IMPROVING STUDENTS' READING COMPREHENSION BY IMPLEMENTING RECIPROCAL TEACHING AT THE SECOND SEMESTER OF STKIP DHARMA BAKTI LUBUK ALUNG PADANG PARIAMAN REGENCY

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Abstrak: *Tujuan penelitian ini adalah untuk mengetahui sejauh mana Reciprocal Teaching dapat meningkatkan efektivitas proses pembelajaran dalam pemahaman bacaan pada mahasiswa semester 2 STKIP Dharma Bakti Lubuk Alung.Disamping itu penelitian ini juga bertujuan untuk mengidentifikasi faktor apa yang dominan yang mempengaruhi efektivitas proses belajar mengajar dalam pemahaman bacaan.Penelitian ini merupakan penelitian tindakan kelas. Peserta penelitian adalah 31 orang mahasiswa. Adapun instrumen yang digunakan adalah lembar observasi, wawancara dan tes pemahaman bacaan. Dari data yang didapat, peneliti menemukan bahwa adanya peningkatan terhadap proses belajar mengajar pemahaman bacaan. Hal ini dibuktikan dengan salah satunya nilai siswa yang meningkat dalam tes pemahaman bacaan. Adapun faktor yang dominan yang mempengaruhi pemahaman bacaan siswa adalah: aktivitas di ruang kelas, materi pembelajaran, pengetahuan guru,interaksi, dan kegiatan penilaian perilaku.*

Kata kunci : *reading comprehension, reciprocal teaching, factor.*

A. Introduction

Reading is one of the main skills that must be acquired by the students in the process of mastering English as foreign language. In reading a text, students must decode what the text exactly says, but at the same time they must bring their knowledge to the text to determine what the text actually means for them.

There are characteristic challenges with any mode of indicating readers' understandings or responses to a text, because the reading process and construction of meanings are essentially hidden processes (Smagorinsky, 2001). Because of the characteristic challenges accessing readers' thinking processes and the complexities of the readingprocess.

Instruction that enables students to learn to set realisticgoals during reading and to evaluate their progress increases self-efficacy and achievement in reading tasks (Schunk & Zimmerman, 2007). According to Heilman (1981:242)"reading comprehension is a process of making sense of written idea through meaningful interpretation and interaction with language". Reading comprehension viewed as a process of creating intelligence

from understanding meaning and communication with language.

In addition, Irwin (1986:79) defines the reading comprehension as the process of one's prior knowledge and the reader cues to infer the author's intended meaning. The process can involve understanding and selectively recalling ideas inferring relationship between clues or sentences, organizing idea, and making inference. These process work together and controlled by the reader, and total situation in which comprehension is taking place.

The reading process is an extremely complex one actively involving both hemispheres of the brain and the knowledge of the reader. To support this statement Reinking & Scheiner (in Kustaryo 1998:4) acknowledge that reading comprehension is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

Furthermore, Alderson (2000:3) states that "altough the process of reading comprehension are often too dynamic and varied for different readers, it is generally accepted that the interaction between readers and text variables is key to comprehend the reading process". In other word, the interaction between readers and the text is the main aspect to understand the reading text.

Hedge (2008:188) states "that reading can be seen as kind dialogue between the reader and text". When the reader red a text, they have to bring back the

meaning of each individual word encountered, interpret the significance words and implement the background knowledge to make them more sense by reading text.

The definition above can be concluded that reading comprehension is the combination of word identificaion, intellect and emotion interrelated with prior knowledge to understand the message communicated. Reading comprehension is the cognitive process of deriving meaning from written or printed text. The fundamental goals for reading activities are to understand concepts and to get the information from written text.

From the writer's teaching experiencein Teaching Reading of English Intensive Course subject to first semester students at STKIP Dharma Bakti Lubuk Alung, she found that the students have low achievement in reading comprehension. In comprehending a reading text, students should be able to identify a topic, main idea, word reference and the meaning of the vocabulary in context, but most of them have difficulties in understanding a text.

The result of reading comprehension test indicates that none of students got A (81-100). There are 8 students got B (66-81), and others are failed. The lowest score is 40, and the highest score is 80. The mean score for all indicators is 56,45. It seemed that the students still have low ability in comprehending a reading text.

The reality above must be influenced by some factors. First, students were not interested in learning a reading text. It could be identified from their attitude toward the text they read, they were not curious to read and they were not eager to comprehend the text when they read it.

