

THE INTERFERENCE OF RECIPROCAL TEACHING METHOD IN READING COMPREHENSION SKILLS AT GRADE XI OF NUSATAMA VOCATIONAL HIGH SCHOOL PADANG

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ABSTRACT

This research investigated interference of using reciprocal method in improving students' reading comprehension at grade XI of vocational high school. A total of 42 students identified with diagnostic reading participated. The sample was divided into two groups; experimental (n= 21 girls) and control (n=21 girls). T-test was employed for data analysis. Findings from this study indicated the effectiveness of reciprocal method interference in improving reading comprehension in the target students. On the basis of the findings, the study aimed for the effectiveness of reciprocal method in improving students' reading comprehension.

Keywords : Interference of reciprocal method, reading comprehension.

INTRODUCTION

Reading comprehension is a complex process by which reader tries to reconstruct a message encoded in graphic language by a writer. Comprehension occurs if the textual information activates expectation about what is in the text and the interactive process will continue until the reader is understood with the meaning of the text. Students who introduce with reading tend to focus on the basic steps of reading, less comprehension methods and background knowledge, and have limited vocabularies" (Orosco, de Schonewise, de Onis, Klinger, & Hoover, 2008, p. 16).

Based on the phenomenon in classroom, teaching and learning process are more focused on students. They are asked to read aloud the text and answer the questions below the text. This way of teaching reading is just adding students' difficulties to comprehend the text because they still have problems in finding information, getting new vocabulary and understand the meaning implicitly. The reciprocal method is a combination of reading instruction methods, reading comprehension and cooperative learning and thus become independent readers.

Reading comprehension

Many experts have given their definition about reading comprehension really means. Van Den Broek et. al (2000) defines reading comprehension as constructing a mental representation of textual information and its interpretation to get meaning from written words, sentences and texts. It helps the reader use their mental images in reading and interpreting the meaning of the text. In comprehending text, the readers need to prepare themselves by knowing some skills that they can apply while reading so that the aim of reading can be achieved.

King and Stanley in Antina (2004:8) state that there are several parts that may help readers comprehending text such as: finding factual information (scan for specific details), finding main ideas, finding the meaning in the vocabulary context (guessing and referring), and making inferences (skills to read between lines).

Reciprocal Method

The interference of reciprocal method in teaching reading has been proven to increase the reading comprehension abilities of students (Lederer, 2000). According to Palincsar, David, and Brown (1989) reciprocal method can be best characterized by the main features; the scaffolding and explicit instruction which a teacher uses and include guided practice and modeling of comprehension fostering strategies (predicting, clarifying,

questioning and summarizing. It helps students improve their reading comprehension, and thus become better readers. The aim of reciprocal teaching is to use discussion to improve students' reading comprehension, develop self-regulatory and monitoring skills, and achieve overall improvement in motivation (Mohammed and Abbas,2012). Palincsar and Brown (1984), in their original research, used four discrete reading comprehension strategies within reciprocal teaching: questioning, summarizing, clarifying, and predicting.

1. Predicting

Predicting involves finding comprehensive clues by using reader's background knowledge and personal experiences. The purpose is to relate what the students already know about the topic with knowledge or experience she or he has through reading. In line with Duffy (2002), predicting can keep the students continuously thinking on text given while reading. According to Mowery in Oczkus (2003), the useful phrases often used in predicting includes:

- I think (that)
- In my opinion,
- I wonder if

2. Questioning

In this section, the students try to create questions based on the text given. The useful words use by the readers are who, what, when, why, where and how. During the implementation of reciprocal method, readers are needed to generate questions which help them to identify information in the text they are reading. The main idea will be gotten from construction of questions. By using questioning, it will help the readers identify important information and measure their comprehension.

3. Clarifying

Clarifying teaches the readers to identify while they do not understand about the text and get necessary time to restore the meaning. While reading, readers can take note of any words, phrases or theory in the text that they feel doubt. This is the part to clarify and become aware that there are many reasons why the text is difficult to be understood. For example, there are so many new vocabulary, unclear reference words and unfamiliar concepts for the readers. Oczkus (2003) mentions some useful phrases which readers can use to help them clarify the text.

- I can't figure out
- This is not make a sense
- Does everyone know that

4. Summarizing

Summarizing involves identification of key ideas of each paragraph. To summarize, readers have to remember and rearrange the information and construct overall understanding of the text that they have read before. In this part, readers should summarize the main idea of each paragraph, link to what they have already known about reading text, and predict what might happen in the next paragraph.

Next research is necessary to make on the large amount of research into reciprocal method for vocational school students. This will allow researchers to determine how reciprocal method can be best used as an interference for vocational school students as there is a rare of research for this population.

In order to address this issue with the lack of research on reciprocal method for vocational school students . Thus this study looks for giving answers to the following questions.

- 1- Are there differences in post-test scores mean between control and experimental groups on Reading Comprehension Test?
- 2- Are there differences in pre-posttest scores mean of experimental group on Reading Comprehension Test ?

METHODS

Participants

There are 42 students participated in this study. Each student met the following established criteria to be included reading performance scores at least 2 years below grade level and absence of any other condition. Students were randomly classified into two groups: experimental (n= girls) and control (n= 21girls). The two groups were matched on age and reading comprehension. Table 1. shows means, standard deviations, t- value, and significance level for experimental and control groups on age and reading comprehension (pre-test).

