



IMPROVING STUDENTS' PARTICIPATION AND MOTIVATION IN READING COMPREHENSION THROUGH RECIPROCAL TEACHING

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Abstrak

Penelitian ini merupakan sebuah upaya untuk meningkatkan partisipasi dan motivasi siswa dalam kegiatan membaca teks procedure dan report melalui metode Reciprocal Teaching. Penelitian ini merupakan penelitian kualitatif yang dikembangkan menjadi sebuah PTK (Penelitian Tindakan Kelas). Subjek dalam penelitian ini adalah siswa kelas 9 SMP Negeri 9 Satu Atap Praya Barat Daya. Kelas ini terdiri dari 4 (empat) siswa. Subjek dipilih berdasarkan observasi awal dan tes yang dilakukan oleh penulis pada awal penelitian. Hasil penelitian menunjukkan bahwa siswa tersebut memiliki partisipasi dan motivasi yang rendah dalam kegiatan membaca, sehingga mempengaruhi pemahaman membaca mereka dalam pembelajaran Bahasa Inggris. Tahap PTK dilakukan dalam dua siklus yang meliputi perencanaan, pelaksanaan, observasi, refleksi dan revisi. Hasilnya menunjukkan bahwa metode Reciprocal Teaching dapat meningkatkan partisipasi siswa terhadap kegiatan membaca pada siklus I (terjadi peningkatan 12%) dan siklus II (terjadi peningkatan 12%). Selain itu, motivasi siswa terhadap kegiatan membaca mereka juga meningkat pada siklus I (terjadi peningkatan 7%) dan bahkan peningkatan yang lebih tinggi pada siklus II (terjadi peningkatan 17%). Ini berarti bahwa metode ini terbukti dapat meningkatkan partisipasi siswa dalam kegiatan membaca mereka. Disamping itu, motivasi siswa meningkat dengan penerapan metode Reciprocal Teaching ini. Penelitian ini dapat digunakan sebagai referensi untuk melakukan penelitian yang berkaitan dengan kemampuan membaca atau metode pembelajaran Reciprocal Teaching kepada peneliti lain ataupun praktisi Pendidikan Bahasa Inggris.

Kata Kunci: *Siswa SMP, Motivasi, Partisipasi, Pemahaman Membaca, Reciprocal Teaching*

Abstract

This study was an attempt to improve students' participation and motivation in reading activity of procedure and report texts through reciprocal teaching. It is a qualitative study, which was developed as a Classroom Action Research

CAR). The subject in this study was the 9th grade students of SMP Negeri 9 Satu Atap Praya Barat Daya. This class consists of 4 (four) female students. The subjects were chosen based on the preliminary observation and test conducted by the writer in the beginning of the study. The result showed that they had low participation and motivation in reading activity, which further predicted influencing their reading comprehension in their English learning. The CAR stages were done in two cycles which include planning, action, observation, reflection and revision. The findings show that reciprocal teaching could improve the students' participation toward their reading comprehension activities in both cycle I (12 % improvement) and cycle II (12% improvement). Besides, students' motivation toward their reading comprehension activities also improve in cycle I (7 % improvement) and even higher improvement in cycle II (17 % improvement). It means that this method is proved to be highly promoting the students' participation in their reading comprehension. Furthermore, the students' motivation was also increased with the application of this technique. This study could be used as a guidance reference to do a research dealing with reading comprehension or Reciprocal Teaching method to the other researchers or teaching practitioner.

Keywords: Junior High School Students, Motivation, Participation, Reading Comprehension, Reciprocal Teaching

I. INTRODUCTION

Studies in the area of students' reading comprehension have been given important attention by both researchers and also teachers in their classroom reading activities. Reading activity itself holds an important part in the process of teaching and learning English. Students are expected to read a written text, perceive meaning and establish connection of their previous knowledge with the text to understand the meaning of the text completely, which is commonly known as reading comprehension (Laurea, 2013; Özdemir1 & Akyol, 2019). Reading comprehension then, is viewed as the main objective of reading activity. It is a result coming from an interaction of the readers with the text and the mental construction that occurred during the reading process. The representation of reading comprehension was shown through the readers acquired the mental representation of the text, which included the textual information and associated background knowledge (Habibullah, 2012; Van den Broek et al., 2014).

