

## THE EFFECTIVENESS OF RECIPROCAL TEACHING STRATEGY TO TEACH READING COMPREHENSION IN NARRATIVE TEXT TO THE ELEVENTH-GRADE STUDENTS OF SMAN 1 KUTOREJO

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Abstrak :Membaca telah menjadi salah satu keterampilan bahasa Inggris penting yang harus dikuasai oleh siswa dalam pembelajaran bahasa Inggris mereka. Selanjutnya, dalam kegiatan membaca, siswa dapat memperkaya kosa kata mereka, melatih pengucapan mereka yang juga berguna dalam keterampilan berbicara, menulis, bahkan mendengarkan. Namun, terkadang siswa dapat menghadapi beberapa masalah yang mereka alami ketika membaca teks-teks tersebut, bahkan jika mereka menghadapi teks bacaan di sekolah. Dengan demikian, siswa membutuhkan bimbingan guru dalam pembelajaran bahasa Inggris mereka karena sebagian besar dari mereka dapat diklasifikasikan sebagai tahap pemula. Penelitian ini bertujuan untuk mengukur dan menyelidiki keefektifan strategi Reciprocal Teaching untuk mengajarkan pemahaman membaca dalam teks naratif pada siswa kelas sebelas SMAN 1 Kutorejo. Peneliti menggunakan penelitian eksperimen semu yang mengambil dua kelas untuk dijadikan sampel dari kelas sebelas di SMAN 1 Kutorejo dengan menggunakan teknik purposive sampling. Kelas-kelas tersebut dipilih secara acak sebagai kelas eksperimen. Satu kelas yang akan diajar dengan menggunakan strategi Reciprocal Teaching adalah XI-IPA 1, sedangkan kelas lainnya, XI-IPA 5 akan diajar dengan menggunakan strategi Non Reciprocal Teaching. Selanjutnya, peneliti telah menyiapkan post-test yang berisi 50 pertanyaan dengan pilihan ganda tentang pemahaman membaca teks naratif untuk kedua kelas sebelas untuk mengumpulkan data. Data yang diperoleh dari post-test dianalisis dengan menggunakan teknik statistik dengan rumus independent t-test yang akan menunjukkan perbedaan antara kedua kelas yang memiliki perlakuan yang berbeda.

**Kata kunci:** Teks Narasi; Pemahaman membaca; Strategi Pengajaran Reciprocal

Abstract :Reading had become one of the essential English skills which should be mastered by students in their English learning. Furthermore, in reading activity, students could enrich their vocabulary, practice their pronunciation which also useful in speaking, writing, even listening skills. However, sometimes students could face some problems which they have experienced when reading those texts, even if they were encountering with reading texts at school. Thus, students needed the teachers' guidances in their English learning because most of them could be classified as the beginner stage. This research was aimed to measure and investigate the effectiveness of Reciprocal Teaching strategy to teach reading comprehension in narrative text to the eleventh-grade students of SMAN 1 Kutorejo. The researcher had used quasi-experimental research which picked two classes to become the samples from eleventh-grade classes in SMAN 1 Kutorejo by using the purposive sampling technique. Those classes were chosen randomly as the experiment class. One class which would be taught by using Reciprocal Teaching strategy was XI-IPA 1, while the other class, XI-IPA 5 would be taught by using Non Reciprocal Teaching strategy. Furthermore, the researcher had prepared the post-test which contained 50 questions with multiple choice about narrative text reading comprehension for both eleventh-grade classes to collect the data. The data which had been gotten from the post-test were analyzed by using the statistical technique with an independent t-test formula that would show the differences between both classes that have different treatments.

**Keywords :** Narrative Text; Reading Comprehension; Reciprocal Teaching Strategy

### INTRODUCTION

Students needed to master the skills to improve their English learning in class. In English learning, there were four skills which become the basic comprehension, those skills

are reading, speaking, listening, and writing. Those skills became the basic comprehension because students should master at least in their beginner stages, in order to they can

follow the English learning step by step with the teacher guidances.

Reading became one of the essential skills in English learning besides the others. This skills was considered as the essential one because it can give the students with the great amount of information and knowledge, not only in English subject, but also in another subject, (Salehi & Vafakhah, 2013). Reading could be the very basic skill which the students have to master before they improve the other skills. Moreover, reading was also considered as the worthwhile skills because students can utilize the skills both in an environment or academic purpose, (Yoosabai, 2009).

