

Implementation of Reciprocal Teaching Strategy for reading comprehension skills of XII students

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ABSTRACT

This study explores the implementation of the Reciprocal Teaching Strategy to enhance students' reading comprehension skills in Hortatory Exposition texts. Conducted as a Classroom Action Research (CAR) over two cycles in Class XII-7 at SMA Negeri 5 Purworejo during the 2023/2024 academic year, the study involved 35 students (25 females and 10 males). Data were collected through pre-tests, post-tests, observations, and documentation, analyzed using simple descriptive quantitative methods, and presented in table and chart. The findings reveal a significant improvement in reading comprehension, with average scores increasing from 63 (Cycle I) to 81 (Cycle II). This growth highlights the effectiveness of the Reciprocal Teaching Strategy, particularly when supported by interactive instructional media such as videos. The strategy's integration of predicting, questioning, clarifying, and summarizing fosters critical thinking and active student engagement, addressing challenges in understanding both explicit and implicit textual information. These results underscore the strategy's potential for advancing reading comprehension and its applicability in 21st-century learning contexts.

Kata kunci: implementation, Reciprocal Teaching Strategy, reading comprehension

INTRODUCTION

Reading ability is one of the fundamental skills in learning English. It is essential not only for understanding the content of texts but also for supporting students' analytical and critical thinking skills. Based on the 2022 Programme for International Student Assessment (PISA) results, Indonesian students' reading ability is at an alarming level, with an average score of 359, far below the average score of students from OECD member countries, which ranges between 472 and 480 points (Bilad et al., 2022, 2024). This data reflects that many Indonesian students still struggle to optimally understand the content of readings, both explicitly and implicitly. Low reading comprehension skills can hinder students in grasping the meaning of texts and producing various types of

writing (Mohamed & Ahmed, 2023; Pradja & Firmansyah, 2020; Woolley, 2011; Munawaroh, 2024).

This is also supported by previous research, which states that poor reading comprehension skills can obstruct students when attempting to read and write various types of texts (Bilici & Subaşı, 2022). Other researchers explain that students who do not read efficiently miss the opportunity to reflect, contemplate, and understand the implications of the concepts presented (Khasawneh & Al-Rub, 2020). This issue aligns with findings in the field, where students tend to rely on teachers for explanations rather than striving to independently understand the content of texts. Furthermore, helping students become independent readers through the teaching of reading strategies is crucial for understanding the text, identifying unfamiliar words, locating information, evaluating content, and organizing data or issues. This situation highlights the need for the implementation of effective teaching strategies to enhance reading skills and overcome the habit of rote learning.

Teachers in 21st Century era must employ strategies that can motivate students, foster critical thinking skills, and actively engage them in understanding reading content. One teaching strategy that can be implemented is the Reciprocal Teaching Strategy, which has been proven to be an effective approach for improving students' reading comprehension skills (Dadabhoy & Dadabhoy, 2021; Diningrat et al., 2023; Mohamed & Ahmed, 2023; Musdalifah et al., 2023). This strategy involves active learning processes through small group discussions using four main steps: predicting, questioning, clarifying, and summarizing (Oo et al., 2021). This approach not only helps students better understand texts but also encourages analytical and critical thinking skills (Dew et al., 2021; Rawengwan & Yawiloeng, 2020). The importance of teachers reflecting on their teaching practices to identify and address students' challenges, including in reading comprehension (Aprilia et al., 2021; Purba et al., 2023; Masykuri, 2024).

The researcher conducted observations and teaching practice in Class XII-7 at SMA N 5 Purworejo. During the teaching and learning process, it was evident that many students were unable to comprehend the content and meaning of Hortatory Exposition texts in depth. This was indicated by their inability to understand arguments, main ideas,

and the purpose of the text, whether explicit or implicit. The students' difficulties in reading were not only due to a lack of understanding of the text's content but also due to limitations in linguistic aspects such as vocabulary mastery, grammar, and text structure. Furthermore, students often lacked adequate reading strategies to analyze and evaluate the arguments presented in the texts. These difficulties impacted their low ability to develop critical thinking skills, which are one of the essential demands of 21st-century learning (Smith & Robinson, 2020).

The researcher further conducted interviews with Class XII-7 students at SMA N 5 Purworejo to explore the challenges they faced in understanding Hortatory Exposition texts. Based on the interviews, most students revealed that they struggled to identify main arguments, delve into the text structure, and utilize effective strategies to comprehend the texts. Most students also admitted that they tended to be passive when asked to analyze texts deeply. Based on these findings, the researcher decided to conduct classroom action research aimed at improving students' critical reading skills, particularly in understanding Hortatory Exposition texts, through the implementation of the Reciprocal Teaching Strategy.

