or Cleverness" has been prepared for use in this meeting. In detail, the steps for implementing Reciprocal Teaching in this meeting are similar to those in the meeting

Meeting 5

At the fifth meeting, the researchers continued to apply the Reciprocal Teaching strategy in teaching and learning activities in the Reading class. A reading of the text entitled "Speed and Comfort and tile Power of the Press" has been prepared for use in this meeting. In detail, the steps for implementing the Reciprocal Teac/Jing in this meeting were similar to the previous meeting.

Final Test (Meeting 6)

The final test is given to students at the sixth meeting. The test given is the same as the initial test but with different materials. 3 students got 60 and 65, 11 students got 70, 7 students got 75, 2 students got 80, and 2 students got 85.

Reflection

Teaching and Learning Process Referring to the success criteria, this classroom action research (CAR) is declared successful if the level of students' ability to understand reading (Reading Skills) increases, with a percentage of 75% of students succeeding in achieving an average rating scale of 2 or equivalent to a score of 70 on the post-test. Data on the learning and teaching process by implementing the Reciprocal Teaching strategy were obtained from the observations and field notes made during the implementation of this strategy. Regarding student responses and performance during the teaching and learning process, it was found that after implementing the Reciprocal Teaching strategy in the Reading Comprehension class, the teaching and learning process improved. Students gave very positive responses regarding the implementation of this strategy. Students' enthusiasm shows it in following the classroom learning process. Students who have weaknesses in understanding the contents of the reading are greatly assisted by the Reciprocal Teaching strategy. Some students who previously tended to be passive became more active and enthusiastic during the learning process because they carried out activities in well-coordinated small groups. By working with group members (Gebhard, 2000)

Achievement of Learning Outcomes

The achievement of learning outcomes was analyzed based on the student's ability to understand the contents of the reading in class when the Reciprocal Teaching strategy was applied and the results of the student's final test after the Reciprocal Teaching strategy was applied. Based on the students' observations and final test results, it was found that almost all subjects made significant progress in their ability to understand the reading content. It is based on the achievement and increases in their scores after the final test. Almost all subjects (89%) obtained scores that met the success criteria, with a minimum score of 70. 3 students scored 60 and 65, 11 students scored 70, 7 students scored 75, 2 students scored 80, While 2 students scored 85. In other words, more than 75% of the subjects achieved the minimum score required for success in the Reading Comprehension class. In this case, 89% of the subjects obtained a score by the success criteria set at the beginning of the study. (Kemmis & Taggart, 1988)

CONCLUSION

Referring to the success criteria, this study was declared successful because more than 75% of the subjects achieved the general score required for the Reading Comprehension class. The results of the final test showed that 89% of the subjects succeeded in obtaining scores according to the success criteria that had been set at the beginning of the study. Based on the findings in this activity cycle, it can be concluded that applying the Reciprocal Teaching strategy to increase students' understanding of reading content in the Reading Comprehension course has achieved the criteria success. Another evidence of student progress is the significant increase in class averages. Before the Reciprocal Teaching strategy was implemented in the class, the average student score was 64, with the highest score of 80 and the lowest score of 50. After the Reciprocal Teaching strategy was implemented in the class, the student's average score was 73, with the highest score being 85 and the lowest 60. It indicates that there has been a significant increase in students' ability to understand reading content after implementing the Reciprocal Teaching strategy in class. The application of the Reciprocal Teaching strategy provides many positive effects for students in the teaching and learning process in the classroom. The application of the Reciprocal Teaching strategy provides a different Reading Comprehension learning environment for students. Applying this strategy can create a more cooperative learning atmosphere and make it easier for students to understand the content of

the reading better so that it makes it easier for them to make inferences about the content.

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