In reading activity, students were not only read the text, but also comprehend it to obtain the information from the text they have read, (Trehearne & Doctorow, 2006). Without any comprehension, students could not improve their reading skill, and that case brings the bad impacts and difficulties to students in their English because they are lack of competences during the learning process, (Chawwang, 2008; Ogano, 2012; Rezaei, Rahimi & Telepasan, 2012; Yaseen, 2013; Karanja, 2015; Raslie, Mikeng & Ting, 2015). Some difficulties which usually faced by students in improving their reading skill are lack of vocabulary and sentence structure, lack of proficiency in pronunciation, lack of interest, and lack of motivation which can give them a passion to improve their skills.

In reading, even the students did not know the meaning of every words they have read, at least they could imply the meaning from the whole sentence by their interpretation. That was the function of students should comprehend sentence structure, even in a beginner stage. As we know, a text always contained kinds of sentence structures, it begins with a simple until complex sentences. Thus, if students could not improve their comprehension, they will face more difficulties in the future.

Started from students' passion in English learning, the teachers' guidances also took an essential role in making the good atmosphere in class, so that the students can enjoy they learning activities. A proper accompaniment from teachers could help the students in their learning process in the right way, (Yaseen, 2013). However, if teachers could not provide the good atmosphere in class, or even could not give support to the

students' passion in learning, it would bring the bad impact to students' self confidents in class.

Teachers awareness was more essential than students, because the one who could help to overcome students difficulties in reading activity is them. Thus, teachers should have the appropriate teaching strategy in reading comprehension in class, because students do not only need to listen their teachers reading those texts, but also need to receive an explicit and instruction while doing a reading activity, so they know when they have already made mistakes in reading. Furthermore, teachers had to give the direct instructions towards students as the teaching strategy, such as summarizing, predicting, and monitoring, (DiLorenzo, 2010). All of those could be found in Reciprocal Teaching strategy which provides effective ways to enhance the students' reading comprehension.

Reciprocal Teaching was originally developed by Palincsar and Brown in 1984 as the strategy to improve reading skill and produce the better comprehension from a text which had already been read by the readers, (Salehi & Vafakhah, 2013). This strategy was a scaffolded discussion technique which provides four strategies in reading activity; predict, question, clarify, and summarize, (Oczkus, 2013). Thereupon, this strategy also could encourage the students to believe with their own thought process during reading, so the students can improve their confidences and become more active in class.

Meanwhile, Reciprocal Teaching strategy could be applied only in narrative text, because students' reading instruction generally begins with narrative text, then it will improve to expository text when their skills have improved, (Brown, 2011). Narrative text were about imaginative and experienced stories, which present both entertaining and moral value stories (i.e. fiction and non-fiction). Moreover, in narrative text had the elements such as orientation, complication, resolution, and reorientation, (Sarwo, 2013). That was the reason why students can not comprehend this kind of text because they have to recognize all the elements. Narrative text were more than a set of sentences, it is a story, (Dymock, 2007).

#### THE DEFFINITION AND PROCESS OF READING

Reading was an activity which need the relation between eyesight and text to obtain

the information from the written sources, (Hidayati, 2014). In interaction with a text, the readers should understand the message or the content delivered by the text. When the readers able to interpret what happens in a text, the readers are engaged in reading activity. Based on (Pearson & Cervetti, 2013), there were two basic reading processes; word and text level processes. Both of the process had explained that reading is a cognitive and complex process of constructing meaning from a text to gain the information.

#### A. Kinds of Reading

Reading was classified into three types, extensive, intensive, and oral reading, (Jose & Raja, 2011).

1. Extensive reading prepared the readers to read the text outside from academic purpose. The readers could read magazines, daily newspaper, and other sources which can give a pleasure while getting for information.
2. Intensive reading prepared a meticulous and comprehensive activity to the readers. In this reading was divided into five types; critical reading, active reading, speed reading, reading comprehension, and skimming and scanning reading.
3. Oral reading prepared to develop the students' speech habit. This reading was important because it ensures that students associate the spoken word with the printed symbols appropriately.

#### B. Reading Comprehension

Reading comprehension was a process of inferring the meaning from a text. This process was to gain an overall comprehension of what is described from a text than obtain the meaning from isolated words and sentences, (Woolley, 2011). In reading comprehension, the readers could two kinds of representation models, those are text-based and situation models. The text-based model incorporated propositions extracted from the reading of successive sentences which are sometimes supplemented by inferences that are necessary to make the text more coherent.

In contrast, situation models included elaborative inferences which integrate prior knowledge with text-based information. The construction of a situation model was a dynamic constructive process which is determined by the interaction of the reader, the text structures, and the semantic content. In constructing a situation model, the reader was required to search for coherence at the

local and global levels and to infer meanings that are often implied by drawing from their existing background knowledge. Thus, the main difference between text-based and the situation model was assumed to be one of inference making, the text-based model is inferentially light while the situation model is inferentially dense.