Reciprocal Teaching Strategy is an approach that involves active interaction between teachers and students during reading activities. In this strategy, students work in small groups and take turns acting as "teachers" to analyze the text. There are four main strategies in Reciprocal Teaching: summarizing, questioning, predicting, and clarifying (Hamdani, 2020; Herlina et al., 2017; Palinscar & L, 1984). Reciprocal teaching is an instructional approach that equips learners with cognitive strategies to enhance their reading comprehension skills (Ainaa, 2022; Saiola et al., 2023). This method facilitates initial interactions between teachers and students, enabling them to collaboratively understand the text. This approach helps students engage more actively in the reading process by collaborating and sharing their understanding of the text, while also strengthening their critical thinking skills and their ability to evaluate arguments within the text.

The choice of the Reciprocal Teaching Strategy as a means to enhance students' reading comprehension skills was also motivated by previous studies that showed the

effectiveness of this strategy in significantly improving students' reading abilities. Theoretical foundation for Reciprocal Teaching, demonstrated that this strategy aids students in enhancing text comprehension, critical thinking skills, and collaboration in learning (Diningrat et al., 2023; Palinscar & L, 1984). Further studies also highlighted that the implementation of Reciprocal Teaching Strategy could improve students' reading comprehension, especially in analyzing arguments and text structure (Hendrisman & Yanis, 2022; Pradja & Firmansyah, 2020). Therefore, this strategy is considered an effective solution to address students' difficulties in reading Hortatory Exposition texts and to improve their overall reading comprehension skills.

This classroom action research is based on the relevance of empirical data from previous studies and findings in the field. By applying for the Reciprocal Teaching Strategy in Class XII-7 of SMA Negeri 5 Purworejo, this study aims to improve students' reading skills for Hortatory Exposition texts and support the development of their critical thinking skills. This approach is expected to provide a significant solution in improving the quality of reading instruction at the high school level.

RESEARCH METHOD

This study employs Classroom Action Research (CAR), conducted over two cycles, with each cycle consisting of one face-to-face meeting. Classroom Action Research (CAR) is a type of research conducted through actions in the classroom by the teacher/researcher. CAR is an action-oriented research approach where its implementation can be observed, experienced, and internalized, leading to questions about whether the teaching practices applied so far have achieved high effectiveness (Sulistio & Haryanti, 2022; Zulfah, 2023). Each cycle consists of four stages: planning, action, observation, and reflection (Kemmis et al., 2013; Zulfah, 2023). Those steps basically adopted Kemmis and McTaggart the research aimed to analyze the Reciprocal Teaching Strategy (RTS) as the strategy chosen related to the reading comprehension skills on Hortatory Exposition Text. To gather the data which was used in analyzing the result of the strategic changes, a pre-test and a post-test have been conducted. The pre-test was done to identify the current competency level of the students in reading comprehension skills. Meanwhile, the post-test was done to identify the changes which

occurred in students' reading comprehension skills after given a series of special actions. The participants involved in this research were the EFL of 12th grade, specifically the class of 12-7 of SMAN 5 Purworejo. There were 36 students in the experimental participants with the level of age between 17-18 years old. The study was scheduled for three weeks, starting from October, 21th until September 1st, and by September 11th to 22nd 2024, which had been done in two cycles.

