

THE USE OF RECIPROCAL QUESTIONING (REQUEST) STRATEGY IN TEACHING READING COMPREHENSION

Yuniarti, Albert Rufinus, Bambang Wijaya

Teacher Training and Education Faculty, English Education Study Program,
Tanjungpura University, Pontianak
Email: niar.chulkie@gmail.com

Abstrak: Penelitian ini bertujuan untuk mengetahui seberapa efektif penggunaan strategi pertanyaan timbal balik (ReQuest) di dalam pengajaran pemahaman membaca. Metode yang digunakan adalah pre eksperimental dengan satu grup pre-test dan post-test. Sampel dalam penelitian ini adalah kelas VIII G dari SMP Negeri 13 Pontianak. Ada 34 siswa yang ikut serta dalam penelitian ini. Data dari penelitian ini diperoleh dari pre test sebelum diberikan perlakuan dan post-test setelah dilakukan perlakuan dalam bentuk tes pilihan ganda. Data dianalisis dengan menggunakan rumus tingkat efektifitas. Hasil dari penelitian ini menunjukkan bahwa penggunaan strategi ReQuest efektif terhadap siswa dan dapat dilihat dari perhitungan analisis data yang menunjukkan bahwa nilai rata-rata dari post-test adalah 73.82, yang lebih baik daripada pre-test yang hanya memperoleh 53.82. Perhitungan dari tingkat efektifitas nya yaitu 1.38 dan efektifitas nya dikategorikan tinggi.

Kata Kunci: Strategi Pertanyaan Timbal Balik, Pengajaran Pemahaman Membaca

Abstract: This research is aimed at knowing the effect size of Reciprocal Questioning (ReQuest) Strategy in teaching reading comprehension. It was a pre-experimental study with one group pre-test and post-test design. The sample was the VIII G of SMP Negeri 13 Pontianak. There were 34 students who participated in this research. The data of this study were derived from the pre-test before the treatment and the post-test after the treatment in form of multiple choice test. The data were analyzed through effect size formula. The finding of this research showed the use of ReQuest strategy was effective to the students which can be seen in the computation of data analysis that showed the mean score of post-test was 73.82, which was better than pre-test that was only obtained 53.82. And also, the computation of the effect size (ES) was 1.38 which was categorized highly effective.

Key Words: Reciprocal Questioning Strategy, Teaching Reading Comprehension

Reading is known as the receptive skill in the written mode that produces an indirect communication process between the writer and the reader. Hesham (2006: 64) defined reading as a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. This comprehension comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand the written text.

Concerning the material of reading for the students' of junior high school especially the eighth grade students of SMP Negeri 13 Pontianak in academic year 2012/2013, learning English is more focusing on students' reading comprehension. They have to learn reading material in school continuously because their task and exam are mostly about reading text. Moreover, based on the discussion with the English teacher of Grade VIII of SMP Negeri 13 Pontianak in academic year 2012/2013 about students' reading comprehension, the researcher found that the students often find difficulties in comprehending a text given. They think reading as one of frustrated activities that caused boredom. Related to these situations, students do not develop the reading ability which more concerns with the ability to grasp the ideas to comprehend texts quickly, easily or independently. Reading comprehension strategy must be taught. Considering these problems, the researcher designed a research that tested one of reading comprehension strategies called ReQuest (Reciprocal Questioning) which is effective in teaching reading comprehension particularly in English subject.

Reciprocal Questioning (ReQuest) is a variation on the Reciprocal Teaching strategy. It is a reading strategy that gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. This strategy allows students to learn to create more effective questions, models questioning techniques and proper questioning of texts. The strategy models questioning as students and teacher alternate asking and answering questions after reading specific passages. In the ReQuest strategy, an individual student and teacher silently read sections of a selection and then take turns asking and answering each other's questions about that selection. The teacher's function is to model good questioning behavior, provide feedback to the student about his or her questions, and assess whether the student has established reasonable purposes for independently completing the passage.