#### C. Teaching Reading Comprehension

Teachers were required to be active and effective in developing their students' reading comprehension become more strategic and active readers, by teaching them why, how, and when is the right time to apply the certain strategies which has showed and used by effective readers, (Duke, 2011). Reading strategies helped the students to solve their poor reading comprehension in English learning. By applying the right strategy, students' skills in reading comprehension could improve well.

There were three key elements which had found in effective comprehension strategy instruction, (Pilonieta & Medina, 2009). Those key elements were; 1) Explicit instruction of strategies through declarative, procedural, and conditional knowledge, 2) Gradual release of responsibility from teachers to the students, and 3) Coordinated use of multiple strategies. In this case, in leading the students to comprehend a text, teachers should provide the explicit instruction to make obvious what will the students perform in reading and also help them to find the information from a text in a right way.

A good teaching reading comprehension required the teachers should be more active and did not ask the students to read by themselves, because they will end up being confuse about the text content and difficult to answer the questions which has provided based on the text. The teachers should provided facilities to enhance the students' comprehension and make them interact with their surroundings, such as discussing with friends, having dialogues with teachers and etc. Most of students in US were taught through the right instruction and practice with comprehension strategies, such as in predicting, clarifying, activating prior knowledge, summarizing, and questioning, in order to improve the reading comprehension in class, (Pearson & Cervetti, 2011). It could be said that comprehension strategies are trully essentials in teaching reading comprehension.

Teaching reading a text were divided into three stages; pre-read, while-read, and post-read, (Deyuan & Yufen, 2006). 1) Pre-read, in this stage, teachers started introducing a topic, encouraging, skimming, scanning, predicting, and activating schemata, so that students could improve their knowledge and skills to the text when they start to read. Then, the strategies which can be used in this stage are; Establishing a purpose for reading, Activating and building background knowledge, and Previewing the text to build expectations. 2) While-read, in this stage, teachers helped and guided the students to comprehend the specific content and to perceive the rhetorical structure of the text. 3) Post-read, in this stage, teachers conducted a discussion with the students and identified the author's purpose, author's line of reasoning, examine grammatical structures, and steers the students toward a follow up writing exercise.

#### D. Testing Reading Comprehension

By testing the students' comprehension, teachers could evaluate the students' understanding in reading text in the learning process. Teachers also had to be aware that there are actually three main levels of reading comprehension before conducting the reading comprehension test:

##### 1. Literal Comprehension

Teachers focused on the discussion with students in identifying the information and ideas from the texts. In other words, this level involved the comprehension of the surface meanings within the context which the students have read.

##### 2. Interpretive or Referential

This level went beyond what has been stated in the first level. Students were required to draw a conclusion, make generalization, and predict the outcomes from those texts. Teachers could make challenging questions; a) Re-arranged the ideas or topics which has been discussed in the text, b) Explained the author's purpose in writing the text, c) Summarized the main idea of the text, d) Drew the conclusions from the text which they have read.

##### 3. Critical Reading

This level occurred when students have already finished and comprehended the information or ideas which the author had presented. Students were supposed to be able in recognizing the persuasive

statements, differentiating between facts and opinions, and judging the accuracy of the information which has been given in the text.

##### 4. Reciprocal Teaching

Reciprocal Teaching was an evidence-based, dialogic instructional approach which assist students to be more active in reading class discussion (Palincsar & Brown as cited in Meyer, 2010). Teachers should guide the students with an explicit instruction in order to they can participate in a discussion in their learning process. In Reciprocal Teaching, there were three main components; 1) The teaching and learning of specific reading comprehension strategies, b) The dialogue between teachers and students where the instructor models why, when, and where to use these reading comprehension strategies, c) The appropriating role of the instructor by the students, (Doolittle, 2006).

The process of this Reciprocal Teaching strategies helped the students to be more careful and full of consideration before, during, and after they have finished reading the texts, (Doolittle, 2006). Thus, it explained that this strategy provides higher order thinking activity. In other words, Reciprocal teaching here offered a challenging condition for the student with high self-concept to creatively construct meaning. This would lead the students to become competent readers if this strategy is applied continuously.

##### 5. Narrative Text

Narrative text became one of the texts which could be learned by students besides descriptive, recount, report, procedure, exposition text, etc. Narrative text was a text which give the readers chances to be more imaginative with what the texts have been said, (Mislaini, 2015). Whereas, the language features of narrative text was using the simple past tense. Furthermore, the narrative text was a story which represents a sequence of events about fiction or based on fact (or could be both) which have a purpose to entertain the readers.

