THE EFFECT OF RECIPROCAL TEACHING STRATEGY TOWARD STUDENTS' MOTIVATION AND THEIR READING ABILITY AT SENIOR HIGH SCHOOL IN RAMBAH HILIR DISTRICT ROKAN HULU REGENCY

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ABSTRACT

Based on the result of the preliminary study, it was found that the students at SMAN 1 Rambah Hilir and SMAN 3 Rambah Hilir were low score and not interested reading class. The students tended to be passive in learning process. Their reading comprehension mastery was low and they needed a long time to understand a reading text, even short text. The purpose of this study was to find out the effect of reciprocal teaching strategy toward students' motivation and their reading ability at senior high school in Rambah Hilir District Rokan Hulu regency. The design of this research was a quasi-experimental research with pre-test and post-test procedure. The data were collected through test and questionnaire. The total population was 61 students' of SMA Negeri 1 Rambah Hilir and 41 students' of SMA Negeri 3 Rambah Hilir. This research applied a random sampling technique to get samples. Then, the data were analyzed by using t-test method to find out whether there is significant difference between the experimental group taught by using Reciprocal teaching strategy as a treatment, and the control group taught conventionally. The research result, the writer found that significant probabilities was higher than 0.05 (> 0.05) in both paired sample t-test and independent sample t-test, it meant that there is significant different on students reading comprehension in pre-test both classes and in post-test of both classes, and there is significant different on students' motivation before and after treatment of experimental class. Besides, the value of eta square of students' was 0.97 at SMAN 1 Rambah Hilir and 0.96 at SMAN 3 Rambah Hilir. It showed it gave significant effect toward students' motivation and their reading ability.

Keyword: Reciprocal strategy, reading comprehension, motivation

INTRODUCTION

Reading is directed to activity that enables a reader to understand and gain whattext contains. Reading comprehension is so complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency, the integration of background knowledge, vocabulary, and previous experiences. During the teaching and learning process in the classroom, the teacher find some students' difficulties in reading comprehension and then give questions to the students about English course, especially reading. Most of the students respond that English is very difficult lesson than other subjects. Then, they also get difficulty to recognize a main idea of each paragraph in a text and get difficulty to recognize a supporting idea/detail in a text; students have difficulty to recognize a topic of a text.

Teaching reading in senior high school is conducted based on the reading objectives in the English curriculum. It is stated that in reading competence, students are expected to understand the meaning of interpersonal and transactional written texts in the form of recount, narrative, procedure, narrative, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily lifecontexts and to access knowledge.

Based on the researcher's observation and interview at SMAN 1 Rambah Hilir and SMAN 3 Rambah Hilir, reading comprehension is one of problem while teaching reading in senior high school is the important part in English curriculum. At SMAN 1 Rambah Hilir and SMAN 3 Rambah Hilir, the researcher saw that the teacher only used two kinds of strategies in the classroom namely grammar-translation and discussion. In learning process, the teacher usually asked the students to read texts and to find out the meaning of the difficult of words in texts and translate them. In addition, this strategy spent much time because when the students got the difficult words in the text, they saw the dictionary. Then the students should answer the comprehension questions which are provided with texts. So, it was caused that the student did not focuse to read the text and answer the question.

Eventhought grammar translation method was designed to teach reading, but the use of GTM is not effective in reading comprehension which was supported the result of the test, and the average score was only 6,0 while the minimum criteria achievement is 6,5. It means that the result of English subject at Grade XI SMAN 1 Rambah Hilir and SMAN 3 Rambah Hilir had not achieved the minimum criteria achievement yet.

Based on those problems above, the researcher would like to implement Reciprocal Teaching Strategy in teaching learning process, because in this strategy the students are given big opportunity to work independently to analyze reading material and they belong to such group discussion which also give chance to conduct a discussion among the group and also to the teacher.Palinscar and Brown (1984) developed this strategy by giving opportunities to the students to involve in dialogue among their friends within the small group. In addition, in reciprocal procedure, the students have their own job or function for a specific problem to solve in form of dialogue with the teachers or among the group. In other words, the students had much time to speak during the discussion process

to show their responsibility in solving the problem of reading material. So that, the researcher concluded that effective reading comprehension was related to six key points, those are: understanding both explicit and implicit meanings within text, activating appropriate and related background knowledge, focusing on prime content and excluding trivia, critically evaluating the content for internal consistency and comparing the content with existing knowledge, using periodic reviews as a part of ongoing monitoring of comprehension, drawing inferences to test predictions and conclusions.