The second factor was teaching technique used by a lecturer in teaching reading comprehension. The lecturer used a discussion technique, where she only gave explanation, then asked students to answer the question from reading text given.

The most important point about reading comprehension is understanding indicators to achieve a comprehensive reading. Brown (2004:64) states the reading aspects as the following:

1) Identifying topic

The topic is the one thing a text about. In identifying the topic, the reader focus on the general subject of reading.

2) Identifying main idea

Finding the main idea in a text is knowing the author's mean about the text. An efficient reader understands not only the ideas but also the relative significance as expressed by the authors.

3) Identifying detail

Once the reader have to identify the main idea, the reader have to understand a paragraph for more detail. Details are used to support clarify, and explain the main idea. Details may be word, phrase, or statement that explained in the text.

4) Identifying reference of pronoun.

Recognizing reference of words, will help the reader understand the readinng passage.

5) Figuring out the meaning of vocabulary in context.

Vocabulary is an important part of reading. Most reader get new vocabulary through reading. By understanding the vocabulary in context, the reader will comprehend the text easily.

6) Identifying explicit and implicit meaning

Explicit meaning is meaning that explicitly stated in reading text, and implicit meaning is meaning that not explicitly stated in reading text. To understand the implied meaning in a text, the reader might be looking for the word connotation.

Nation (2004:34) also lists "the possible focuses of comprehension question, such as literal comprehension of the text, drawing inference from the text, using the text for other purposes in addition to understand, and responding critically to the text".

Selecting the appropriate strategy or technique would be the best sollution to improve students' achievement in reading comprehension. Reading strategies are the ability of the reader to use a wide variety of

reading strategies to accomplish a purpose of reading.

Cohen (1990:83) defines "reading strategy as mental process that reader consciously choose to use in accomplishing reading task". Reading strategies include a wide range of tactics that reader use to engage in and comprehend the reading text.

Other technique that could be used in teaching reading, such as Collaborative Strategic Reading (CSR), Transactional Strategies Instruction (TSI), Reciprocal Teaching (RT) and etc.Considering that, the writer is interested in applying Reciprocal Teaching (RT) to improve students' reading comprehension.

According to Klenk (2001:1) "Reciprocal Teaching is an instructional procedure in which teacher and students take turns leading discussion of the text". The teacher and students take turns leading discussion about shared text through four comprehension strategies; prediction, clarification, summarization and question generate.

Quezeda, in Susanti (2007) argues that "Reciprocal Teaching is an attractive strategy to improve reading comprehension". Students take turn to lead discussion regarding of the text. He also states four principle of Reciprocal Teaching that could be considered in applying the reciprocal strategy in classroom.

Reciprocal Teaching is a technique used to develop comprehension of text in which teacher and students take turns leading a dialogue concerning sections of a text. There are four activities that are incorporated into the technique: summarizing, questioning, clarifying and predicting.

There are many factors that influence the effectiveness of teaching and learning process. Klinger (2000:1), in his article found that there are five factors for success in learning and teaching process.

First, the amount of time available for study. Indonesian students, who are living in an environment where English is not the language of everyday use, should have an enough time to study English. By having an enough time to study, will make them understand the lesson that they learned.

According to Brown (2000:34) motivational factors also one factors for succesfull teaching and learning. As a role of teacher, he should motivate the students to be active in teaching and learning process. Having motivation to study is perhaps not important in the short term for learning success, but motivation is important over the long term. Teacher who gives highly motivation for students, the students will study with more effort and persistence, and eventually do better than those who give up after their initial success.

In conclussion, the best teachers are able to deftly control the atmosphere in a classroom, if not, students will not enthusiastic in learning. Teachers should have a

sufficient knowledge, because teachers might have trouble answering students' questions, or helping them overcome difficulties, but even teachers with very basic knowledge can get by if they follow their lesson guidelines.

The purposes of this research wereto explain to what extentReciprocal Teachingcanimprove theeffectiveness ofteaching and learning processinreading comprehension at the second semester of STKIP Darma Bhakti Lubuk Alung, Padang Pariaman and what the dominant factors that influencethe effectiveness ofteaching and learning processinreading comprehensionby implementing Reciprocal Teaching at the second semester of STKIP Darma Bhakti Lubuk Alung, Padang Pariaman.