##### 6. Elements in Narrative Text

Narrative text could be classified into four basic elements, (Romli, 2014):

- a. Characters : This element was the most essential elements which should be appeared in every story. There were main and secondary characters which play the essential part which can build a story with a complex elements in it.



- b. Settings : Setting was what author writes to describe where and when the story take place. The setting could show what kind of story which will be told by the author, whether those are realistic, historical fiction, or even fantasy.
  - c. Plot : The plot included a series of events which has been written by the author to hold readers' attention to the story progress.
  - d. Conclusion : The authors ended up the story by summarizing and telling the solution of the problems in the story.
7. Generic Structure of Narrative Text
- Based on (Mislaini, 2015), narrative has a generic structure, as follow:
- a. Orientation : Orientation was the introduction of the story, what is the story about, who is the characters, where is the place, and when the story happen.
  - b. Complication : This part could be the core of narrative text. A text without any problems was just a form of exposure to events which followed with another events. There were several kinds of conflicts; natural conflict, social conflict, and psychological conflict.
  - c. Resolution : A resolution showed when the problem finally can be solved. In narrative text, any problems that appear with no solution, it can be closed with a happy or sad ending.

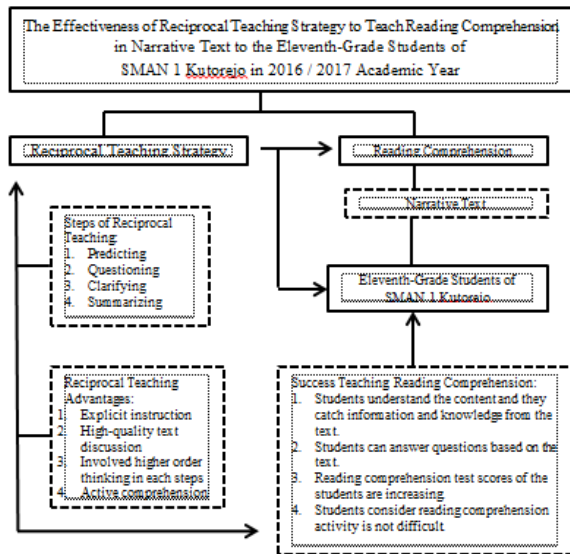


Figure 1. Conceptual Framework of the Effectiveness of Reciprocal Teaching Strategy to Teach Reading Comprehension.

## RESEARCH METHOD

The researcher used quantitative research to find out the effectiveness of Reciprocal Teaching in students' reading comprehension through narrative text. Quantitative research was used to test the objective by examining and measuring the variables, so that it can be analyzed using statistical procedures, (Creswell, 2009). Furthermore, the researcher also used quasi-experimental design and the type was post-test design.

### A. Subject of the Research

In this research, the researcher had chosen the eleventh-grade students of *SMAN 1 Kutorejo* which consist of ten classes as the population. Those ten classes were divided into five classes XI-IPA and five classes XI-IPS, with the total numbers 284 students. Since the

researcher used quasi-experiment design, the subject should be in two classes. Thus, the researcher do the random sampling and decided to choose XI-IPA 1 and XI-IPA 5, both of classes consist of 31 students.

### B. Experimental and Control Treatment

After getting the experimental class and also the control class, the researcher had arranged the treatment for each class. The researcher gave the experimental treatment (i.e. Reciprocal Teaching strategy treatment) to the experimental group and the control treatment (i.e. Non-Reciprocal Teaching strategy treatment) to the control group. The researcher gave the treatments for 3 times of meeting for each class. After the treatments were done, it was continued by assessing the result of the treatment. The researcher gave

the posttest to the both of groups to collect the data then it was analyzed to see the result differences of the both of groups with statistical process.

Quasi Experimental Research Design

<b>Experimental</b>	X <sub>1</sub>	O <sub>1</sub>
<b>Control</b>	X <sub>2</sub>	O <sub>2</sub>

X<sub>1</sub> : Experimental Treatment

X<sub>2</sub> : Control Treatment

O<sub>1</sub>, O<sub>2</sub> : Posttest

The researcher prepared the lesson plans and the instruments for the experimental group and the control group in this research. The lesson plan for the experimental group was lesson plan which contain Reciprocal Teaching strategy as the treatment. While the lesson plan for control group was lesson plan that contain Non-Reciprocal Teaching strategy as the treatment. Those lesson plans were conducted for three meetings of research treatment. The researcher also provided post-test instrument that was 50 multiple choices of narrative comprehension test. This test was useful for the researcher to measure the students' reading comprehension after the treatment. After that the researcher gave the experimental treatment (i.e. Reciprocal Teaching strategy treatment) to the experimental group and the control treatment (i.e. Non-Reciprocal Teaching strategy treatment) to the control group based on the lesson plans which have arranged. In the process of this research, the researcher spent about four meetings to complete the research (both treatments and post-test) in each class.