Becoming proficient in reading skill, which followed by reading comprehension,

required two supporting aspects, namely the students' learning participation and motivation. These two aspects were very important, given that reading was an active activity of a person in constructing the meaning of the text. Furthermore, reading comprehension was seen as the result of the mental construction process of the reader before, during and after the reading process. Participation was the mental, physical and emotional involvement of a person in responding to the activities being done in order to achieve a common goal. Within the learning process, participation was expected to appear in students, through their learning process in the classroom. This refers to students' participation in learning, in which students were actively involved in their physical and psychological aspects to achieve satisfactory learning outcomes. Motivation was the power within the individual, which causes the individual to act (Nur'Aini, 2013). Motivation grew in each individual, stimulated the individual to perform various actions, in an attempt to achieve a goal desired by the individual. In learning, students' motivation was very important to arouse positive efforts of

learners in obtaining the determined learning results.

However, school limitations in terms of the facilities and learning process may lead to the lack of students' motivation and participation in reading comprehension. An isolated location meant many limitations to the school facilities, such as limited number of lesson books, few numbers of reference books, and the absence of internet access and also teaching media. Limited school facilities then affect the effectiveness of the learning process because students might find that independent learning is a little difficult to implement. As the result, students may achieve a very low score in reading comprehension. Therefore, teacher creativity in implementing proper learning method becomes the main factor in promoting enthusiasm of students in reading activity in the midst of said limitations.

Reciprocal Teaching is a teaching method that comprises four thinking strategies, namely Predicting, Clarifying, Questioning and Summarizing, which viewed to be essential in improving the readers comprehension of the text (Ghorbani, 2013; Yang, 2010). Developed first by Palincsar, Brown and Klenk between 1984 and 1991, this method served as a powerful tool to help comprehension process during reading activities. The proper application of this method believed could lead students to become effective readers that uses their metacognitive thinking in a systematic and purposeful process in their reading activity (McAllum, 2014). Furthermore, Yawisah (2013) mentioned the advantages of the reciprocal teaching method, which includes: 1) The improvement of students' summation, as well as their independency; 2) The reduce of students' disruptive behavior, since they are cognitively engaged in the material; 3) An improvement of students' communication skill; and 4) An increase of students' self-efficiency and self-esteem.

Since the development of reciprocal teaching method, many research studies had been carried out to explore its effectiveness for improving students reading

comprehension. It is carried out in all across the globe, with many struggling readers. Salehi and Vafakhah (2013) focused their research study on the comparison of Reciprocal Teaching Only (RTO) and Explicit Teaching of Strategies before Reciprocal Teaching (ET-RT) On Reading Comprehension of EFL Learners. The female Iranian EFL learners who were their subject of their study, showed significant improvement on the use of RTO and ET-RTO. In addition, ET-RT turned out to cause more gains in reading comprehension in comparison to RTO.

Another study related with Reciprocal Teaching Method was conducted by Gulhiz Pilten in 2016. He was investigating the effects of reciprocal teaching in comprehending expository texts through experimental study. The work was done in Konya Province, which involved 54 students of a primary school. The result of the research showed a better improvement of the expository text comprehension skill on the experiment group, at a statistically significant level.

