

THE INFLUENCE OF RECIPROCAL TEACHING STRATEGY AND READING HABIT TOWARD STUDENTS' ACHIEVEMENT ON READING COMPREHENSION AT THE EIGHT GRADE OF MTS AL HASYIMIYAH

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ABSTRACT

This study was aimed to know the Influence of Reciprocal Teaching Strategy and reading habit toward students' reading comprehension at the 8th grade students of MTs Al-Hasyimiyah. This study is categorized as quasi experimental research in which to know the Influence of Reciprocal Teaching Strategy and reading habit toward students' reading comprehension. The sample of this study was two classes of eight grade students (class 8) of MTs Al-Hasyimiyah. One class as experimental class comprised with 30 students, and the other class as controlled class comprised with 30 students as well. The method used in this study is quantitative method with treatment by level 2x2 design. The researcher used test and questionnaire to collect the data. The findings of this study are: (1) It can be seen that $\text{sig } 0.000 < 0.05$ and $F_{\text{observed}} (16,901) > F_{\text{table}} (3.34)$. (2) There were not interactional influence of teaching strategy (Reciprocal Teaching and Conventional) and reading habit toward students' reading comprehension. It can be seen that $\text{sig } 0.440 > 0.05$ and $F_{\text{observed}} (0.605) < F_{\text{table}} (3.34)$. (3) There was an influence of students' reading comprehension who were taught by Reciprocal Teaching strategy was higher than those who were taught by Conventional strategy for students who had high reading habit. It can be seen that $p\text{-value} = 0.016 < 0.05$. (4) There was the difference of students' reading comprehension who were taught by Reciprocal Teaching strategy and those who were taught by Conventional strategy for students who had low reading habit. It can be seen that $p\text{-value} = 0.004 < 0.05$.

Keywords: Reading Comprehension, Reciprocal Teaching Strategy (RT), Reading Habit

INTRODUCTION

Reading is the most important skill for most students of English throughout the world. According to Morreilon (2007:19), “reading as transaction among the reader, text and the intention of the author.” It is reasonable, since the greatest importance of English for most people is to read. In addition, Johnson (2008: 3) adds that reading is the practice of using text to create meaning. Reading is not a natural part of human development. It is an active process that requires a great deal of practice and skill. Most definitions of reading stress that it is a process of getting meaning from print. Understanding information on the text is surely the whole purpose of reading.

However, people will know the point of the text in English textbooks for getting information in many kinds of fields. Based on the researcher’s observation, many students of MTs Al-Hasyimiyah find difficult to understand English texts. They get stuck because of unfamiliar words and lack of vocabulary. Based on the previous observation, the presentage of students who still poor of reading text and get stuck cause of unfamiliar word are 70%. The students who lack of vocabulary are 40%. Apparently, reading is a simple activity, which all English learners can do easily. However, it is not an easy skill to master. A complex process which require specialized skill of the reader and needs a comprehension. It is supported by Nunan & Linse (2005: 71) explained that reading comprehension refer to reading for meaning, understanding and entertainment. Reading comprehension is the process of reading to get the meaning from the text. The purpose of reading comprehension is to gain the real meaning or the text, reading for understanding the meaning, and reading for entertaining the reader itself.

To overcome the problem, teacher should create interesting learning process by applying reciprocal teaching strategy in the classroom accompanied by students’ habitual reading. Further, the researcher assumes that reading habit and RT strategy is effective to apply in classroom teaching learning. Reciprocal teaching is collaborative comprehension instruction that focuses on the strategies of predicting, questioning, clarifying, and summarizing as Palinscar and Brown (1984) cited by Park (2008: 1). The term “reciprocal” describes the nature of the interactions: each person act in response of the others. This dialogue is structured by four strategies: predicting, questioning, clarifying and summarizing (Palinscar, David and Brown, 1989: 2). It means that reciprocal teaching strategy is a process of comprehending the text by using four steps which is done by the teacher and the students to build deeper understanding about the text.

Reciprocal teaching builds in the readers a metacognitive awareness of the active nature of reading, in order to succeed in reading comprehension.