According to Manzo (1969) as cited in Readence, University of Nevada Las Vegas, the ReQuest strategy is designed to encourage students to formulate and develop their own questions, find purpose in learning, develop an inquiring attitude, and develop independent comprehension techniques. It can aid reading comprehension at two levels. Students deeply analyze the reading selection to extract their teacher questions. The teacher, in turn, reinforces learning by answering the questions and, if necessary, helping students in refining their work into more focused questions. ReQuest can be used by students at levels ranging

from kindergarten to college which the reading text should be relevant to their levels. It can work on a one-to-one basis and also with groups of up to approximately eight persons. This strategy helps the students to comprehend the text well. It can be used for reading a variety of texts to actively and meaningfully engage students with it but regarding the English material to the eighth grade students of SMP Negeri 13 Pontianak in academic year 2012/2013, the researcher used the material of narrative text which was in accordance with the syllabus of grade eight on the second semester and also used by the teachers at the school. And also, considering the need of this research project which focused on tested the effect of treatment using one of reading comprehension strategies called ReQuest (Reciprocal Questioning), the researcher applied pre-experimental study.

METHOD

In this research, the researcher used a pre-experimental study with *One-group Pretest-Posttest* which was appropriate method to apply to solve the problem of the research. A pre-experimental design is aimed to test of the hypothesis and also to test the effects of treatments. Sugiyono (2011:74) stated that there are some forms of Pre-experimental design, they are: *One-Shot Case Study, One-Group Pretest-Posttest, and Intact-Group Comparison.*” From three of them the writer chooses *One-Group Pretest-Posttest*.

The one group pretest-posttest design can be represented as:

$$\boxed{O_1 \text{ X } O_2} \quad (\text{Cohen, 2000:213})$$

Where:

- O_1 = pre-test (it has given before treatment)
- X = two times treatments (teaching reading comprehension by using Reciprocal Questioning (ReQuest) Strategy). It will be given twice.
- O_2 = Post-test (it will be held after the treatment)

The population of this research was the eighth grade students of SMP Negeri 13 Pontianak in academic year 2012/2013; they were in seven classes with 233 students. Muijs (2004:37) said that the population is the group you want to generalize your findings to. In this research, the researcher used purposive sampling technique. Purposive sampling is selecting a sample “on the basis of your own knowledge of the population, its elements, and the nature of your research aims” (Latham, 2007: 9). Concerning this technique, the researcher chose one class as the sample of this research. The selected sample was taken from class VIII G, while the number of the class is 34 students.

In this research, the researcher used the measurement technique to measure students’ achievement in reading comprehension by using Reciprocal Questioning (ReQuest) strategy. The measurement technique was held twice. The first was pre-test to collect the data in order to know the students’ skill before the treatment.

The second was the post-test to collect the data after the treatment given. The tool of collecting data in this research was written test in form of multiple choice test. To compute the effective size of the treatment, the effect size formula was applied.

FINDINGS AND DISCUSSION

a. Findings

Based on the computation of data analysis, the post-test score was 73.82, and it was higher than the pre-test score which only obtained 53.82, as can be seen in the following chart.