**C. Research Instruments**

The instrument which had been used in this research was tests, and each test provides 50 questions in multiple choices. The data or the result of the assignment (i.e. test scores) should cover validity and reliability. In this research, the content of the instrument was arranged by relating the content to the Standard Competence and Basic Competence of English lesson in 2006 (KTSP) curriculum. The indicators of the test items must be convenient with the content of curriculum indicators. The reading comprehension questions had constructed by the researcher involved some questions indicators, those were: a) topic, main idea or title, b) reference (explicit information), c) inference (implicit information), d) negative questions, e) vocabulary or paraphrase, and f) author's attitude (communicative purpose, moral

value). The texts for the instrument were taken from <https://englishadmin.com>, national exam preparation book by Widya Gamma and also English book for 12<sup>th</sup> grade senior high school by Sinatra.

**D. Data Collection**

The data needed in this research are the students' reading comprehension scores. The data were collected by giving tests. The test was the post-test which had been given after the treatment done. There were two kinds of data here. Those were the experimental group and the control group scores.

The test consisted of 50 multiple choice questions for five narrative texts. Each class had one meeting for the test and the students had 90 minutes to finish the test. The score for each number was 2. If the students answers all items correctly, they will get scores 100 (2 × 50 = 100). From the description stated before, it could be seen that the highest score of this test was 100 scores. The score also could be calculated with the following formula:

$$\text{Score} = \frac{\text{Correct Answers}}{\text{Number of Questions}} \times 100$$

**E. Data Analysis**

This research was conducted in quantitative research, thus statistical technique is suitable to use as the data analysis for experimental research which has used *t*-test formula. In *t*-test, there were Independent and Dependent *t*-tests, (Field, 2009). Whereas as the Independent *t*-test, there were two formulas which show as follow:

Separated Variance:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Pooled Variance:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$\bar{X}_1$  = The mean of Experimental group scores

$\bar{X}_2$  = The mean of Control group scores

$s_1^2$  = Variance of Experimental group

$s_2^2$  = Variance of Control group

$s_1$  = Standard Deviation of Experimental group

$s_2$  = Standard Deviation of Control group

$n_1$  = Number of Experimental group

$n_2$  = Number of Control group

In this data analysis, firstly, the researcher should analyze the data with homogeneity test. Thus, F-test formula should be used to determine the variance of

homogeneity. The formula of F-test was showed as follow:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

The criteria was, if  $F_{\text{value}}$  is smaller than or equal with  $F_{\text{table}}$ , the variances are homogeneous (equal variance). Otherwise, if the  $F_{\text{value}}$  was bigger than  $F_{\text{table}}$ , the variances are not homogeneous (unequal variance).

Then, to find out the mean of each group scores, the researcher had used this following formula:

$$\bar{X} = \frac{\sum x_i}{n}$$

To calculate the variance of the data the researcher applied this following formula:

$$s^2 = \frac{\sum(x_i - \bar{x})^2}{(n - 1)}$$

From the variance that had been calculated, the researcher would find the standard deviation of the data:

$$s = \sqrt{\frac{\sum(x_i - \bar{x})^2}{(n - 1)}}$$

The researcher would have known if there was any significance achievement in reading comprehension in the experimental group after being taught with the Reciprocal Teaching strategy by proving the hypothesis  $t$ -test determined. Furthermore, the researcher had compared the  $t_{\text{value}}$  and  $t_{\text{table}}$ . The researcher had to find out the value of  $t_{\text{table}}$  based on the significance level 5%, and had to find out the value of  $t$ -table by calculating the degree of freedom (df). Then, if  $t_{\text{value}}$  was bigger than  $t_{\text{table}}$  ( $t_{\text{value}} > t_{\text{table}}$ ), the Null Hypothesis ( $H_0$ ) is rejected. It explained that the students who had being taught by using Reciprocal Teaching strategy improved better in reading comprehension in Narrative text than those who have being taught by using non Reciprocal Teaching strategy. If  $t_{\text{value}}$  was smaller than or equal with  $t_{\text{table}}$  ( $t_{\text{value}} \leq t_{\text{table}}$ ), the Null Hypothesis ( $H_0$ ) is accepted. It explained there is no significant difference between teaching using Reciprocal Teaching strategy and teaching using non Reciprocal Teaching strategy..

## RESULT AND DISCUSSION

The data findings of this research were in the form of the students' scores collected from the posttest. The posttest (reading comprehension test) had administered by the researcher to the eleventh grade students of SMAN 1 Kutorejo Mojokerto.

