

APPLICATION OF RECIPROVAL TEACHING MODEL TO IMPROVE STUDENT LEARNING ACTIVITIES

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ABSTRACT: The purpose of this research is to perform direct the phenomenon from learned material of geography, so student activity increased in following learned process. Method of research that used in action research is descriptive method, which drawing activities and range in cycle. Cycle research of researching that has done achieved a remained target, unachieved a target at first cycle and second cycle. New target of research achieved at third cycle, whereas student activity in learned process increased further than before.

Keywords: Student Activity, Reciproval Teaching, Geography

1. INTRODUCTION

Development in education is an effort to create quality human resources, good moral, and competence. One of the efforts to improve the quality of human resources is through improving the quality of education, so that will give positive results to the development and development of the nation and state [1-5].

Efforts to be undertaken to continue to exist in the delivery of qualified human resources with the achievement of learning geography [6-8]. The increase in learning achievement of students can be seen from the learning creativity and student learning results that are continuously increasing positively which will affect the formation of independent characters, test results both orally and has the logic to interpret a problem [9-15].

Geography learning issues in class XII IPS 3 SMAN 4 Pariaman is a low-capacity student in solving geography issues that are packaged in a matter that emphasizes more on the understanding and mastery of the concept of basic material Certain. According to the authors observation during the teaching in class XII IPS 3 SMAN 4 Pariaman, one concept that is difficult to understand students is on the material understand spatial distribution of relations and its interactions between villages and cities. The concept of this is necessary to understand more deeply about the real action pertaining to the village and urban. Based on that, researchers are interested in conducting research by implementing a reciprocal teaching learning model in geography learning to improve students' learning achievement of XII IPS 3 SMAN 4 Pariaman. Student learning achievement is seen from two aspects: (1) Aspects of study of student and (2) Students learning outcomes. The reciprocal teaching approach is essentially a learning approach

that implements four independent understanding strategies (1) concluding the teaching materials, (2) drafting the question and completing it (3) reexplaining the knowledge has been acquired, then (4) describe the next question of the issue given to the student [15-21].

Students learning activities will emerge and evolve by transforming orthodox teaching into modern teaching that is appropriate to the development of technology, as psychologically each individual has the equation, namely: (1) all students will be active Learn when they are given a good job or work, and will be bored if there is nothing they do and (2) each child has a tendency to stand alone, developing a sense of self-esteem for the results he reaches by himself [22-24].

2. METHOD

This research is a class action study, the data collected in this research include, student activity during the learning process. The data analysis technique used in this study is a descriptive analysis.

Table 1. Students Activity Indicator to accomplish [25] [26]

Student activity	Number of students	Targets to achieve	
		People	%
Ask	40 People	10	25
Explaining/answering questions		10	25
Asking, explaining/answering questions		5	12,5
Number of creative students		25	62,5

Number of students present	40	100
Number of students working in quizzes	40	100
Number of students who got quiz scores >70	35	87,5
Number of students who ask for permission outside of class	0	0,0

The process of data processing and analysis of descriptive data refers to Hopkins data Processing (1993), including three phases, namely: (1) Data description, (2) data validation, and (3) data interpretation.

3. RESULTS AND DISCUSSION

First cycle

In the first cycle, researchers and observer teachers plan to prepare for geological learning materials. Then prepare a list of questions that will be given to students after the screening, the quiz questions will be performed and answered directly by students and checklist and anecdote record guidelines. According to the predetermined plan the action and teacher observers recorded all occurrences in the classroom.

At the execution of actions that have been performed on the first cycle, obtained a result that is far from what is targeted by researchers. For more details, see table 2.

Table 2. Student Activities on The First Cycle

Student activity	Number of students	Targets to achieve		Research results	
		People	%	People	%
Ask	40 People	10	25	5	12,5
Explaining/answering questions		10	25	3	7,5
Asking, explaining/answering questions		5	12,5	0	0
Number of creative students		25	62,5	8	20
J The students who attend		40	100	36	90
Number of students working in quizzes		40	100	36	90
Number of students who got quiz scores >70		35	87,5	17	42,5
Number of students who ask for permission outside of class		0	0,0	8	20

Source: Research Data analysis results, 2020

From table 2, it appears that the research results are still far from the results you want to achieve. From the checklist results obtained the number of students attending the learning is as much as 36 people (90%) And who asks for permission outside the classroom when learning is as much as 8 people (20%). Of the 36 people who attended the learning of only 8 active students (20%), where the student asked a question of 5 people (12.5%), students who were able to explain and answer 3 questions (7.5%), and no students Asking and answering questions. Then from 36 students who attend all the quizzes questions given but who got the quiz value > 70 only 17 people.