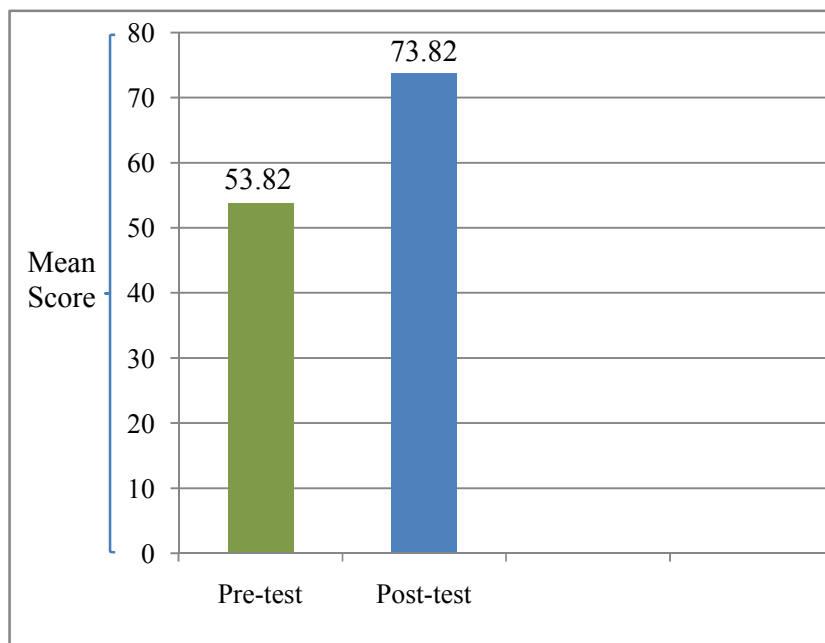


Chart 1: Comparison of pre-test and post-test result

From the chart, it can be seen that the students' achievement is better in the post-test than pre-test. Therefore, it can be concluded that teaching reading comprehension through ReQuest (Reciprocal Questioning) Strategy is effective. Based on the statistical analysis, the effect size of the treatment (ES) is **1.38**. Since the value is higher than 0.8, it is categorized **highly effective**.

b. Discussion

From the research finding above, the researcher obtained several important points to be discussed:

Since the computation in the data analysis, the researcher found that the students of grade VIII G SMP Negeri 13 Pontianak in academic year 2012/2013 have a good progress in reading comprehension especially through Reciprocal

Questioning (ReQuest) Strategy. It is shown from the result of the students' achievement and the average of mean score in the post test which is better than pre test. Through this strategy, students and teacher had opportunities to ask each other their own questions following the reading of selection. Then, students would not learn reading material in a conventional way which only read the text and after that answered the questions given by the teacher but through ReQuest strategy, the students could formulate their own questions about the material they were reading and develop questioning behavior, adopt an active, inquire attitude to reading, acquire reasonable purposes for reading, and improve their independent reading comprehension skills. Therefore, by implementing this strategy, students will not think reading as one of frustrated activities that caused boredom anymore.

In this research, the researcher held the test twice to the students of grade VIII G. The first was pre-test which was held to gain the data that showed the students' achievement before the treatment. The second was the post-test which showed the data after the treatment was given. The treatment was held twice after the pre-test done to the students of grade VIII G. Before doing the pre-test, the researcher held the try out test to the class VIII F of SMP Negeri 13 Pontianak in the academic year 2012/2013 in order to gain the valid and reliable data of the test.

Try out test was held on **May 9th, 2013** to the class VIII F with the total of 33 students (the test lasted for 80 minutes). The test was written in form of multiple choice which consists of 30 items with four options a, b, c, and d which was taken from the English book (Mandiri) Grade VIII published by *Erlangga*. After holding the test, the researcher did the computation of Reliability test. The result of the test showed that the reliability coefficient of the test scores was **0.99** and classified into the criteria of "**high to very high (0.80-1.00)**". Then, the research was continued to the pre-test which was held to the class VIII G on **May 13th 2013** with the total of 34 students (the test lasted for 80 minutes). After the test administered, the researcher did the computation of mean score of pre-test which showed the result was **53.82**. After knowing the result of mean score in pre-test, the researcher held the treatment for the students.

Regarding the students' understanding of the implementation of ReQuest strategy, it was the first time for them to experience the strategy. The researcher held the treatment meetings twice following the school time table. The first treatment was in Grade VIII G on **May 15th 2013** in that the researcher taught "**Narrative text: *The Chipmunk that Ran Away***". In the treatment, the students were asked to form a small group that consisted of four or five students. Then, the researcher explained the procedure of ReQuest strategy to the students in detail. By using ReQuest strategy, the students were required to read and try to comprehend the text by themselves. After that, they were asked to make a list of five questions from the text given and discuss the questions with their own group. Moreover, the researcher also reviewed the way to formulate questions to the students in order to remind the students about the material they had learned before which was about making questions in past form. Furthermore, the students were allowed to ask the researcher when they had difficulties in making

questions or in controlling the discussion systematically. After finishing their task, each group pointed one spokesperson and she/he was required to deliver the questions his/her group made to the researcher. There were eight groups asked the questions related to the text to the researcher. Then, the researcher answered the groups' questions. After that, the groups removed the copy of the material and the researcher questioned the student about the text learned. Three groups of them did the task correctly but the rest of them still had problem in comprehending the procedure of ReQuest strategy, arranging the sentences, making questions, and comprehending the vocabularies.

