

THE IMPACT OF RECIPROCAL TEACHING ON STUDENTS' ABILITY TO COMPREHEND NARRATIVE TEXT

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Abstract:

The findings from SMAN 1 SIKUR indicated a prevalent deficiency in students' reading proficiency that necessitated targeted intervention within the educational framework. Deficiencies in reading proficiency could notably impede students' comprehension of narrative texts, hinder cognitive knowledge acquisition, and curtail their capacity to articulate ideas both in written and verbal forms. This study aimed to assess the efficacy of employing reciprocal teaching techniques to enhance students' ability to comprehend narrative texts. The research specifically targeted eleventh-grade students at SMAN 1 SIKUR during the academic year 2023/2024. The study adopted a quasi-experimental approach with an experimental research design, specifically utilizing a Pretest Posttest Control Group Design. This design entailed two sample classes: the experimental group received instruction in narrative text reading through reciprocal teaching techniques, while a control group underwent conventional instructional methods. The research sample comprised 62 students, divided equally between the experimental (31 students) and control (31 students) groups. Notably, the average posttest score for the experimental group was 2.158, while the control group averaged 2.230. Analysis revealed a statistically significant impact of the Reciprocal Teaching Technique on narrative text comprehension among eleventh-grade students at SMAN 1 SIKUR, with the observed difference in posttest scores attesting to this effect (as confirmed by a "sig" value < 0.05).

Key words: reciprocal teaching, reading proficiency, narrative texts, quasi-experimental design, eleventh-grade students, SMAN 1 SIKUR, academic achievement, instructional methods, cognitive skills, educational interventions

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Introduction:

Reading is a fundamental aspect of communication with significant implications in social interactions. It encompasses the cognitive and social processes involved in comprehending written expressions. Mwoma (2017:347) describes reading as a cognitive and social skill that employs various strategies to extract meaning from text. It goes beyond mere visual and perceptual abilities in connecting written words with comprehension, allowing individuals to derive understanding and insights from what they read. Effective reading involves the identification of textual elements, discerning the author's intentions, and synthesizing information to construct a holistic interpretation.

Purba (2018:27) defines narrative text as a discourse presenting a sequence of events in a manner that enables readers to vividly visualize or experience the narrative. These texts encompass both fictional and non-fictional stories, such as short stories, novels, fables, or

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biographies. Key characteristics of narrative texts include chronological event sequences, detailed descriptions of settings and timeframes, and the development of characters. Descriptive language is employed to establish atmosphere, while dialogues illustrate interactions between characters.

Various studies highlight the positive impact of reciprocal teaching techniques on enhancing students' reading proficiency. For instance, research by Peng & Wang (2015:76) demonstrates that reciprocal teaching techniques enhance students' reading comprehension and critical reading skills. Similarly, Vygotsky (1978:75) emphasizes the benefits of collaborative learning during reading activities, which aids in constructing meaning more effectively.

Observations at SMAN 1 SIKUR revealed low reading proficiency among students, necessitating targeted interventions within the educational framework. Poor reading skills can impede comprehension of narrative texts, inhibit knowledge acquisition, and diminish students' ability to articulate ideas verbally and in writing. Wahyuni (2010:181) suggests that lack of interest in reading is often attributable to unsupportive familial and environmental factors. Busy parental schedules and limited leisure time contribute significantly to diminished reading habits among children.

Challenges identified in students' narrative text reading abilities included difficulties in interpreting text meanings, discerning main ideas, identifying explicit or implicit information, and grasping structural components like conclusions or paraphrased sentences. Additionally, some students tended to passively read texts without following instructional guidance, leading to comprehension gaps.

Against this backdrop, this study aimed to assess the efficacy of reciprocal teaching techniques in enhancing students' narrative text reading abilities among class XI students at SMAN 1 SIKUR for the academic year 2023/2024. Adopting a quasi-experimental design, the study sought to evaluate the impact of reciprocal teaching methods on students' reading proficiency.

Research Method

The research utilized a quasi-experimental design, which is a type of experimental research method. According to Fitriani & Sugiyono (2018:7), experimental research involved investigating the effects of specific treatments on subjects under controlled conditions.

Research Design

The research design employed in this study was the Pretest Posttest Control Group Design. This design involved two sample classes: one assigned to the experimental group, which applied reciprocal techniques in learning to read narrative texts, and the other to the control group, which received conventional learning techniques.

Subject of Research

This study aimed to assess the effectiveness of reciprocal techniques on students' ability to read narrative texts. The focus was on eleventh-grade students at SMAN 1 SIKUR during the 2023/2024 academic year.

Instruments

The research instrument utilized for data collection was a narrative test, designed to assess students' reading ability based on predetermined indicators: pronunciation, intonation, fluency, and voice clarity, following Santhitwanich et al. (2014:116).