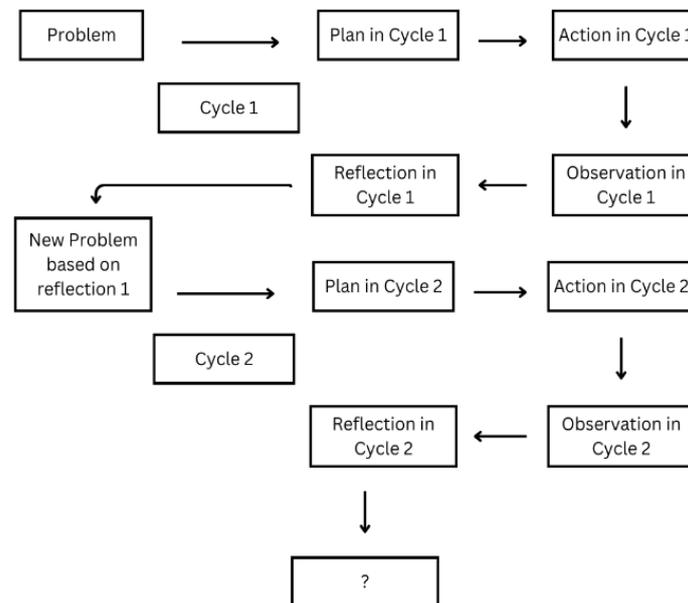


Figure 1. Action research process

FINDINGS AND DISCUSSION

This study was conducted in two cycles using a classroom action research (CAR) approach, aiming to improve the reading comprehension skills of 12th-grade students in Class XII 7 at SMA N 5 Purworejo on the topic of Hortatory Exposition by implementing the Reciprocal Teaching strategy. At the initial stage, prior to any intervention, observations were conducted to understand the students' baseline condition. The observations revealed that most students struggled to understand the content of texts in-depth, particularly in identifying main ideas, arguments, and both explicit and implicit information. These difficulties were primarily attributed to the students' limited vocabulary, which hindered their comprehension.

In Cycle I, the teaching intervention was designed using PowerPoint as the primary instructional medium, containing text and images. The Reciprocal Teaching strategy was implemented through four main steps: Predicting, Questioning, Clarifying, and Summarizing. The post-test results from Cycle I showed an improvement in students' reading comprehension abilities, with an average learning outcome of 63. At this stage, students were able to identify the main ideas of the texts effectively but still faced challenges in understanding deeper implicit information due to their limited vocabulary. Nevertheless, the teaching process in Cycle I began to show positive impacts on the students' reading skills.

The reflection from Cycle I served as the foundation for improvements in Cycle II. An important improvement was the integration of video-based instructional media to enhance students' understanding of the texts. In cycle II, the Reciprocal Teaching strategy was consistently applied, but with more engaging and interactive instructional media. The post-test results from Cycle II demonstrated a significant improvement in students' reading comprehension skills, with an average learning outcome of 81. Students showed better understanding of the texts, both in identifying main ideas and in interpreting implicit information. Additionally, students appeared more enthusiastic and engaged in the learning process, especially during the Summarizing phase, which allowed them to creatively express their understanding.

Overall, the findings of this study indicate that the Reciprocal Teaching strategy is effective in enhancing students' reading comprehension skills. The comparison between the results of Cycle I and Cycle II highlights a significant improvement, from 63 to 81. This demonstrates that well-structured teaching strategies, supported by relevant instructional media, can have a positive impact on students' learning outcomes.

Table 1. Average score per cycle

Cycle	Average
1	63
2	81

Table 1 shows the significant improvement of students' average scores from cycle 1 to cycle 2. To make the finding easier to read, a figure is provided below.

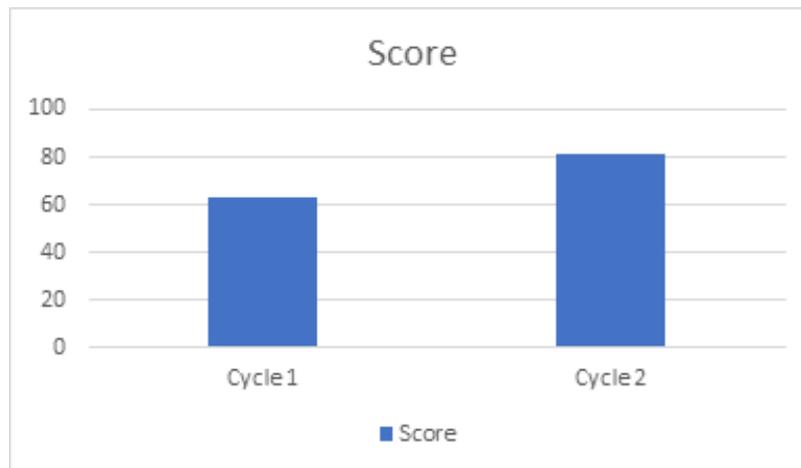


Figure 2. Comparison of average scores of the two cycles

The research findings demonstrate that the implementation of the Reciprocal Teaching strategy effectively improved the reading comprehension skills of Grade XII 7 students at SMA N 5 Purworejo in learning Hortatory Exposition texts. Initial observations indicated that most students had difficulty understanding the implicit and explicit content of the text, including arguments, main ideas, and purposes. This issue was particularly evident in their limited vocabulary mastery, which hindered their ability to comprehend texts deeply. The preliminary observation data served as the basis for planning a systematic intervention to address these challenges.