Even though in the first treatment several groups still had problem in comprehending the procedure of ReQuest strategy, but they enjoyed and got involved in the process of it. On the second treatment which was held on **May 17th 2013**, the researcher taught about "**Narrative text: *The Story of Rapunzel***". In this treatment, the students in group did the same process with the first treatment. Most groups enjoyed working cooperatively and optimally. They helped each other members in group who had problem in comprehending the procedure of ReQuest strategy, arranging the sentences, making questions, and comprehending the vocabularies. Furthermore, most of students got actively involved in learning process and the activity ran effectively because they already understood about the task given. At last, most groups did the task correctly and systematically even there were some grammatical errors they made in arranging and making the sentences but they already made a good progress in comprehending the text than before.

After applying the treatments, the researcher held the post test on **May 20th 2013** to the class VIII G with the total of 34 students (the test lasted for 80 minutes). After the test administered, the researcher did the computation of mean score of post-test which showed the result was **73.82**. The score indicated that the students' achievement in reading comprehension particularly through Reciprocal Questioning (ReQuest) Strategy is better than pre-test which the mean score of pre-test was **53.82**. Moreover, this strategy is also effective used in the teaching reading comprehension. The score increases from pre-test to post-test.

Based on the statistical analysis the effect size of the treatment (ES) is **1.38**. Since the value is higher than 0.8, it is categorized as **highly effective**. After obtaining the data, the researcher considered that the students' achievement in post-test is better than pre-test even though there might be a possibility of some students who did not do the test truthfully and intended to do the task given inappropriately. As we could see from the computation of mean score of post test that was exceedingly higher than pre-test. In this case, the researcher discerned the result of this research not only in term of the students' score but also in another point of view of students themselves.

The application of ReQuest strategy in teaching reading comprehension has no intention to find the best among the students, but this strategy intends to provide an alternative way for the students to comprehend the text well. The students could apply it as an effective reading comprehension strategy in the learning process. Moreover, this strategy can be used while reading a variety of

texts to actively and meaningfully engage students with the text so that they will not think reading as one of frustrated activities that caused boredom anymore.

CONCLUSION

For the conclusion, Reciprocal Questioning (ReQuest) strategy can be one of effective reading comprehension strategies in the learning process. This strategy intends to provide an alternative way for the students to comprehend the text well. Furthermore, there was an improvement of the students' achievement in reading comprehension through Reciprocal Questioning (ReQuest) strategy which showed the mean score of post-test was better than pre-test. Based on the computation of data analysis, the post-test score was 73.82, and it was higher than the pre-test score which only obtained 53.82. Then, the effect size of the use of Reciprocal Questioning (ReQuest) strategy in teaching reading comprehension to the students of grade VIII G of SMP Negeri 13 Pontianak in the academic year 2012/2013 is **1.38**, which is categorized as **highly effective (Highly Criteria)**.

The effect of the use of Reciprocal Questioning (ReQuest) in teaching reading comprehension is highly to the students in the learning process. Moreover, this strategy can be used while reading a variety of texts to actively and meaningfully engage students with the text so that they will not think reading as one of frustrated activities that caused boredom anymore. Therefore, it is suggested that the teacher may use this strategy as one of teaching reading comprehension strategies in the classroom.

BIBLIOGRAPHY

- Cohen, Louis. (2000). *Research Methods in Education*. London: RoutledgeFalmer.
- Latham, Bobby. (2007, March). Quantitative Research Methods: *Sampling, 1-13*.
- Manzo, A.V. (1969). *ReQuest: A method for improving reading comprehension through reciprocal questioning*. *Journal of Reading*, 13, 123-126.
- Muijs, Daniel. (2004). *Doing Quantitative Research in Education*. London: SAGE Publications
- Readence, John E. (n.d). *Request Procedure*. University of Nevada Las Vegas.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Bandung: Alfabet.
- Suleiman A, Hesham. (2006). *Teaching Reading Comprehension to ESL/EFL Learners*. Centre for Language Studies National University of Singapore, 5,63-73.