A. Nature of Reading Comprehension

Reading is one of the language skills that play an important role in people life. Reading gives a foundation for children future learning . It can be concluded that people's life and reading activity are closely related.

According to Nunan (1999: 33), reading is a fluent process of combining information from the text and the background knowledge of the reader.

Reading is the center or capital of identifying the problem. Reading is the main step to write a language. Reading for the second language learners is difficult and is still big problem because English is not their native language.Thirumalai explains that, the purpose of the reading is not found during the process itself, but during the unraveling of the meaning represented by words, phrase, and sentences. To get the meaning, the reader has to have a technique.

From the discussion above, reading comprehension is an understanding the meaning of the written text read by the reader. Reading comprehension is the communication process between the reader and the author. The indicators of reading comprehension that will be used to measure the achievement are 1) Inference 2) Main idea 3) Detailed information 4) References and 5) Vocabulary in context.

B. The Kinds of Language Learning Strategy

Diaz stated that language learning strategies can be divided in to two categories. The first is indirect strategies, and the second is direct strategies. Indirect strategies tend to originate at a level of unconscious or automated performance and may or may not enter consciousness during preparation.

Direct strategies, in contrast, are used by the learners in a direct way, that is, they tend to originate at a level of conscious performance and may or may not become unconscious, or automated, during preparation.

C. Reciprocal Teaching Strategy

In accordance with Palinscar (1984) who introduced this technique, "the formal definition of reciprocal teaching is as follows: "Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text" therefore, in order all students got more active in the dialogue process of discussion in applying predicting, summarizing, clarifying, and questioning about reading material given, the researcher and collaborator gave any help to lead the student involve in those activities. In other words, the researchers gave scaffolding to the students until they could lead and do discussion in good order. Palinscar also stated that "during reciprocal teaching, the teacher and students take turns assuming the role of teacher in leading this dialogue, which leads to an interesting group learning experience.

Moreover, Palinscar (1984) gave a clear definition on howshould Reciprocal Teaching Strategy be done. Summarizing provides the chance to identify the most important information of the text. Questioning reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. Where students make their own questionssubstantively supported the main information. Clarifying gives an opportunity to students to clarify any unfamiliar message, difficulty word and if they have problem they might reread the difficulty one for asking help in discussion. Finally, Predicting occurs when students hypothesize what the author will discuss next in the text .

In order to give more opportunity to speak and built their confidence while doing the discussion trough reciprocal teaching strategy, the researcher informed the students that they could do four steps of reciprocal strategy (predicting, clarifying, questioning, summarizing) in any order. In other words, the researcher instructed to the student to carry out the discussion and might be started from any order. As they had applied, someof them began the dialogic discussion as with predictor, summarizer, clarifier, or questioner. Purely, this is done to give more chance to the students involve in dialogic system so that they had much time to speak English. If it had to be focused to start the dialogic discussion from one step for example predicting, it could a problem to start the discussion where they had to wait their predictor to speak earlier. In addition in applying this strategy, the researcher conducted the research four meeting in every cycle so that every.

D. Students Motivation

The word *motivation* derives from the Latin *movere*, "to move ". To a great extent, movement – physical activity as well as mental and socialactivity – defines the active process of writing. Motivation is one of the keys of success in learning because motivation is a factor that encourages the learners taking action and being active in learning process. In the study of Kinder in Washoe, he found that motivation is psychological mechanisms governing the direction, intensity, and persistence of action not due to solely to individual difference in ability to overwhelming environmental demands that coerce the force action. Furthermore, motivation has been identified as the learner's orientation with regard to the goal of learning a second language.