In Cycle I, the Reciprocal Teaching strategy was introduced using PowerPoint as the primary medium. The strategy involved steps such as Predicting, Questioning, Clarifying, and Summarizing. The students' reading comprehension was categorized as average, with a learning outcome scored 63. Despite some progress, students still struggled with identifying implicit information due to limited vocabulary. Reflection on Cycle I highlighted the need for more varied instructional media to enhance understanding and engagement.

In Cycle II, improvements were made by integrating video media to complement the Reciprocal Teaching strategy. This approach aimed to provide more contextual and visual support for the students. The results of Cycle II showed a significant improvement

in students' reading comprehension, with an outcome scored 81, categorized as good. The addition of videos enhanced students' ability to grasp implicit information and contributed to a more enjoyable learning experience. During the Summarizing stage, students demonstrated creativity and a deeper understanding of the material.

The comparison between Cycle I and Cycle II highlights the impact of systematic reflection and iterative improvements. The score increased from 63 in Cycle I to 81 in Cycle II indicates a significant enhancement in reading comprehension skills. This progression underscores the effectiveness of the Reciprocal Teaching strategy, particularly when supplemented with varied and engaging media. The findings suggest that this approach can address specific learning difficulties and foster higher levels of engagement and comprehension among students.

This result is in line with previous research (Musdalifah et al., 2023), which states that Reciprocal Teaching can improve reading comprehension through cooperative dialogue between teachers and students that focuses on four main strategies: summarizing, asking, explaining, and predicting. The only difference is the participants involved, as the earlier research with junior high school students, meanwhile the current study with the senior high school students. A study by Ayun & Yunus (2017) and (Satriani et al., 2022) also supports this finding, by showing that the use of this strategy in the classroom can help students with various levels of ability understand the text more deeply.

In addition, the use of varied media has been shown to increase student engagement, as stated by Rahayu, Ardana and Suarni (2024), who found that the combination of active teaching methods with visual media can increase motivation and reading comprehension. In the context of this study, the integration of relevant media not only makes the learning process more interesting but also contributes to improving learning outcomes (Rahayu et al., 2024).

Thus, the Reciprocal Teaching strategy which is implemented sustainably and combined with appropriate media can be an effective solution to overcome difficulties in learning to read comprehension while building active student participation in the learning process. In other words, the implementation of the Reciprocal Teaching

strategy, supported by iterative refinements, successfully enhanced the students' reading comprehension abilities in Hortatory Exposition texts. This study reinforces the importance of reflective practice and adaptive teaching strategies in addressing classroom challenges and achieving better learning outcomes.

CONCLUSION

The study concludes that the implementation of the *Reciprocal Teaching* strategy significantly improved the reading comprehension skills of 12th-grade students in Hortatory Exposition texts. Through two cycles, the students' performance increased from 63 (average category) in Cycle I to 81 (good category) in Cycle II. The strategy, consisting of *Predicting, Questioning, Clarifying, and Summarizing*, progressively enhanced students' ability to grasp both explicit and implicit information. Challenges in Cycle I, particularly limited vocabulary mastery, were addressed in Cycle II by incorporating video media, which not only enriched learning resources but also boosted students' interest and engagement. This combination of *Reciprocal Teaching* and multimedia support proved highly effective in fostering deeper text comprehension and active learning. Therefore, the strategy is recommended for teaching Hortatory Exposition and other materials that require the development of advanced reading skills.

SUGGESTION

Improving reading comprehension skills in English as a Foreign Language (EFL) students is a critical challenge, especially for high school learners engaging with complex text genres such as hortatory exposition. To address these challenges, implementing the reciprocal teaching strategy presents a promising approach. Reciprocal teaching is a collaborative instructional technique that encourages students to engage in dialogue about the text through four key activities: predicting, questioning, clarifying, and summarizing. By adopting this strategy, EFL learners are not only guided to interact actively with the text but are also provided with structured opportunities to practice critical reading skills essential for comprehension. Therefore, teachers are recommended to adopt Reciprocal Teaching Strategy since they can further scaffold the process by modeling the four strategies and gradually transferring responsibility to the

students, fostering their independence as readers. Integrating reciprocal teaching into the curriculum can also encourage peer collaboration, as students work together to interpret texts and share diverse perspectives. This collaborative aspect not only improves reading comprehension but also enhances students' communication and critical thinking skills, which are essential for academic success.

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