### A. Reading Comprehension Scores of the Experimental Class

Here was the data result of the experimental class in reading comprehension test score after they had given a treatment using Reciprocal Teaching strategy.

Table 1. Experimental Class Students' Reading Comprehension Test Scores Details

No	Initial Name	Total of Instrument	Correct Answer	Wrong Answer	Scores ( $X_{i1}$ )
1	ART	50	40	10	80
2	AAG	50	41	9	82
3	APD	50	43	7	86
4	AML	50	44	6	88
5	AST	50	42	8	84
6	AFT	50	44	6	88
7	AA	50	43	7	86
8	AS	50	41	9	82
9	AH	50	40	10	80
10	CT	50	43	7	86
11	AFM	50	45	5	90

No	Initial Name	Total of Instrument	Correct Answer	Wrong Answer	Scores ( $X_{i1}$ )
12	FR	50	45	5	90
13	IFA	50	42	8	84
14	IS	50	43	7	86
15	LQ	50	44	6	88
16	MNS	50	41	9	82
17	MBI	50	40	10	80
18	MT	50	41	9	82
19	MWS	50	44	6	88
20	MKB	50	43	7	86
21	NUK	50	46	4	92
22	NPM	50	42	8	84
23	Nur Afri	50	41	9	82
24	PID	50	40	10	80
25	SAE	50	42	8	84
26	TSP	50	42	8	84
27	THR	50	45	5	90
28	WK	50	40	10	80
29	YA	50	40	10	80
30	ZF	50	46	4	92
31	JS	50	40	10	80
<b>N=31</b>		<b>Total Score (<math>\sum X_{i1}</math>) = 2626</b>			

Based on the data above the researcher had found that the highest score of the post-test in experimental class was 92 and the lowest score was 80.

**B. Reading Comprehension Scores of the Control Class**

The researcher had also obtained the reading comprehension posttest scores of the control class. It could be seen in the following table:

Table 2. Control Class Students' Reading Comprehension Test Scores Details

No	Initial Name	Total of Instrument	Correct Answer	Wrong Answer	Scores (Xi <sub>2</sub> )
1	DSD	50	36	14	72
2	EKT	50	35	15	70
3	EWS	50	39	11	78
4	FTF	50	34	16	68
5	GYF	50	35	15	70
6	HDL	50	35	15	70
7	HR	50	32	18	64
8	IF	50	35	15	70
9	IRT	50	32	18	64
10	KLY	50	36	14	72
11	LNF	50	32	18	64
12	MOA	50	35	15	70
13	MRK	50	37	13	74
14	MBY	50	37	13	74
15	MKM	50	37	13	74
16	NA	50	37	13	74
17	NHT	50	38	12	76
18	NLA	50	34	16	68
19	NTA	50	36	14	72
20	QAS	50	38	12	76
21	RPS	50	34	16	68
22	RAF	50	36	14	72
23	SR	50	39	11	78
24	SNI	50	37	13	74
25	SDP	50	35	15	70
26	SAW	50	36	14	72
27	TIE	50	35	15	70
28	WRR	50	36	14	72
29	WNA	50	34	16	68
30	YKT	50	39	11	78
31	EFF	50	32	18	64
<b>N=31</b>	<b>Total Score (Σ Xi<sub>2</sub>) = 2206</b>				

Based on the data above the researcher had found that the highest post-test score in control class was 78 and the lowest score was 64.

**C. Experimental and Class Scores Comparison**

After obtaining the score of the post-test in both of classes, the researcher had compared the scores of those classes to know the differences between the classes which have been taught by using Reciprocal Teaching

strategy and the class taught using Non Reciprocal Teaching strategy before applying the *t*-test for further details.

The mean of each class scores was obtained from this following computation: Mean of the Experimental Class students' scores ( $\bar{X}_1$ )

$$\begin{aligned} \bar{X}_1 &= \frac{\sum x_{i1}}{n_1} \\ &= \frac{2626}{31} \\ &= 84,7097 \end{aligned}$$

Mean of the Control Class students' scores ( $\bar{X}_2$ )

$$\begin{aligned} \bar{X}_2 &= \frac{\sum x_{i2}}{n_2} \\ &= \frac{2206}{31} \\ &= 71,1613 \end{aligned}$$

The mean score of the post-test in experimental class ( $\bar{X}_1$ ) was 84,7097 and the mean score of the posttest in control class ( $\bar{X}_2$ ) was 71,1613. It could be seen that the mean score of the post-test in the experimental class was bigger than the mean score of the post-test in the control class and it showed the difference. After knowing the mean score of each class, the researcher continued to calculate *t*-test to know whether the difference is significant.

