THE EFFECT OF RECIPROCAL TEACHING AND READING INTEREST TOWARD STUDENTS' READING COMPREHENSION OF THIRD SEMESTER STAIN KERINCI

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abstrak: *Artikel ini ditulis untuk meneliti bagaimana dampak dari pengajaran resiprokal dan level minat baca terhadap pemahaman membaca mahasiswa pada mata kuliah Reading III STAIN Kerinci. Rancangan faktorial dengan jenis 2x2 digunakan karena memiliki dua faktor yaitu strategi pengajaran dan level minat baca. Populasi penelitian ini adalah seluruh mahasiswa semester III. Teknik pengambilan sampel menggunakan sampel purposive. Terdapat dua sampel; kelas A dan B. Alat pengumpulan data yaitu tes pemahaman membaca dan kuisioner untuk pengelompokkan minat baca yang rendah dan tinggi. Teknik analisa data menggunakan statistik parametrik dengan menggunakan anova dua arah. Temuan yang didapat ialah terdapat interaksi antara dua strategi pengajaran dan level minat baca terhadap pemahaman membaca mahasiswa.*

Keywords: Reciprocal Teaching, Reading Interest, Reading comprehension

Introduction

The core of reciprocal teaching is an instructional activity that gives an advantage among the students when reading comprehension process worked. The advantage activity is how the students can help each other to solve a problem in the text. Reciprocal teaching involves prediction, clarification, question, and summary activities, based on Palincsar and Brown (1984:2) thus, it helps reading comprehension.

Applying reciprocal teaching offers some benefits. Such as it guides the students to focus the steps to encourage the students' reading comprehension. Another benefit is to accustom thinking spontaneously by interaction. The last benefit is to socialize in a group that each individual negotiates, gives feedback, and responds each of the students' idea. Moreover, reciprocal teaching for guiding the students to encourage their comprehension, it leads the students to foster the elements of the text. It aids to solve the difficulties found when reading process runs. The steps instruct the students on their effort to decode and extract, and make meaning of the text which needs comprehension as the whole.

The benefits of reciprocal teaching can help the students who study Reading III STAIN Kerinci. In reality, the students' score are insufficient to get standard score of Reading III. This problem is caused by many aspect of the students' competence that should be mastered. During the observation, it is found that they are not able to locate the topic and the skill of reading; main idea, stated details, unstated details, reference, and vocabulary. That's why they are not able to understand the whole text. Certainly, this level does not fulfil the standard of competence for Reading III.

One of the basic problems that the students' inadequacy to achieve comprehension is triggered by internal factor. The students' ability is one of internal factors; limited vocabulary, lack of motivation, and reading interest. The last factor (reading interest) constitutes as an important aspect can be considered to contribute to the students' score. A reading interest motivates the human to involve reading activity for fulfilment of the needs of readers. Interest in reading reflects any purposes. Based on Wade (2006:4) human reading interest is the effort to satisfy the needs of readers. The acquisition of information and others purposes contribute on its satisfaction. Furthermore, Reading interest motivates human to read any kinds of text.

Reading interest can be indicated as the existence of reading activity. According to Hurlock (1978:114) there are three kinds of activities can be recognized as a person who have reading interest. first, the person's observation. This activity is a first indication to the person who have interests in reading. It can be one of activities attract his attention. Second activities is a kind of question describes to what interest a person refers to certain activity. The last one is a topic discussion that represents his interest. an object of being discussed frequently is easy identified as a person has a reading interest.

Reading interest is one of aspect plays a role which builds a person personality. Sadoski (2001:45) says that there are two aspects that can facilitate the development of reading interest. first, cognitive aspect. The concept to bulid an individual cognitive usually exists based on personality experience. It can attract people to pay attention to all that matter. They engage with society, home, and mass media. They can learn from these source that can satisfy them and form their reading interest. As long as the activity can fulfil their eagerness, it becomes a permanently habit. They tend doing which gives fortune and pleasurable.

The second one is affective. It is an attitude of human who reflect the reading interest through the activity that they like most. An observation of interest is not the only one activity that they do but they get involve to reinforce their interest. An effort to reflect their needs becomes as a habit.