B. Research Method

This research was a classroom action research. Classroom action research is a method of finding out what works best in our own classroom so that we can improve students' learning.It means that the main purpose to do action research was to see the real class and improve the teaching activities.

Gay (2002:593) says that "classroom action research is intended to describe teacher – initiated, school based research". It is a process wich individual or several teachers collect the evidence and make decisions about their own knowledge, performance, beliefs and effects in order to understand and improve them.

The goal of Classroom Action Research is to improve the teaching process in classroom, department, or school.

This research was conducted at STKIP Darma Bhakti Lubuk Alung. The participants of this research were the second semester students of STKIP Darma Bhakti Lubuk Alung, with 31 students in the classroom.

The researcher took the second semester students to conduct this research, because they had difficulties to comprehend a reading text, that was founded in the first semester. Another participant was an English lecturer as collaborator who helped the reseacher to observe the action during the research.

The instruments of the research were reading comprehension test, observation, and interview. In analyzing the quantitative data, the researcher evaluated and analyzed students' score in readingcomprehension test by applying formula as follow:

Mean (X) = $\underline{X \text{ (the sum of score)}}$
N (the students)

P (percentage) = $\underline{F}$ x 100 %
　　　　　　　　N

The data obtained from the observation analyzed by the technique that is proposed by Gay (2000:241). It consist of six steps, they are: data managing, reading/memoing, description, clasifying, and interpreting.

C. Finding and Discussion

The first cycle of this research was done in 4 meetings with four steps: plan, action, observation, and reflection.In the first meeting, the lecturer informed the students that she was going to do a research in implementing Reciprocal Teaching to improve students' reading comprehension. So, for the next meeting, students implemented Reciprocal Teaching in teaching and learning process.

In the last meeting of cycle one, the lecturer gave a reading test to see how well Reciprocal Teaching could improve students' reading comprehension. The mean of students' score in reading comprehension for all indicators was 62,74. The percentages for each indicator are 10,96 %for identifying of topic, 9,51 %for main idea,9,51 %for word reference, and 16,29 % for identifying meaning vocabulary.

Diagram 1 : Students' Reading Comprehension on Cycle 1
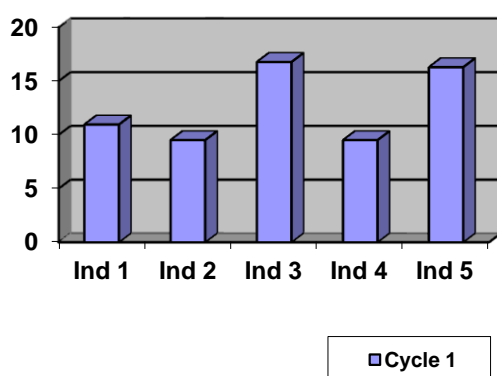
From the data above, the students' achievement in reading comprehension get better improvement. Most of them got better scores in identifying meaning of vocabulary. Altough some students still got difficulties in identifying main idea, word reference, and topic.

From the interview, it shows clearly that classroom activities is the dominant factors of effective teaching and learning process. Most of students were interested in applying Reciprocal Teaching. They liked to share their opinion with other friend, so it helped them to understand the text easily.

Otherwise, the data got from observation checklist and fieldnotes, it was found that many students just kept silent and were not active in asking question and giving some comments during the group discussion. The researcher also found that the students had difficulties to summarize the text.

However, the improvement was not satisfactory yet. The researcher and collaborator decided to continoue the research to cycle 2. In this cycle, the researcher would focus on the problem of the way to make students active during the class.

The second cycle started at 20th of March until 29th of March 2013. The activities of this cycle were almost similar to those in cycle 1, but there were some revision the plans to add other activities, such as some students just kept silent, they were not active in asking question and giving some comments during the discussion

in the classroom, and theystill had difficulties to summarize the text.

In the last meeting of cycle 2, the mean score for reading comprehension was 66,45. It was found that there weresome improvements of students' reading comprehension. The percentages for each indicator were 11,61 average score in determining topic, 12,58 students were better in determining main idea, 15,96 in determining detail, 10,16 for word reference and meaning of vocabulary about 16,45.