Based on the aforementioned problems and empirical reviews, this study would apply reciprocal teaching method to improve students' participation and motivation in reading simple essay, which especially employs procedure and report texts. This current study was encouraged by seeing the gap between the implementation of reciprocal teaching to students' participation and motivation in reading activity of procedure and report texts. Hence, this study was an attempt to find the best application of reciprocal teaching in order to improve students' participation and motivation in reading activity of procedure and report texts. It is expected that students' participation and motivation in the reading skill in English lesson will be improved through the use of a properly implemented Improved Reciprocal Teaching method. The research question of this study is: *"To what extent do the students' participation and motivation improve through the application of Reciprocal Teaching method?"*

II. METHOD

Participants & Location

This study was as a qualitative study, which was developed as a Classroom Action Research (CAR) (Creswell, 2012). The subject in this study was the 9th grade students of SMP Negeri 9 Satu Atap Praya Barat Daya, which consists of 4 (four) female students. The subjects were chosen based on the preliminary observation and test conducted by the writer in the beginning of the study. The result showed that they had low participation and motivation in reading activity, which further predicted influencing their reading comprehension in their English learning.

SMP Negeri 9 Satu Atap Praya Barat Daya was located in Dusun Suare, Desa Batujangkih, Kecamatan Praya Barat Daya, Kabupaten Lombok Tengah. It was first established in 2014, in the same location with SD Negeri Suare. The headmaster of this school was Mr. Lalu Badraen, S.Pd. SD. The numbers of students registered in this school were 4 students, which all of them belong to the ninth grader students

The location of SMPN 9 Satap Praya Barat Daya was quite far from the center of the district and the region. The area where this school was built belongs to remote area category, with the access of one school to another is quite far away. The professions of the surrounding community were farmers, and mostly belong to low economic condition. In order to support the government 9 years compulsory education program, sekolah satu atap (one location school with two levels of education) was necessary, in order to prevent the drop out elementary graduate students.

An isolated location meant many limitations to the school facilities. There were limitations on the availability of teachers who can provide lessons on the allocated time. In addition, teachers who had the required degree were also limited. These difficulties arose from the fact that the access to the school was quite remote and difficult to reach, especially during the rainy season, in comparison with the payment that

can be provided by schools. In addition, the availability of facilities was also limited, ranging from the limited number of lesson books, few numbers of reference books, and the absence of internet access.

Various limitations possessed by the school sometimes became the cause of students' low participation and motivation. Limitations of educators lead to a lack of mentoring from teachers to students. Independent learning was also a little difficult to implement, given the limitations of the school towards its learning infrastructure, especially books.

Research Procedure

The implementation of the action research in this study applied the dynamic process in a spiral of activities, including: (a) problem identification/initiation, (b) planning, (c) action, (d) observation, and (e) reflection and revision. Initiation stage covers the preliminary data collection related with students' problem in their reading comprehension. Two methods were used, i.e. preliminary observation and a preliminary test. Planning stage is done in very beginning of each cycle. It was designed to determine treatment that would be conducted in each cycle, the steps of the action, and instruments needed in collecting the data. The action was carried out when the planning had been completed. In this stage, the selected improvements were implemented in a form of teaching scenario. The processes in which students and the teacher performed while doing the activities were focused. Observation conducted in order to assess the achievement of the objective and the process of teaching and learning in the classroom. In addition, the observation also conducted to find out whether any problem was there faced by the students in implementing the approach. Reflection was considered as a very important stage in this study. It was done at the end of each cycle. The reflection came from the result of observation that showed the weakness and the strength of the action.

Data Collection and Analysis

There were three instruments applied in this study that will be used in gaining various data, namely;

1. Teacher's Diary

The teacher's diary was used during the class session to record the students' activities and responses toward the implementation of the

reciprocal teaching method. The teacher's activity and students' activity columns are filled in by copying the activities from lesson plan and the comments is filled in handwritten by the teacher to record and explain any important things that happen during the instructional process.

The teacher's diary model that will be used in this study is as follows:

No	Teacher's Activity	Students' Activity	Comments
1			

r

2. Classroom Observation Sheet

The Classroom Observation sheet will be used as the source in finding out the change of students' participation after the study is conducted. Two writer's colleagues will be asked to help the writer observing the students and record the result in this sheet. The data will be taken and analyzed afterwards in every cycle. The classroom

observation sheet can be seen in the appendix.