The high students' reading interest is one of the succesful factors. The students who are indicated as the high reading interest is having tendency to read than others activities. For the students who like this activity, they tend to look for their duty. Consequently, they know what they should do and plan during reading process.

Reciprocal teaching are assumed for the high students' reading interest. These students who applied reciprocal teaching are easier give a feedback by utilizing the four activities. The students are demanded to read more. Each of activities motivates students to look for any kinds of the text. Palincsar and Brown (1984:2) mention "an instructional activity that utilizes four comprehension strategies; predicting, questioning, summarizing, and clarifying to enhance reading comprehension in the form of a dialogue". To foster the students give feedback, four activities force the students doing interaction. For the students who like reading, this technique can be effective.

The four activities of reciprocal teaching help the students to administer the steps to comprehend the text. It is applied when the students worked in the small group. Each of members of group is assigned to take one of four activities. The first activity is prediction. The students activate the background knowledge by predicting the title. Based on Seymour and Osana (2003:328) that the students have to predict the information from the text. This activity is a preliminary when reading. They start to speculate the title. Usually it can be predicted as a clue to support many paragraphs of the text.

The second one is clarification. The students effort to find out the unclear statement of the text. Freihat Almakhzumi (2012;279) explain how to administer clarification. The students confirm some words or idea exist each of paragraph. Their performance attracts them to find out the explanation for overcoming the students' apprehensive idea.

The third one, to reinforce the correct answers, the students need a question activity. The underlining of students' comprehension perhaps the students to ask an important idea subsist in the text. The question activity is to convince unclear sentences and look for a puzzle that is revealed.

Summarizing is the last activity. To build students' reading comprehension of the entire the text, they are asked to summarize each of paragraphs. They gather one information as unity.

Based on the explanation above, reciprocal teaching can be identified for the students in developing the concept which elicits a learning experience by themselves. A relationship between Reciprocal Teaching and Reading Interest. The students' reading interest takes a part on the successful of implementing reciprocal teaching.

In advance level, the students are forced learning independently. Fortunately reciprocal teaching one of techniques that can gives the same opportunity each of the students to share an idea. The four activities are to make the students how to manage the learning process by themselves. Freihat and Almakhzumi (2012:6) also add that reciprocal teaching is an instructional which empower the students to learn independently. They are asked to learn and teach among the students. These activities direct and instruct the students how to be a teacher.

Based on the students' reading comprehension problem, there are four hypotheses are managed. The hypotheses can be seen below:

First hypothesis:

H_0 : The students who are taught by reciprocal teaching get the same result on reading comprehension as by conventional teaching.

H_1 : The students who are taught by using reciprocal teaching get better result on students' reading comprehension achievement than conventional teaching.

Second hypothesis:

H_0 : There is no interaction between teaching strategies and reading interest on reading comprehension

H_1 : There is interaction between teaching strategies and reading interest on reading comprehension

Third hypothesis:

H_0 : Reciproal teaching get the same result as conventional teaching on students' reading comprehension for high reading interest.

H_1 : Reciproal teaching get better result than conventional teaching on students' reading comprehension for high reading interest.

Fourth hypothesis:

H_0 : Reciprocal teaching get better result than conventional teaching on students' reading comprehension for low reading interest.

H_1 : Reciprocal teaching get the same result as conventional teaching on students' reading comprehension for low reading interest.

Research methodology

To investigate teaching strategies and reading interests, this research used 2x2 factorial design. According to Gay and Airasian (2010: 261), independent variable is known as a factor, and each of the factors has two levels. The teaching strategies consist of reciprocal teaching and conventional teaching. However, reading interests were divided into two levels; high and low reading interest.

The population of this research were the students who study Reading III of third semester STAIN Kerinci of academic year 2013/2014. The total numbers of students was 92, which distributed in three parallel classes; 30 students in class A, 32 students in class B, and 30 students in class C. from those classes, the sampling have two; A and B. The technique used was purposive sampling. The class were determined based on the discussion with the lecturers who are teaching Reading that knew situation of the students' reading interest. Thus, reading interest was a consideration of the researcher in which has been determined for certain needs. The technique is used find out the level of the students' reading interest. later on,

The students have been grouped into their classes according to their field of study and are taught with the same curriculum and lecturer. There were 9 students each of level; high and low in the experimental class and 8 students each of level in control class.