Before the researcher calculated *t*-test, the researcher had to calculate the mean score, variance and also standard deviation. The computation was presented as follows.

Table 3. The Analysis of Experimental Class Students' Scores to Gain Variance and Standard Deviation

No.	Experimental Class Students' Scores (Xi <sub>1</sub> )	$X_{i1} - \bar{X}_1$	$(X_{i1} - \bar{X}_1)^2$
1	80	- 4,7097	22,1813
2	82	- 2,7097	7,3425
3	86	1,2903	1,6649
4	88	3,2903	10,8261
5	84	- 0,7097	0,5037
6	88	3,2903	10,8261
7	86	1,2903	1,6649
8	82	- 2,7097	7,3425
9	80	- 4,7097	22,1813
10	86	1,2903	1,6649
11	90	5,2903	27,9873
12	90	5,2903	27,9873
13	84	- 0,7097	0,5037
14	86	1,2903	1,6649
15	88	3,2903	10,8261
16	82	- 2,7097	7,3425
17	80	- 4,7097	22,1813
18	82	- 2,7097	7,3425
19	88	3,2903	10,8261



No.	Experimental Class Students' Scores (Xi <sub>1</sub> )	Xi <sub>1</sub> - X̄ <sub>1</sub>	(Xi <sub>1</sub> - X̄ <sub>1</sub> ) <sup>2</sup>
20	86	1,2903	1,6649
21	92	7,2903	53,1485
22	84	-0,7097	0,5037
23	82	-2,7097	7,3425
24	80	-4,7097	22,1813
25	84	-0,7097	0,5037
26	84	-0,7097	0,5037
27	90	5,2903	27,9873
28	80	-4,7097	22,1813
29	80	-4,7097	22,1813
30	92	7,2903	53,1485
31	80	-4,7097	22,1813
<b>N = 31</b>	<b>Σ Xi<sub>1</sub> = 2626</b>		<b>Σ (Xi<sub>1</sub> - X̄<sub>1</sub>)<sup>2</sup> = 436,3879</b>
	<b>X̄<sub>1</sub> = 84,7097</b>		

From the table 4.4, the researcher could get the variance (S<sub>1</sub><sup>2</sup>) and also the standard deviation (S<sub>1</sub>) of the data from experimental class:

$$S_1^2 = \frac{\sum(x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{436,3879}{31 - 1} = \frac{436,3879}{30} = 14,5463 \text{ (Variance)}$$

$$S_1 = \sqrt{14,5463} = 3,8139 \text{ (Standard Deviation)}$$

Table 4. The Analysis of Control Class Students' Scores to Gain Variance and Standard Deviation

No.	Experimental Class Students' Scores (Xi <sub>1</sub> )	Xi <sub>1</sub> - X̄ <sub>1</sub>	(Xi <sub>1</sub> - X̄ <sub>1</sub> ) <sup>2</sup>
1	72	0,8387	0,7034
2	70	-1,1613	1,3486
3	78	6,8387	46,7678
4	68	-3,1613	9,9938
5	70	-1,1613	1,3486
6	70	-1,1613	1,3486
7	64	-7,1613	51,2842
8	70	-1,1613	1,3486
9	64	-7,1613	51,2842
10	72	0,8387	0,7034
11	64	-7,1613	51,2842
12	70	-1,1613	1,3486
13	74	2,8387	8,0582
14	74	2,8387	8,0582
15	74	2,8387	8,0582

No.	Experimental Class Students' Scores (Xi <sub>1</sub> )	Xi <sub>1</sub> - X̄ <sub>1</sub>	(Xi <sub>1</sub> - X̄ <sub>1</sub> ) <sup>2</sup>
16	74	2,8387	8,0582
17	76	4,8387	23,4130
18	68	-3,1613	9,9938
19	72	0,8387	0,7034
20	76	4,8387	23,4130
21	68	-3,1613	9,9938
22	72	0,8387	0,7034
23	78	6,8387	46,7678
24	74	2,8387	8,0582
25	70	-1,1613	1,3486
26	72	0,8387	0,7034
27	70	-1,1613	1,3486
28	72	0,8387	0,7034
29	68	-3,1613	9,9938
30	78	6,8387	46,7678
31	64	-7,1613	51,2842
<b>N = 31</b>	<b>Σ Xi<sub>2</sub> = 2206</b>		<b>Σ (Xi<sub>2</sub> - X̄<sub>2</sub>)<sup>2</sup> = 486,193</b>