Further, Reading habit refers to the behavior which expresses the likeness of reading individual types of reading tastes of reading (Sangkaeo 1999: 24). Reading habits is often considered in term of the amount of materials being read, the frequency of reading as well as the average time spend of reading. Reading habit is the activities of the students to read by showing the happiness to read and the students want to do it for long time and continuously. Reading habitually can create students interest in reading, however it increase students critical thinking and mental capacities development. As known that the more people read, the more knowledge gained. Gaona (2011: 59) summarized six aspect of reading habit, they are: reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in the family environments, motivation in the academic environments.

Based on the students' reading comprehension problem, there are four hypotheses are managed. First, there was an influence of teaching strategy toward students' achievement on reading comprehension. Second, there was an interactional influence of teaching strategy and critical thinking towards students' achievement on reading comprehension. Third, students with reading habit who were taught by Reciprocal Teaching strategy is higher than those who were taught by conventional strategy. Fourth, students with low reading habit who were taught by Reciprocal Teaching strategy is lower than those who were taught by conventional strategy.

RESEARCH METHOD

The researcher used quantitative method, which is dealing with quasi experimental research. Creswell (2012: 203) defines that in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. This research design used treatment by level 2x2. There were three variables of the research. The researcher applied quasi experimental method that divided into two classes. The first class was experimental class which used reciprocal teaching strategy and the other class was control class which used conventional strategy (direct reading).

The population of this research was the eighth grade students of MTs Al-Hasyimiyah in academic year 2017/2018. There were 130 population which is divided into four classes; 8A, 8B, 8C and 8D. Each class had approximately 30-35 students. The sample chosen randomly from the eighth grade. Creswell (2013: 204) stated that random sampling is as individual in the population

has an equal probability of being selected (a systematic or probabilistic sample). By random sampling, the researcher used lottery to get the right sample. The final result was VIII B (as experimental class) which consist of 30 students and VIII C (as control class) consist of 30 students.

The researcher used test and questionnaire in collecting the data. The tests is in form of multiple choices which is include of 25 questions of narrative text. It consisted of four answer choices that begin from A to D. It is used to determine the students' reading comprehension. In addition, the researcher also used questionnaire sheet to gain the data of reading habit. The questionnaire is in form of scale questionnaire which is consist of 30 questions. Both of test and questionnaire were given to experimental and control class.

RESULT AND DISCUSSION

Based on the statistical analysis, there are four findings. The first result showed that the students' reading comprehension that is taught by reciprocal teaching strategy is higher than those who are taught by conventional strategy. Second, there are interaction influence between teaching strategy and reading habit toward students' reading comprehension. Third, Students with high reading habit who were taught by Reciprocal Teaching strategy is higher than those who were taught by conventional strategy. Fourth, Students with low reading habit who were taught by Reciprocal Teaching strategy is lower than those who were taught by conventional strategy. It can be seen the table below:

Table 1
ANOVA Test (2 x 2)

Dependent Variable: Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1101.250	3	367.083	10.877	.000
Intercept	367383.750	1	367383.750	1.089E4	.000
A	570.417	1	570.417	16.901	.000
B	510.417	1	510.417	15.123	.000
A* B	20.417	1	20.417	.605	.440
Error	1890.000	56	33.750		
Total	370375.000	60			
Corrected Total	2991.250	59			

a. R Squared = .368 (Adjusted R Squared = .334)

Table 2
T-test Table

		Levene'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
A1B1	Equal variances assumed	,452	,507	2,567	28	,016	5,00000	1,94773	1,01026	8,98974
-	Equal variances not assumed			2,567	27,041	,016	5,00000	1,94773	1,00387	8,99613
A1B2	Equal variances assumed	,875	,358	3,214	28	,003	7,33333	2,28174	2,65940	12,00727
-	Equal variances not assumed			3,214	25,705	,004	7,33333	2,28174	2,64053	12,02614

First hypothesis. H1 : Based on analysis result in Table 1 above, The computation performed by using SPSS version 20 for windows was found that the value of Sig for teaching strategy was $0.000 < 0.05$ and $F_{observed} (16,901) > F_{table} (3.34)$. It can be concluded that there was the difference of reading comprehension between students who were taught by Reciprocal Teaching strategy and those who were taught by Conventional strategy.