RESEARCH METHODOLOGY

It is an experimental research. In this research, there are three variables. The first variable is Reciprocal Strategy as variable 'X'. The second and third variables are Students' Motivation and Students' Reading comprehension as (Y_1 and Y_2). The research followed "Quasi Experimental Design – Nonequivalent Pre-test and Post-test Control Group Design".One group served as an experimental group and the other one as control. Creswell (2009: 155) states that when individual are not randomly assigned, the procedure is called Quasi experiment. Furthermore, he explains that the pre-test and post-test control groupdesign can be represented as follows:

Experimental class O_1 X O_2
Controlled class O_3 O_4

One class serves as an experimental group and the other one as control group. The observations are done twice, before and after the treatment. X in the box above is a treatment (in this case, the use of Reciprocal strategy). O_1 and O_3 are the observations before the treatment or usually known as pre-test, O_2 and O_4 are the observations after the treatment or usually known as post-test. The difference between O_1 and O_2 ($O_2 - O_1$) and the difference between O_3 and O_4 ($O_4 - O_3$) are assumed as the effect of the treatment.

This study was conducted in January 2017 – March 2017 at SMAN 1 Rambah Hilir and SMAN 3 Rambah Hilir. Then, the population of this research is the grade XI of SMAN 1 and SMAN 3 Rambah Hilir. They have 4 classes which consists of 2 classes SMAN I and 2 clasess SMAN 3. The total number of students are 102.

The analysis of the effectiveness of reciprocal teaching strategy in reading comprehension achievement was done through several steps. First, the researcher took the the score of the pre-test and post-test from both of the experimental and control groups. This was followed by second step in which the two tests are marked and given the score following the scoring system that had been already set up.

The third step was determined the mean of the scores from those groups. It is calculated by devided the sum of all scores by the number of the students. The formula form:

$$M = \frac{\sum x}{N}$$

Here, the means (M) of pre-test and post-test scores of the groups were compared to find out the progress before and after the treatments. If the mean score of pre-test was the same or higher than be mean score of post-test in the experimental group, it indicated that

reciprocal teaching strategy did not contribute to increase of the students' reading comprehension. However, if the mean score of the post-test was higher than the mean score of pre-test in the experimental group, it showed that reciprocal teaching strategy had contributed positively to the increase of the students' reading comprehension.

The last step was analyzing the students' reading comprehension score of the pre-test of the experimental and control groups by using t-test, it to determine whether the subjects of the experimental and control groups had significantly different or equal level before the experiment was conducted. In addition, the similar statistic measure was applied to the students' reading comprehension score of the post-test of the experimental and control groups to know to what extent was the difference between students who were taught through reciprocal and those who were taught through conventional teaching reading activities.

$$t = \frac{M1 - M2}{\sqrt{\frac{(S1)^2}{N1} + \frac{(S2)^2}{N2}}}$$

where :
M1 : mean of experimental sample
M2 : mean of control sample
N1 : number of cases in experimental sample
N2 : number of cases in control sample
$S1^2$: Variance of experimental sample
$S2^2$: Variance of control sample
(Best, 1981: 270)

Etta Square Equationis used to measure the effect size (Cohen, Manion, and Morrison, 2007: 521). An effect size is simply a way of quantifying the difference between two groups. For example, if one group has had an 'experimental treatment' and the other has not (the 'control'), then the Effect Size is a measure of the effectiveness of

the treatment. For related or 'paired' samples in t-test, the following formula is used:

$$Eta\ squared = \frac{t^2}{t^2 + (N_1 - 1)}$$

Where:t = the t-value

N₁= the number of sample

For independent sample in t-test, The effect size (eta squared) is calculated by the following formula:

$$Eta\ squared = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

Where:

t : the t-value

N1 :the number in the sample of group one

N2 :the number in the sample of group two

An effect size can lie between 0 to 1. In using Cohen's (Cohen, Manion, and Morrison, 2007: 521) as follows:

0–0.20 = *weak effect*

0.21–0.50 = *modest effect*

0.51–1.00 = *moderate effect*

>1.00 = *strong effect*

The analysis of the reading comprehension through reciprocal strategy was done through following steps. T-test will be used to find out the difference between pretest and posttest taken from group experiment and group control. The formula are as follows:

a. Independent Sample Test
   Independent Sample T-test will be use to find out the diiference pretest and post test experimental group and control group
b. Paired Sample T-Test
   Paired Sample T-test will be used to find ot the difference pre test and post test in experimental group (reciprocal strategy).
c. Questionnaire
   Questionnaire will be used to assess students' motivation. To assess it the researcher will measure based on the indicators of students motivation. The indicators are: Attention, Relevance, Confidence, and Satisfaction.