Data Analysis

Data analysis involved administering the test twice—once as a pre-test (before treatment) and once as a post-test (after treatment). The mean scores from the pre-test and

post-test were compared using statistical calculations, specifically the T-test formula, performed using IBM SPSS Statistics 23.

To analyze the data, the writer followed some statistical techniques, as following:

- a. Tabulating pre-test scores and post-test scores.
- b. Finding frequency and normality of the test by using IBM SPSS statistic 23 for Windows.
- c. Finding the mean of pre-test and post-test by means of formula below:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

: mean

\bar{X} : total score of pre-tests

Y: total score of post-tests

N: number of samples

FINDINGS

The quasi-experimental research involved two groups: the experimental class and the control class, which received identical materials and questions, differing only in the learning techniques applied. The experimental class utilized the Reciprocal Teaching Technique to assess students' reading abilities, comprising 31 students, while the Control group received conventional teaching methods or lectures employed by the teacher, involving 31 students.

The final test results in both groups revealed numerous errors in reading pronunciation, with students encountering difficulties in correctly articulating words from the Narrative Text provided. For instance, the word "Issumboshi" was often read as "Issuboshi".

In this chapter, the researcher described the teaching and learning process in the experimental class, incorporating the experimental treatment (Reciprocal Teaching), and in the control class with conventional teaching techniques, over four sessions encompassing treatment and post-test assessments:

1. The Pre-test Score

In the experimental class, the pre-test scores ranged from a highest of 87 to a lowest of 34. Similarly, in the control class, the pre-test scores ranged from a highest of 89 to a lowest of 34. The mean pre-test score for the experimental class was 2.158, while for the control class it was 2.172.

Based on the pre-test scores, it may be inferred that the control class exhibited a potentially higher proficiency in reading narrative texts compared to the experimental class. This assumption will be formally tested using a t-test in the subsequent section.

2. Treatment

In this research, a structured lesson plan was utilized to facilitate the systematic execution of the study. The approach followed a procedural framework as suggested by Hastri et al. (2021:1), emphasizing stages of Planning, Action, Observation, and Reflection. Additionally, drawing from Alek Dr (2016:2168), the research was guided by principles of action research, a form of self-reflective inquiry conducted by participants within social contexts, such as education, to enhance the rationality and equity of their practices and competence.

During the initial meeting on Monday, October 16, 2023, both the experimental and control classes commenced with standard protocols including greetings, attendance checks, and introductions of research observers. Subsequently, the researcher outlined the learning

objectives and material scope, prompting students to explore their existing knowledge of narrative texts. A pre-test was then administered, involving reading a narrative text followed by group formation and observer assignments. Groups collaborated to summarize the text, and students were provided with additional material for subsequent discussion and study.

In the second meeting held on Monday, October 23, 2023, the experimental class engaged in Reciprocal Teaching techniques, involving material preparation, group discussions, question generation, presentations, and individual practice to reinforce understanding. Meanwhile, the control class followed conventional lecture-based instruction, with emphasis on material explanation, assignments, and comprehension checks.

The third meeting on October 30, 2023, saw the experimental class utilizing multimedia aids, specifically narrative text animations, to facilitate comprehension. Students worked in groups to identify challenging vocabulary and meanings, followed by group presentations and collective discussion. The control class received similar video-based tasks individually without group interaction.

Finally, during the last meeting on November 6, 2023, the experimental class conducted a post-test to evaluate the impact of Reciprocal Teaching. Feedback from students highlighted positive experiences with the new technique. Conversely, the control class also undertook a post-test, with assessments managed individually by observers. The study culminated with expressions of gratitude to participants and closure of the research activities.

This detailed account showcases the systematic implementation of the research, adhering to predetermined protocols and methodologies across multiple sessions to evaluate the effectiveness of Reciprocal Teaching in enhancing students' narrative text comprehension.

3. Post-Test

During the final meeting on November 6, a post-test was administered to both the experimental and control class groups, consisting of a Narrative Text assessment to gauge students' reading proficiency and determine any significant changes compared to the initial pre-test. In the experimental class, post-test scores ranged from a highest of 94 to a lowest of 50, with a mean score of 2.283. Similarly, in the control class, post-test scores ranged from a highest of 94 to a lowest of 50.

The average post-test score (mean) of 2.283 for the experimental class indicates notable improvement compared to the initial pre-test scores. Detailed results are available in Appendix 9 (refer to page 87), demonstrating that students' ability to comprehend narrative texts improved significantly following the application of reciprocal teaching techniques. This suggests a positive impact of the intervention on students' reading abilities in the experimental group.