Second hypothesis. H1 : Based on analysis result in Table 1 above, The computation performed by using SPSS version 20 for windows was found that the value of Sig for teaching strategy was $0.440 > 0.05$ and $F_{observed} (0.605) < F_{table} (3.34)$. It can be concluded that there were interactional influence of teaching strategy (Reciprocal Teaching and Conventional) and reading habit toward students' reading comprehension depend on the level of students' reading habit.

Third hypothesis. H1 : Based on analysis result in Table 2 above, it was obtained the value of t-test, it was $t_0 (A1B1 \times A2B1) = 2.567$ and $p\text{-value} = 0.016 < 0.05$. It means that H_0 was rejected and H_1 was accepted. In other words, there was an influence of students' reading comprehension who were taught by Reciprocal Teaching strategy was higher than those who were taught by Conventional strategy for students who had high reading habit.

Fourth hypothesis. H1 : Based on analysis result in Table 2 above, it was obtained the value of t-test, it was $t_0 (A1B2 \times A2B2) = 3.214$ and $p\text{-value} = 0.004 < 0.05$. It means that H_0 was rejected and H_1 was accepted. In other words, there was the difference of students' reading

comprehension who were taught by Reciprocal Teaching strategy and those who were taught by Conventional strategy for students who had low reading habit.

It can be discussed that reciprocal teaching was originally designed to improve comprehension for middle school student who could decode but had difficulty comprehending the text. Reciprocal teaching as one means of developing sound literacy skills while at the same time developing students think critically. Using this strategy, the student attend to think deeper to reach the core meaning of the text beside that, it will build students critical thinking. The application of Reciprocal teaching strategy involves the students in group discussion. This way happens in order to build a good interaction between student-student while comprehending the text. With group discussion students might discuss and communicate each other.

There are some steps in teaching reading by using reciprocal teaching strategy such as; predicting, questioning, clarifying and summarizing. The first is predicting. At critical points in the reading of the text, students pause to draw the test inference from the text about future content. In this step, the teacher first asks the student to predict about some aspect of the text such as the title of the story, the introduction, generic structure and so on, that might be included in the text. After that, the teacher let the students activate the prior knowledge to predict the text. The second is questioning. Students read the text silently to find out the mind idea of the text. In this step, students are concentrating on the main ideas and check their immediate level of understanding. The questioning part might check the students' comprehension on what they read.

The third is clarifying. While the text is being read, students are critically evaluate the meaning of unfamiliar word and phrases and to draw open the collective knowledge of the team members. In addition, to seek the essence of ideas, main ideas and themes contained in the text. Next, clarification during the group discussion in important in order to ensure the reader engage with the text. Summarizing, the last step is the students' focus what is the significant part of the whole story. It means when summarizing, students are re-state the main idea and themes in their own word to ensure that they have fully understood about the text. It may improve students more critical thinking and build their response on what they have read.

Besides the experimental class is taught by reciprocal teaching strategy, the other class (control) is taught by conventional strategy (direct reading). Based on the data obtained, the result shows that the score of students' reading comprehension taught by reciprocal teaching

strategy (experimental class) was higher than the score of students' reading comprehension in Conventional strategy (control class).

Based on findings and supported by statistical analysis for the research about the students' reading comprehension, it was proven that data comes from the population which was distributed normally and came from homogenous variances. Then the data was processed to test about the hypotheses. From the testing of hypotheses, it was gained that:

1. The students' reading comprehension that is taught by reciprocal teaching strategy is higher than those who are taught by conventional strategy. The computation performed by using SPSS version 20 for windows was found that the value of Sig for teaching strategy was $0.000 < 0.05$ and $F_{observed} (16,901) > F_{table} (3.34)$. It can be concluded that there was the difference of reading comprehension between students who were taught by Reciprocal Teaching strategy and those who were taught by Conventional strategy. In other words, the students' reading comprehension was influenced by using teaching strategy (RT and conventional are similar) without considering the students' habit. Thus, reading habit was one of important variable in reading comprehension. This finding was relevant with study was done by Ahmadi in 2016 about The Effects of Reciprocal Teaching Strategy on Reading Comprehension, Motivation and Metacognition Among Iranian Efl University Learners. The result showed that the reciprocal teaching strategy has any influence to the students. The writer could interpret that teaching reading comprehension by using the reciprocal teaching technique was success.
2. There are not interaction influence between teaching strategy and reading habit toward students' reading comprehension. The computation performed by using SPSS version 20 for windows was found that the value of Sig for teaching strategy was $0.440 > 0.05$ and $F_{observed} (0.605) < F_{table} (3.34)$. It can be concluded that there were interactional influence of teaching strategy (Reciprocal Teaching and Conventional) and reading habit toward students' reading comprehension depend on the level of students' reading habit. In other words, the students' reading comprehension is influenced by the use of teaching strategy and the ability of reading habit as well. Refer to ANOVA test, the interaction between teaching strategies and reading habit toward students' reading comprehension is positively influenced. This finding was relevant with study was done by Suhana and Haryudin in 2017 about The Effects of Reading Habit towards Students' Reading

Comprehension, it was found that students' reading habit has a positive influence in improving students' reading comprehension in students class XI Private senior high school in Purwakarta. Based on this result, the reading habit of students could be a reason to get better in reading achievement. Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations.

3. Students with high reading habit who were taught by Reciprocal Teaching strategy is higher than those who were taught by conventional strategy. Based on analysis result in Table 4.13 above, it was obtained the value of t-test, it was $t_0 (A1B1 \times A2B1) = 2.567$ and $p\text{-value} = 0.016 < 0.05$. It means that H_0 was rejected and H_1 was accepted. In other words, there was an influence of students' reading comprehension who were taught by Reciprocal Teaching strategy was higher than those who were taught by Conventional strategy for students who had high reading habit. It can be concluded that Reciprocal Teaching strategy was more influence than Conventional strategy primarily for students with high reading habit. This finding was supported by Ria in 2014 about The Influence of Reciprocal Teaching Strategy and Students' Learning Motivation on the Eleventh Grade Students' Reading Comprehension Achievement, it was found that there was a significant difference in average scores between students who have high motivation taught using RTS and that of those who have low motivation taught using conventional technique. However, some relevant study had the same finding toward result of the research. It means that reciprocal teaching strategy can help the students comprehend of the text especially for high reading habit students.
4. Students with low reading habit who were taught by Reciprocal Teaching strategy is lower than those who were taught by conventional strategy. Based on analysis result in Table 4.13 above, it was obtained the value of t-test, it was $t_0 (A1B2 \times A2B2) = 3.214$ and $p\text{-value} = 0.004 < 0.05$. It means that H_0 was rejected and H_1 was accepted. In other words, there was the difference of students' reading comprehension who were taught by Reciprocal Teaching strategy and those who were taught by Conventional strategy for students who had low reading habit. It can be said that for students with low reading habit, there was any influence of teaching strategy both students who were taught by reciprocal teaching strategy and those who were taught by conventional strategy toward students' reading comprehension. This finding was supported by Ramita in 2015 about The Effect of

Reciprocal Teaching and Reading Interest toward Students' Reading Comprehension. It was found that there was the difference of students' reading comprehension who were taught by Reciprocal Teaching strategy and those who were taught by Conventional strategy for students who had low reading interest.

CONCLUSION

Based on the result of hypothesis testing and data analysis in chapter four, it can be summed up as follows: The first, there was the difference of reading comprehension between students who were taught by Reciprocal Teaching strategy and those who were taught by Conventional strategy. The second, there were interactional influence of teaching strategy (Reciprocal Teaching and Conventional) and reading habit toward students' reading comprehension depend on the level of students' reading habit. The third, there was an influence of students' reading comprehension who were taught by reciprocal teaching strategy was higher than those who were taught by Conventional strategy (direct reading) for students who had high reading habit. The last, there was the difference of students' reading comprehension who were taught by reciprocal teaching strategy and those who were taught by Conventional strategy for students who had low reading habit.

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