Second cycle

The plan defined in this cycle is to prepare the learning materials of volcanology. Then also prepare a list of questions, problems, and checklist guidelines as well as anecdotal records. In accordance with the planned plans also carried out actions and teachers observers recorded all occurrences in the classroom. At the execution of actions that have been carried out on the second cycle, obtained the results according to that targeted by the researcher. For more details can be seen in table 3.

Table 2. Student Activities on The Second Cycle

Student Creativity	Number of students	Targets to achieve		Research results	
		People	%	People	%
Ask	40 People	10	25	11	27,5
Explaining/answering questions		10	25	14	35
Asking, explaining/answering questions		5	12,5	5	25
Number of creative students		25	62,5	30	75
Number of students present		40	100	40	100
Number of students working in quizzes		40	100	40	100

Number of students who got quiz scores >70	35	87,5	36	90
Number of students who ask for permission outside of class	0	0,0	0	0,0

Source: Research Data analysis results, 2020

From table 3, it appears that the research results have achieved the desired results. From the checklist obtained all students have attended to the lecture of 40 people (100%) And who ask for permission outside the classroom when the lecture lasts no more. Of the 40 students attended by a lecture of 30 active students (75%), where the student who asked the question had reached 11 people (27.5%), students who were able to explain and answer questions as many as 14 people (35%), and students who Asked and explained and answered questions as many as 5 people (25%). Then from 40 students who attend all the quiz problems given, but who got the quiz value > 70 has reached 36 people (90%). In this cycle, it is only apparent that the research results have achieved the desired results. From the researcher's notes and the accompanying teachers are already conducive to the atmosphere of the class, this is evident from the calm atmosphere of the class, this is due to students have been very familiar with learning materials by using the reciproval model teaching.

[27][28][29] In face-to-face instruction of reciproval teaching, students reading processes and dialogues with their peers are hardly observed. As a result, the teacher has few clues to identify students' learning difficulties and provide further scaffoldings. [30-34] To record students' reading processes and enhance their comprehension, this study reports on the design of an online reciproval teaching and learning system to support teachers and students in college remedial reading instruction. A sample of 129 under-prepared college students voluntarily signed up to participate in a remedial reading program. They were encouraged to use multiple strategies such as predicting, clarifying, questioning, and summarizing, which were supported by the functionalities of dialogue box, chat room, discussion forum, and annotation tool in the system. In this study, it was observed that students employed the multiple strategies to enhance their reading comprehension, as revealed by the students reading processes recorded in the system. When encountering difficulties in using these multiple strategies, students expressed that they observed and learned from the teacher's or their peers externalization of strategy usage. Students reading progress in the remedial instruction incorporating the reciproval teaching system was also identified by the pre- and post-tests [35][36]. This study suggests that there may be benefits for teachers in encouraging students to interact with others in order to clarify and discuss comprehension questions and constantly monitor and regulate their own reading.

Reciprocal teaching is one of the most successfully implemented cooperative learning practices, yet many aspects of the process it follows are still unclear. The authors' aim was two-fold: To analyze whether reciprocal teaching activates diversity in discourse moves, communicative functions, and interaction sequences; and to determine whether reciprocal teaching needs to be based on prior work on student collaboration and cooperation skills in order to be effective (context dependency vs. context independency). Two groups with a different instructional background were compared: one with a teacher-centered and one with a student-centered approach. Forty-three third-grade students were led through a reciprocal teaching reading activity. Video recordings of each group were transcribed and analyzed at the micro level. Frequencies for each category were described and interpreted. The two groups did not differ significantly in the processes followed, indicating that reciprocal teaching is context independent and able to create interaction-rich and diverse environment [37] [38].

4. CONCLUSIONS

The use of reciproval teaching models can increase student activity in the learning process of learning. In the first cycle, the student activity is still very low, but in the second cycle with the improvements in the stage of reflection obtained good information to increase student activity in the teaching and learning process.

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