4. Hypothesis Test

Table 4.3

Descriptive Analysis					
Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Reading ability results	Experiment class	31	70.81	11.746	2.110
	Control class	31	69.16	11.542	2.073

Table 4.3 presents the results of group statistical calculations conducted using IBM SPSS Statistics 23. The table displays the mean score (Mx) for the experimental class as 70.61, while the mean score (My) for the control class is 69.16. Additionally, the table indicates the standard deviation of gain scores (SDx) for the experimental class as 11.746 and for the control class as 11.542. Moreover, the table shows the mean score standard error (SEmx) for the experimental class as 2.110 and for the control class as 2.073. These statistical metrics provide valuable insights into the distribution and variability of scores between the experimental and control groups, aiding in the assessment of intervention effectiveness and group performance.

a) Normality Test

A normality test was conducted to assess the distribution of data in the study using the Kolmogorov-Smirnov test formula. This test was applied to both the experimental class and control class, specifically analyzing the post-test results from each group. The results of the normality test are detailed below:

Table 4.1

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Reading Ability Results	.178	31	.014	.917	31	.020
Experimental, Control Classes	.177	31	.014	.944	31	.105

a. Lilliefors Significance Correction

The significance of the Kolmogorov-Smirnov test results from table 4.1 indicates the normality of the post-test score distributions in both the experimental and control groups. To establish normal data distribution, the test's significance value (p-value) must exceed 0.05 ($p > 0.05$). With a sample size (N) of 31, the Kolmogorov-Smirnov test yielded significance values of 0.14 for both reading ability and experimental conditions. These results, where $0.14 > 0.05$, confirm that the post-test distributions for both the control class and experimental class are normal.

b) Homogeneity Test

A homogeneity test was conducted to assess whether the data exhibited similar characteristics across the studied groups. This test compared the post-test results between the experimental and control groups. The outcomes of the homogeneity test calculations are as follows:

Table 4.2

Test of Homogeneity of Variances

Reading Ability Results

Levine Statistic	df1	df2	Sig.
.095	1	60	.759

According to the criterion that homogeneous data should have a significance value < 0.05, it is determined whether the variance among two or more groups of population data is equal. Conversely, if the significance value > 0.05, it suggests that the variance among the groups is similar.

Referring to table 4.2 above, the significance value obtained from the Bartlett test for both the experimental group and control group is 0.095. This result indicates that the data from both groups exhibit homogeneous variance, as 0.095 > 0.05. Therefore, the subsequent step involves hypothesis testing.

c. Independent Sample T-Test

The independent samples t-test is employed to compare the means of two separate and unrelated groups. This test is used when distinct individuals contribute scores to each group, and its objective is to determine whether the sample means are statistically different from one another.

Table 4.3

Independent Samples Test

		Levine's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Reading ability results	Equal variance assumed	8.763	.004	4.307	60	.000	10.35484	2.40428	5.54556	15.16412
	Equal variances not assumed			4.307	48.509	.000	10.35484	2.40428	5.52202	15.18766

The post-test mean score for the experimental class was 70.81, whereas for the control class it was 69.16. The t-test result presented in table 4.3 indicates a t-value of 4.307 with a significance level (Sig. 2-tailed) of 0.000. This significance value (Sig. 2-tailed) of 0.000 is less than the conventional threshold of 0.05. Consequently, the research hypothesis that "Reciprocal Teaching has a positive effect on students' reading ability" is supported and can be accepted based on these findings.

Table 4.4

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	90.893	11.152		8.150	.000
X ₁	-.307	.155	-.345	-1.980	.057

Based on the hypothesis test results, the significance value (sig value) for reading ability was 0.57, indicating that $0.57 > 0.05$. Therefore, it can be concluded that the hypothesis results were successful. The null hypothesis, which likely suggested no significant difference in reading ability, cannot be rejected given this outcome.

DISCUSSION

Based on the analysis conducted earlier, it was found that the Reciprocal Teaching Technique had a significant impact on the ability of Class XI students at SMAN 1 Sikur to read narrative texts. This is evidenced by the notable difference in average post-test scores between the experimental and control groups. Specifically, the mean post-test score for the experimental group was 2.283, whereas for the control group it was 2.230.

In this context, it is evident that the experimental group achieved a higher score than the control group following the implementation of the reciprocal teaching technique. Subsequent calculations using the Independent Sample T-test yielded a Sig (2-tailed) value of 0.000, which is less than the significance threshold of 0.05 (Sig (2-tailed) < 0.05). This indicates a significant positive influence on the reading ability of Class XI students after utilizing the Reciprocal Teaching Technique.

Additionally, according to Sari (2014:42), another reason why the reciprocal technique aids in enhancing students' reading ability with narrative texts is the active engagement observed among students while working in groups. Students demonstrated active participation by sharing and discussing their understanding of the text, exploring information together, and asking questions to clarify vocabulary and text sections. They also synthesized their understanding through summary statements, indicating genuine efforts to derive meaning from the text and actively monitor their comprehension. This collaborative approach fosters deeper comprehension and engagement with the material, contributing to improved reading abilities among students.

CONCLUSION

In conclusion, based on the analysis above, it can be inferred that the reciprocal teaching technique has a significant impact on students' ability to comprehend narrative texts. This conclusion is drawn from the observed differences in post-test scores between students exposed to reciprocal teaching and those who are not.

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