Table 1. means, standard deviations, t- value , and significance level for experimental and control groups on age and reading comprehension (pre-test).

Variable	Group	N	M	SD	T	Sig.
Age	Experimental	21	139.20	1.57	0.201	Not. Sig.
	Control	21	139.00	1.54		
Reading Comp	Experimental	21	17.33	1.28	-368	Not Sig.
	Control	21	17.45	1.33		

Table 1. shows that all t- values did not reach significance level. This indicated that the two groups did not differ in age and reading comprehension (pre-test) .

Instrument

Reading Comprehension Test.

The test was developed to assess students' reading comprehension. It was based on the features of comprehension skills recognized by Mourad Ali (2005). The test consists of (22) items assessing word recognition, and comprehension with score ranging from 0-1 on each item and a total score of 22. The test has demonstrated high internal consistency with Cronbach's α ranging from 0.79 to 0.84.

PROCEDURE

Screening : Primary five students who participated met the following established criteria to be included in the study: (a) a diagnosis of RD by teacher's referral. (b) reading performance scores at least 2 years below grade level (c) absence of any other condition.

Pre-interference testing: All the forty-two students in grade eleven completed the reading comprehension test which was developed to assess reading comprehension skill. Common

Instructional Procedures: Instruction was delivered after school, in another room. Permissions were obtained from the school principal. Students received 3 times/sessions a week, at least between 30 minutes. The researcher presented the lesson in accordance with this strategy, where a schedule distributed to students by the four sub-strategies for reciprocal method: prediction, questioning, summarizing and clarification. First, the researcher leads the dialogue and then apply the strategies to the paragraphs. Grade students are divided into cooperative groups (each group of five individuals), in accordance with sub-strategies involved. The following roles are distributed between the members of each group so that each individual has only one role: Summarizer, inquirer, clarifier, and predictor . It is needed a leader for each group (the role of the teacher in the dialogue management) taking into account exchanging roles with other members of the group. Interactive dialogue within the group begins with the leader / teacher runs the dialogue, and each individual within each group presents its session to the rest of the members of the group, and answers their questions about what she has done.

DESIGN AND ANALYSIS

Pre-post testing were used to assess the interference of implementing reciprocal method on students' reading comprehension skills.

Results

T-test results can be shown in next table to see the differences in post-test mean scores between experimental and control groups in reading comprehension test. The table shows that (t) value was (21.37). This value is significant at the level (0.01) in the favor of experimental group. The table shows that there are differences in post-test mean scores between experimental and control groups in comprehension test in the favor of experimental group.

Table 2. T-test results for the differences in post-test mean scores between experimental and control groups in comprehension test

Group	N	Std Deviation	T	Sig
Experimental	21	27.63	21.37	0.01
Control	21	19.64		

Table 3. shows T. test results for the differences in pre-post test mean scores of the experimental group in reading comprehension test. The table shows that (t) value was (21.37). This value is significant at the level (0.01) in the favor of experimental group. The table also shows that there are differences in pre-post test mean scores of the experimental group in reading comprehension test in the favor of post test .

Table 3. T-test results for the differences in pre-post test mean scores of the experimental group in reading comprehension test

Testing	Mean	Std Deviation	T	Sig
Pre	17.33	1.28	29.52	0.01
Post	27.63	1.64		

Discussion

The aim of this research was to find the inference of reciprocal method on students' reading comprehension skills. The results of this study show that implementing reciprocal method interference was effective in improving students' reading comprehension in experimental group, compared to the control group whose individuals were left to be taught in a conventional way.

The researcher sees that are from the students' roles and from the teacher's roles. First is from the students' roles. The students' roles are more focused on the involvement of some certain activities. The students' activities are paying attention to the teacher's explanation, talking with other friends, seeking meaning of word, answering the questions, helping each other in understanding the lesson material and learning from their friends who also learn the same subject. By using reciprocal method, the students become more active to take part and pay attention to the lesson. The students are given chances to understand the lesson material more by asking other group member without being ashamed and afraid, since the students are usually afraid to ask the difficulties to the teacher. Next is from the teacher's roles. There are several roles that appear while implementing reciprocal method in reading comprehension. The teacher can play roles as facilitator, motivator controller and planner. The teacher can play those roles well when conducting teaching reading comprehension by using reciprocal method. However, the major role is the teacher as facilitator, while the other roles supported the teacher's role as facilitator.

Experimental group gained better scores in reading comprehension than did control groups in post-tests though there were no statistical differences between the two groups in pretest. It is because the program which met the experimental group's needs

and interests. On the contrary, the control group was left to be taught in a conventional method.

This goes in line with our adopted perspective which indicates that conventional ways used in schools do not challenge student's abilities and do not direct them as individual toward tasks and materials. This makes students dependent to all subjects at school in general. Teachers use the interference reciprocal method which good for students interests and challenge their skills.

IMPLICATIONS

There are several important implications in this study. This study contributes to the literature on the effectiveness of reciprocal method interference toward vocational school students. Results appear to indicate that reciprocal method interference in an effective instructional method for improving reading comprehension test scores of vocational school students.

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