The Classroom Observation sheet will be used to record the students' participation during the data collection. The writer will ask two colleagues to help recording the students' participation in order to obtain a more valid and objective result. The result of the classroom observation sheet will be analyzed using the following formula:

%

$$= \frac{\text{The total score of the Observer (1)} + \text{The total score of the Observer (2)}}{\text{Maximum Score of the Classroom Observation Sheet} \times 2} \times 100\%$$

Then, the result of the formula above will be categorized based on the following criterion:

Scoring Percentage	Category
81% - 100%	Very High
61% - 80%	High
41% - 60%	Medium
21% - 40%	Low
0% - 20%	Very Low

3. Students' Motivation Questionnaire

The Students' Motivation questionnaire was given to the students after each cycle was done.

The purpose of this questionnaire was to find out whether there was a change of students' motivation after the study conducted. The

motivational questionnaire could be seen in the appendix.

In addition, the questionnaire that was used was Students' Motivation questionnaire. It is used to measure

the students' motivation after each cycle. It will be answered by the Writer. The result of the motivational questionnaire analyzed using the following formula:

$$\% = \frac{\text{The total score of the Motivational Questionnaire} \times \text{Total Students}}{\text{Maximum Score of the Motivational Questionnaire} \times \text{Total Students}} \times 100\%$$

Then, the result of the formula above will be categorized based on the following criterion:

Level	Percentage
High	60% - 100%
Middle	31% - 59%
Low	0% - 30%

The data that was found in each cycle were compared to the data on Preliminary Observation. It was done to know the improvement of the students' participation and motivation in their reading comprehension. The research can be said

successful if the students' participation reached "High" level, and the students' motivation reached "High" level. Those two were the success indicators to be in this study.

III. RESULTS AND DISCUSSION

The Comparisons of the Improvements in the Classroom Observation sheet

The result of the Classroom Observation sheet from Preliminary Observation to Cycle II can be seen in the following table;

Table 1. The Comparisons of the Improvements in the Classroom Observation sheet

Stage	Observer (1)	Observer (2)	Total Score	Total Result (%)	Category
	X ₁	X ₂	X ₁ + X ₂	$\frac{X_1 + X_2}{\text{TotalScore} \times 2} \times 100$	
Preliminary Observation	27	27	54	45	Medium
Cycle I	35	33	68	57	Medium
Cycle II	42	41	83	69	High

The table above shows that the result of the Classroom Observation sheet in the Preliminary Observation sheet was, the total score of the Observer (1) was 27, the total score of the Observer (2) was 27, and the total Result of both sheets combined was 45%. The end result was categorized as

"Medium". This was gained from the implementation of the Reciprocal Teaching method in Preliminary Observation.

In the Cycle I, the writer applied the Improved Reciprocal Teaching method. The result, as shown in the table and the graphic above, was the total score of the Observer (1)

was 35, the total score of the Observer (2) was 33, and the total Result of both sheets combined was 57 %. The result showed an improvement of 12 % in the total Result of both sheets combined, yet the category still falls to “Medium”.

Proceeding to Cycle II, the application of the Improved Reciprocal Teaching method by the writer gave better result than the previous stage. The result in the Classroom Observation sheet was, the total score of Observer (1) was 42, the total score of Observer (2) was 41, and total

Result of both sheets combined was 69 %. The last score improved 12 %, and could be categorized as “High”.

Thus, improvements of the results shown in the Classroom Observation sheet were very satisfying. There was 12 % improvement in the Cycle I, and also 12 % improvements in the Cycle II of this research. The application of the Improved Reciprocal Teaching method was proved to be a good cure in increasing the students’ participation toward their reading comprehension activities.

The Comparisons of the Improvements in the Students’ Motivation score

The result of the Students’ Motivation questionnaire from Preliminary Observation to Cycle II can be seen in the following table;

Table 2. The Comparisons of the Improvements in the Students’ Motivation score

Stage	Total Score	Total Result (%)	Category
Preliminary Observation	54	46	Middle
Cycle I	63	53	Middle
Cycle II	84	70	High

The table above shows that the result of the Students’ Motivation questionnaire in the Preliminary Observation sheet was, the total score of all students’ questionnaires was 54, and the total Result of both sheets combined was 46 %. The end result was categorized as “Middle”. This was gained from the implementation of the Reciprocal Teaching method in Preliminary Observation.