RESULT AND DISCUSSION

1. Teaching reading texts by using Reciprocal strategy could improve the students' reading comprehension.

The Analysis Between Pre-test and Post-test on students reading comprehension for Experimental Group at SMAN 1 Rambah Hilir

Group Score	Mean	Stand. Dev	df	T	Sig.
Pre – test	50.84	8.34	30	16.90	.000
Post – test	71.16	6.49			

The output of paired sample test showed that the t-test result was 16.90, its df was 30, by comparing number of significance. If probability>0.05, null hypothesis (H₀) is rejected. If probability<0.05 alternative hypothesis (Hₐ) was accepted. Because the

significance was 0.000 < 0.05, thus, H$_a$ was accepted.

The Analysis Between Pre-test and Post-test on students reading comprehension for Experimental Group at SMAN 3 Rambah Hilir

Group Score	Mean	Stand. Dev	df	T	Sig
Pre –test	47.20	6.305	19	25.51	.000
Post –test	74.80	7.58			

The output of paired sample test showed that the t-test result was 25.51, its df was 19, by comparing number of significance. If probability>0.05, null hypothesis (H$_0$) is rejected. If probability<0.05 alternative hypothesis (H$_a$) was accepted. Because the significance was 0.000 < 0.05, thus, H$_a$ was accepted.

The Analysis Between Pre-test and Post-test on students reading comprehension for Control Group at SMAN 1 Rambah Hilir

Group Score	Mean	Stand. Dev	df	T	Sig)
Pre – test	50.4	8.109	29	-1.813	.101
Post – test	56.8	9.419			

The output of paired sample test showed that the t-test result was -1.813, its df was 29, by comparing number of significance. If probability>0.05, null hypothesis (H$_0$) is accepted. If probability<0.05 alternative hypothesis (H$_a$) was accepted. Because the significance was 0.101<0.05, thus, H$_a$ was rejected.

The Analysis Between Pre-test and Post-test on students reading comprehension for Control Group at SMAN 3 Rambah Hilir

Group Score	Mean	Stand. Dev	df	T	Sig
Pre – test	50.10	9.433	20	-1.226	.204
Post – test	55.62	7.78766			

The output of paired sample test showed that the t-test result was -1.226, its df was 20, by comparing number of significance. If probability>0.05, null hypothesis (H$_0$) is accepted. If probability<0.05 alternative hypothesis (H$_a$) was accepted. Because the significance was 0.204> 0.05, thus, H$_a$ was rejected.

These finding is closely related to Martine (2005) who stated that the use of small group work activities can turned the students into positive learning experiences because both small group work and pair work, increase students' talking time, allow mimic real English conversations, create a more secure and positive classroom atmosphere and are more fun.

Moreover, Reciprocal Strategyis cooperative learning. Cooperative learning has for benefits; they are positive independences, collaborative skills, processing group interaction and individual accountability (Jacobs et al, 1997:8-12). Others experts categorise pairing and grouping to the same learning strategy.

In addition, Sert (2005:1) found that a variety of advantages of student

collaboration in preparing written work since outputs are far more grammatical, include less spelling mistakes, and indicate a higher level of grammatical awareness. Additionally, pair and group-work helps students build positive interpersonal relationships and create a high level of academic solidarity and confidence.

Pellowe (1996:3) claimed that students can work productively in pairs and groups. In order to complete a task assigned by the teacher, students in pairs or groups often must negotiate in order to complete the task; they strive with each other to communicate the meaning, find the correct work and determine the best way to complete the task. When students have the freedom to negotiate the meaning and the form of what they are saying to each other, this leads students to the specific areas of their language that nedd development.