Diagram 2 : Students' Reading Comprehension in Cycle 2
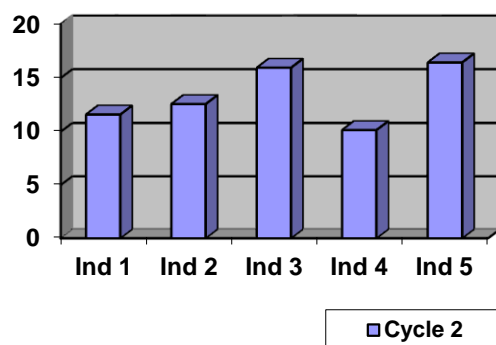
Concerning the result of the interview, it can be concluded that classroom activities are still the dominant factors of effective teaching and learning process. Most of students were interested in applying Reciprocal Teaching. They liked to do this activity, because they could share their opinion with other friends.

In other side, the result of the obsrevation of students' activities in cycle 2 was better than students' activities in cycle 1. Most of students did a

discussion well. The students had good interaction among them. Then, the reading material that had been given made them easier to understand the reading text. As a result they felt that reciprocal teaching made better improvement in their reading comprehension.

Regarding the findings of the research, it was found that the implementation of Reciprocal Teaching make effective teaching and learning process in reading comprehension.

Theclassroom activities through this technique could make better improvement on students' reading comprehension at second semester of STKIP Darma Bhakti Lubuk Alung.The improvement was in term of identifying the topic, main idea, determining detail, word refernce and meaning of vocabulary.

The data from cycle1 and cycle 2, the researcher could present the average score as in the diagram bellow:

Diagram 3 : Students' Reading Comprehension on Cycle 1 & 2
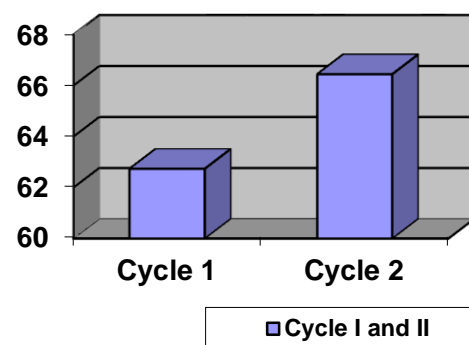
The diagram above shows that the average score of

cycle 1 and cycle 2, there was a good achievement from first cycle to the second cycle. In conclussion, the effectiveness of teaching and learning process in reading comprehension after having applied classroom action research by implementing Reciprocal Teaching achieved better improvement.

The findings above were supported by Alverman and Phelps (1998). They argue that "reciprocal teaching help students, with or without a teacher present, actively bring meaning to the written word". The strategies chosen do not only promote reading comprehension but also provide opportunities for students to learn to monitor their own learning and thinking.

Reciprocal teaching involves a high degree of social interaction and collaboration, as students gradually learn to assume the role of teacher in helping their peers construct meaning from text.

D. Conclusion, Implication, and Suggestion

From the result of the research that was conducted in two cycles, it can be concluded that:

1. Reciprocal Teaching improves the effectiveness of teaching and learning process in reading comprehension. This is evidenced bytheincreaseof the students' score inreading comprehensiontests. Their score is better than before applying this technique.

2. The dominant factors that influence the effectiveness of teaching and learning process in reading comprehension are:
   a. Classroom activity. Collaboration in group that increase students' knowledge, activeness, self confidence, and willingness to speak.
   b. Instructional material. The material is suitable for the students' level. It makes them enjoy learning.
   c. Teachers' knowledge. The lecturer gives clear explanation and instruction for the students as her role to be a facilitator and source of information in learning.
   d. Interaction. The interaction among students and lecturer is also one factor that influences teaching and learning process. The good interaction will build a good communication between students and lecturer, so that students feel enjoy in teaching and learning process.
   e. Assessment activities. The assessment in teaching and learning process can make students understand

even they make a mistake, then they can revise it to be better.

As previously clarified, students' activities through reciprocal teaching improves students' reading comprehension and some factors in term of classroom activities, materials and teacher's knowledge, interaction, and assessment activities also influence the changes of the students' achievement. It can be implied that students' activities through reciprocal teaching were very useful in teaching reading.

Based on the findings and conclussions, the following suggestions can be made:

1. As an English lecturer, who have the same problem in teaching and learning reading materials, can use the Reciprocal Teaching Technique to make better result in teaching and learning reading comprehension.
2. The researcher suggests to another researcher who are interested in carrying out a research using Reciprocal Teaching to improve students' reading comprehension, to continue the relevant research in order to have better result.

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