There are two instruments; first questionnaire for reading interest. This fuction is to collect the data and put the students in particular 27% level. The questionnaire were assigned before both the students were treated by reciprocal teaching. There are 30 of 35 items has been choosen. 5 items eliminated after they were validated by statistical formula.

The other was test for reading comprehension. It was administered at the end conducting of treatment. There are 3 of 40 items were eliminated. It means only 37 items were distributed on the reading comprehension test.

Finding

Based on the statistical analysis, there are four findings. First, the students who are taught by using reciprocal teaching get better result on students' reading comprehension achievement than conventional teaching. Second, there is interaction between teaching strategy and reading interest on reading comprehension. Third, the students who have high reading interest who are taught by reciprocal teaching give better result on students' reading comprehension achievement than who are taught by conventional teaching. The last one, the low students' reading interest who are taught by reciprocal teaching get the same result as conventional teaching on the students' reading comprehension achievement. It can be seen the table below:

Table 1. Summary of Students' Reading Comprehension and Reading Interest in Control and Experimental Classes

Class	Reading Comprehension	Mean	Max	Min	Std.deviation	variance	Sum
Experimental	High	85.33	92	78	4.09	16.75	768
	Low	67	70	62	2.87	8.25	603
Control	High	66.38	73	59	4.31	18.55	531
	Low	69	76	59	5.58	31.14	552

The data shows that the mean score of reading comprehension experimental was higher than control class. It was 85.33 and 66.38. meanwhile, for low level there was 67 and 69 the mean score of both classes. Thus, four hypotheses testing can be seen below:

First hypothesis

H_I : The students who are taught by using reciprocal teaching get better result on students' reading comprehension achievement than conventional teaching.

$t_{observed}$ was 14,88 and t_{table} was 1.671. It showed that H_I was accepted because $t_{observed} > t_{table}$.

Second hypothesis

H_0 : There is no interaction between teaching strategies and reading interest on reading comprehension

H_I : There is interaction between teaching strategies and reading interest on reading comprehension

Table 2: Analysis of Two Ways Classification with n

Source of Variation	JK	Df	Prediction	$f_{observed}$	f_{table}
Row	671.69	1	671.69	32.45	4.171
Column	471.62	1	471.62	22.78	4.171
Interaction	1030.73	1	1030.73	49.79	4.171
Within Cell	621.10	30	20.70		

Based on the table above, $f_{observed} = 49.79$ and $f_{table} = 4.171$, so $f_{observed} > f_{table}$. The hypothesis is accepted. it can be seen the figure below how both strategies and reading interest was interaction toward students' reading comprehension.

Third hypothesis

H_I : The high students' reading interest who are taught by reciprocal teaching give better result on students' reading comprehension achievement than who are taught by conventional teaching.

F table at significance level α 0,05 (1.30) is 4.171. The criteria of accepting H_0 is if the value of F is smaller or equal with F_{table}. Based on the computation above, F is bigger than F_{table} (32.45 > 4.171). It can be concluded that H_1 is accepted; the students with high reading interest who are taught by reciprocal teaching give better result in students' reading comprehension achievement than who are taught by conventional teaching.

Fourth hypothesis

H_I : The low students' reading interest who are taught by reciprocal teaching get lower result on students' reading comprehension achievement than who are taught by conventional teaching.

F table at significance level α 0,05 (1.30) is 4.171. The criteria of accepting H_0 is if the value of F is smaller or equal with F_{table}. Based on the computation above, F is bigger than F_{table} (22.78 > 4.171). It can be concluded that H_1 is accepted; the students with low reading interest who are taught by reciprocal teaching get the same result in students'

reading comprehension achievement than who are taught by conventional teaching.

Based on findings and its statistic analysis, the four hypotheses indicate that the applying reciprocal teaching was effective to the students with high reading interest. In contrast, conventional teaching was effective to the students with low reading interest. The four findings can be discussed below:

1. Applying reciprocal teaching was better than conventional teaching on students' reading comprehension.

An instructional activities on reciprocal teaching stimulate the students learning independently. becoming independent learners, they create teaching and learning process during working in the group. They elicit feedback among the students by using four actvities. Furthermore, they share what they know based on their background knowledge. Four activities encourage the students' comprehension by dialogue among them. They use the steps to comprehend the text systematically without using the technique haphazardly. They were trained to use what they should do first to achieve a deep understanding of the text. The activities demand the students what they should do to engage with the text. The group discussion do not only find the solution which refers to the same idea but also can debate some issues in the text. They can give other side of information based on the members of group discussion. Thus, the students are able to apply the strategy and to know what they should do, they are able to work systematically.   Since   they

accustomed to use it, the result of students' test were good.