2. Teaching Reading Text by using Reciprocal Strategy could improve the students' Motivation.

The Analysis Between Before Treatment and After Treatment on student motivation in reading comprehension for Control Group at SMAN 1 Rambah Hilir

Group Score	Mean	Stand. Dev	df	T	Sig
Pre – observation	57.93	5.521	29	-1.266	.216
Post – observation	58.67	5.391			

From the table above, the output of paired sample test showed that the t-test result was -1.266, its df was 29, by comparing number of significance. If probability>0.05, null hypothesis (H_0) is accepted and If probability<0.05 alternative hypothesis (H_a) was accepted. Because the significance was 0.216> 0.05, thus, H_a was rejected.

Then, the writer found out the percentage of significant effect between Before Treatment and After Treatment of control group by looking for the effect size or eta-squared. The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for6 meetings by using non- Reciprocal strategy can improve **5.2%** on the student motivation in reading comprehension of control group. Therefore, **Ha** is rejected that there is no significant difference between motivation before treatment and After Treatment Scores of control group at SMAN 1 Rambah Hilir.

The Analysis Between Before Treatment and After Treatment on student motivation in reading comprehension for Control Group at SMAN 3 Rambah Hilir

Group Score	Mean	Stand. Dev	df	T	Sig
Pre – observation	56.4762	5.58	20	-1.485	.109

	Post – observation	58.4762	5.72

Then, from the table above, the output of paired sample test showed that the t-test result was -1.485, its df was 20, by comparing number of significance. If probability>0.05, null hypothesis (H_0) is accepted and If probability<0.05 alternative hypothesis (H_a) was accepted. Because the significance was 0.109 > 0.05, thus, H_a was rejected.

Then, the writer found out the percentage of significant effect between Before Treatment and After Treatment of control group by looking for the effect size or eta-squared. The result of data analysis is based on inferential statistics which has identified that after conducting the treatment for6 meetings by using non- Reciprocal strategy can improve **7.0%** on the student motivation in reading comprehension of control group. Therefore, the **Ha** is rejected that there is no significant difference between motivation before treatment and after treatment Scores of control group at SMAN 3 Rambah Hilir.

Based on the result of hypothesis showed that Reciprocal strategy give the effect to students' motivation.Reciprocal strategy included a higher possibiliby of enganging and individual's preferred learning style, a proportional increase in each student's chance to be actively involved in language use and a greater variety of types of language that students can use.

These could include information-gap activities in which two or more people share information to complete a task; conversation grid activities in which students ask for information from many other students; sorting activities; and problem-solving activities, such as dialogues and role-plays in which students ask for information related to specific contexts (Taylor et al, 2005 :18).

Referring to the finding above, The Association for Educational Communication and Technology (2001) declared that high achieving students benefit by the cognitive restructuring that occurs when providing in-deepth explanation to peers. Here, the students must take accountably not only to the group but also be responsible for their own learning. Positive interdependence can be developed through individual and group accountability. For cooperative learning to be effective, it is important that students work together to learn material but be tested individually. This is the art of creating positive interdependence. To complete the process the teacher recorded the groups' average test score as an individual student's grade. The accountability is created in two ways: first all team members must do well for themselves, and second, they must do well for the group. It becomes the common goal of the group for everyone to do well on the assessment in order to obtain a higher overall grade.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the objectives and hypothesis of the research, the findings of the research as follows:

1. There is significant difference between reading comprehension post-test mean score of experimental group and reading comprehension post-test mean score of control group

on narrative text at SMAN 1 Rambah Hilir and SMAN 3 Rambah Hilir.

2. There is significant difference between motivation post-observation mean score of experimental group and motivation post-observation mean score of control group at SMAN 1 Rambah Hilir and SMAN 3 Rambah Hilir.

From the statement above, it could be concluded that the implementation of Reciprocal strategy could improve the students' reading comprehension and their motivation mainly in narrative texts.

Recommendation

Based on the findings of this study, the study recommends that the teacher should activate the students' prior knowledge before implementing Reciprocal strategy in teaching and learning since it is needed in Reciprocal strategy as the effort to perform meaningful learning.The teachers should place more emphasis on using the practical guidelines on how to teach motivation tasks, and taking into consideration the fact that motivation requires the acquisition of several skills. The teacher should develop the implementation of Reciprocal strategy, not only in motivation but also in other language skill learning.The curriculum designers should consider the use of Reciprocal in teaching and learning motivation due to its role in motivating the students to get involved in the learning process.

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