In the Cycle I, the writer applied the Improved Reciprocal Teaching method. The result, as shown in the table and the graphic above, was the total score of all students’ questionnaire was 63, and the total Result of all questionnaires combined was 53 %. The result showed an improvement of 7 % in the total Result of all questionnaires combined, yet the category still falls to “Middle”.

Proceeding to Cycle II, the application of the Improved Reciprocal Teaching method by the writer gave better result than the previous stage. The result in

the Classroom Observation sheet was, the total score of all students’ questionnaire was 84, and the total Result of all questionnaires combined was 70 %. The last score improved 17 %, and could be categorized as “High”.

The comparisons of all results in this research proved that implementing an Improved Reciprocal Teaching method could increase the students’ motivation toward their reading comprehension activities. The Cycle one resulted in 7 % improvement; and Cycle II resulted in 17 % improvement, as shown in the result of the students’ questionnaire. The write felt very happy with the result.

Through the implementation of Improved Reciprocal Teaching method, the participation of the ninth-grade students of SMPN 9 Satu Atap Praya Barat Daya improved gradually. The Classroom Observation sheet in Preliminary Observation was 45 %, improved 12 % to 57 % in Cycle I, and again improved 12 % to 69

% in the Cycle II. The score 69 % in the last cycle fell into category “High”. With this improvement, the writer concluded that the Improved Reciprocal Teaching method could be used to promote higher students’ participation toward their reading comprehension skill.

The improvement of the students’ participation in this study was referred to many types of students’ activity that supports their learning activities (Warayet, 2011) especially their reading comprehension. The activities include the direct reading comprehension activity, such as reading the text, analyzing the text, creating questions about the text, etc. The indirect activities measured were students’ listening to what their friends said, giving responses, etc. Those students’ participations were found to be greatly improved through the implementation of the Reciprocal Teaching method.

The increasing participation with the application of Reciprocal Teaching method was also triggering higher students’ motivation (Junn, 1994, in Rocca, 2010). In this study, the result of the Students’ Motivation questionnaire in the Preliminary Observation was 46 %, gained 7 % improvement and reached score 53 % in Cycle I, and ended with 13 % improvement in Cycle II, with the score 70 %. The category of the last score was “High”. Overall, all those findings from first and second cycle showed that Reciprocal Teaching method proved to be effective in increasing students’ motivation.

The Reciprocal Teaching method assisted researcher in increasing students’ motivation significantly. Students’ were highly motivated in following all Reciprocal Teaching method activity, i.e. predicting the text, reading aloud, clarifying, questioning and summarizing activity. The same high motivation was also shown by the students in the indirect activity that supports reading comprehension activity, such as paying attention to their friend, answering the questions and identifying and analyzing the text. This same significant increase of

students’ motivation in this research is in agreement with the finding in the related literature (Pilten, 2016).

Overall, the Reciprocal Teaching method helped students in their reading comprehension activity. In agreement with the related literature (Salehi & Vafakhah, 2013) researcher found great improvement with the students’ reading comprehension through the application of Reciprocal Teaching method. However, in this study, the researcher focused only on the improvement of the students’ participation and motivation.

IV. CONCLUSIONS

Based on the conclusions above, it is suggested that the English teacher can use the Improved Reciprocal Teaching method in teaching reading comprehension, as it was effectively applied at the 9th grade students of SMPN 9 Satu Atap Praya Barat Daya. This method proved to be highly promoting the students’ participation in their reading comprehension. Furthermore, the students’ motivation was also increased with the application of this technique. This study could be used as a guidance reference to do a research dealing with reading comprehension or Reciprocal Teaching method to the other writer or teaching practitioner.

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