Meanwhile the students who applied conventional teaching needed a lecturer's instructional during teaching and learning process. The students discuss the material of reading in the group while the lecturer involves and instruct the steps in the discussion. The students' role were not explicited in the group. The process of learning can be overlapped each other. They gave an idea which other student's have. The information they got were not vary. When they were not able to clarify, they gathered the same idea to conclude the unclear idea. The students needed lecturer's clarification. When the students cannot overcome the problem, the lecturer help them understand the text. This factor can contribute how they comprehend the text. They still depend on the lecturer's clarification. Consequently, when they have a test of reading, their score are not maximum.

2. Reciprocal teaching and conventional were effective when it is applied by particular students' level of reading interest. The students with high reading interest prepared themselves with many topic that they have read. They have some material can share to others. They can enlarge their knowledge by sharing kinds of the topic. In contrast, the students with low reading interest was effective taught by conventional teaching. During group discussion, they work together to solve the problem. It affects that the students are not responsible toward whole of the text. As far as they donot have the role, it may be overlapped. Moreover, they depend on each other to share the ideas. The result is not

good as the application of reciprocal teaching.

3. The interaction happened between reciprocal teaching and conventional was shown by the comparison among the four groups in different treatment. The data was taken from the mean score of the four groups as stated in ANOVA table. The following graph.

Estimated Marginal Means of Reading Score
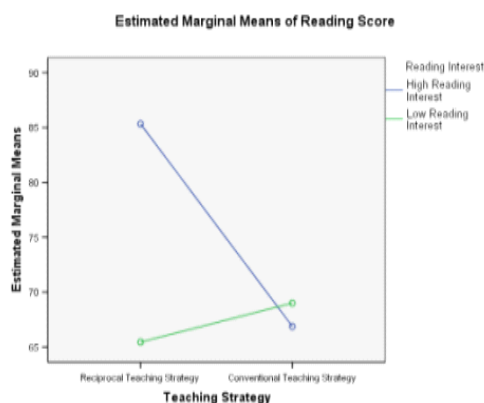
Based on the graph above, it could be seen that there is significant different between reciprocal teaching given to high and low reading interest. then, there is significant different between conventional teaching given to high and low reading interest. it means both strategies influence students' reading comprehension with different level of students' reading interest.

3. Students of high reading interest who were taught by reciprocal teaching were better than conventional teaching on reading comprehension.

In this level, the students who applied reciprocal teaching was

effective. They like reading activities, it can make them have many topics. Their intensity of reading empower them to use certain technique. When students with high reading interest implement reciprocal teaching, the students follow easily the instruction on reciprocal teaching. For them, it easily gives a feedback by utilizing the four activities.

4. the low students' reading interest who were taught by conventional were better than reciprocal teaching on reading comprehension.

The students in this level was appropriate when they applied conventional teaching. Conventional teaching supports the students who have low reading interest to comprehend a text. Whereas they need a clarification from the lecturer. The lecturer explains them what they should do. Based on the lecturer's strategy, the students learn how to to find the important thing from the text.

In conclusion, reciprocal teaching requires the students to prepare themselves by reading many text before. It is benefit to affect the significance the students' achievement. To vary of language teaching, reciprocal teaching can be implemented not only advanced level but also other level of education. This teaching is suggested to the lecturers who expect teaching and learning process focuses on students' centered. The lecturers consider to teach reading comprehension or another skill of language.

Reciprocal teaching can be implemented to the students who have limited vocabulary, lack of motivation or other internal factor. Reciprocal teaching is applied to the high students' reading interest.

In this research, reading interest is one of students' internal factors. This teaching can motivate the students who have low reading interest to read more any kinds of the text. The procedure on reciprocal teaching, the lecturers can vary toward the specific needs and purposes. The steps that used is depends on the purposes, the students, and the lecturers' condition.

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