From the table 4.5, the researcher could get the variance (S<sub>2</sub><sup>2</sup>) and also the standard deviation (S<sub>2</sub>) of the data from control class:

$$S_2^2 = \frac{\sum(x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{486,193}{31 - 1} = \frac{486,193}{30} = 16,2064 \text{ (Variance)}$$

$$S_2 = \sqrt{16,2064} = 4,0257 \text{ (Standard Deviation)}$$

The researcher had calculated by using the t-test formula that would be used to determine the homogeneity of the variance below this condition:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}} = \frac{S_2^2}{S_1^2} = \frac{16,2064}{14,5463} = 1,1141$$

df Numerator = n<sub>1</sub> - 1 = 31 - 1 = 30  
 df Denominator = n<sub>2</sub> - 1 = 31 - 1 = 30  
 Significance level = 5 % (0,05)  
 F table (with df numerator = 30 and df denominator = 30) = 1,84  
 F value < F table → 1,1141 < 1,84

The calculation above had showed that the F<sub>value</sub> was smaller than F<sub>table</sub> (F<sub>value</sub> < F<sub>table</sub>). According to the condition mentioned before, it had explained that the variances were homogeneous (equal variance). It could be concluded that the number of sample was

the same ( $n_1 = n_2$ ) and the variances were homogeneous ( $\sigma_1^2 = \sigma_2^2$ ).

The researcher was calculating  $t$ -test using  $t$ -test separated variance and it was calculated as follows:

$$\begin{aligned} t_{\text{value}} &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \\ &= \frac{84,7097 - 71,1613}{\sqrt{\frac{14,5463}{31} + \frac{16,2064}{31}}} \\ &= \frac{13,5484}{\sqrt{\frac{30,7527}{31}}} \\ &= \frac{13,5484}{\sqrt{0,9920}} \\ &= \frac{13,5484}{0,9959} \\ t_{\text{value}} &= 13,6042 \longrightarrow \mathbf{13,604} \\ t_{\text{table}} \text{ (with } df = n_1 + n_2 - 2 = 60) &= \mathbf{1,671} \\ t_{\text{value}} > t_{\text{table}} &\longrightarrow \mathbf{13,604 > 1,671} \end{aligned}$$

From those result, it could be seen that the  $t_{\text{value}}$  was bigger than  $t_{\text{table}}$  ( $t_{\text{value}} > t_{\text{table}}$ ) that is  $13,604 > 1,671$ . Those data analysis had showed that the students' scores in experimental class that were averagely bigger

than the students' scores in control class. It also supported with the mean scores calculation results that the students taught using Reciprocal Teaching strategy gained bigger mean score than the students taught using Non Reciprocal Teaching strategy ( $84,7097 > 71,1613$ ).

The  $t$ -test had showed a significant difference between the class which has been taught by using Reciprocal teaching strategy and the class which has been taught by using Non Reciprocal Teaching strategy. The  $t_{\text{value}}$  was bigger than  $t_{\text{table}}$  ( $t_{\text{value}} > t_{\text{table}}$ ) that was  $13,604 > 1,671$ . It had explained that the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. It indicated that the students taught using Reciprocal Teaching strategy achieve better in reading comprehension in Narrative text than those taught using non Reciprocal Teaching strategy.

## CONCLUSION

This research was done to measure the effectiveness of Reciprocal Teaching strategy to teach reading comprehension in narrative text at the eleventh-grade students of *SMAN 1 Kutorejo* in 2016/2017 academic year. This was to explore the benefit that the use of Reciprocal Teaching might confer upon a class taught by it. In answer to the research question, the results indicated that the students in the experimental class gained better reading comprehension than those in the control class. Based on the statistical calculation, it showed that the  $t_{\text{value}}$  was bigger than  $t_{\text{table}}$  ( $t_{\text{value}} > t_{\text{table}}$ ) that was  $13,604 > 1,671$  with significant level 5%. Thus, the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. In the other words, the use of Reciprocal Teaching strategy has significant effect towards students' reading comprehension.

Although the students in both classes, experimental class and control class, had the

same level in English averagely, but the students in the experimental class rapidly developed from each treatments. The students learning process using Reciprocal Teaching strategy in the experimental class had given evidence that the process was interesting and they were enthusiastic in their involvement. The Reciprocal Teaching process had provoked curiosity and caused them to engage with the ideas within the readings. Then, the students' involvement with the Reciprocal Teaching strategy changed the way they viewed the reading process. They seemed to implicitly see the process of reading as more than they read a text on a paper; it had become a way of interpreting the meaning of a text. This strategy leads them to become more active in reading and they can get more knowledge from reading especially in narrative text as the beginning text to learn using Reciprocal Teaching strategy..

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