



P-ISSN 2355-2794  
E-ISSN 2461-0275

## Improving Reading Comprehension through Reciprocal Teaching Method

Endang Komariah  
Putri Ace Riaula Ramadhona  
Tengku Maya Silviyanti\*

Syiah Kuala University, Banda Aceh, INDONESIA

### Abstract

*This study is aimed at discovering the benefits of the Reciprocal Teaching Method (RTM) in the reading classroom, finding out the achievements of students after four comprehension training sessions of using RTM, and exploring the perceptions of students on the use of RTM. This method uses four comprehension strategies: predicting, questioning, clarifying, and summarizing, to help learners monitor their development of reading comprehension by themselves. Students work in groups of four or five and the members are divided into five roles which are the leader, predictor, clarifier, questioner, and summarizer. The subjects were 24 students from the twelfth grade at a high school in Banda Aceh. Observations, tests, documents and interviews were collected to get the data. The results showed that the students were more active and productive in the reading classroom after RTM sessions and their reading proficiency improved. They learnt how to apply several of the strategies from RTM while reading. The results also showed that they preferred this method for teaching-learning reading compared to the conventional one. Therefore, teachers are suggested to consider using this method for teaching reading that instils the students on how to apply the four comprehension strategies used in reading.*

**Keywords:** Reading comprehension, students' performance, reciprocal teaching method.

### INTRODUCTION

The optimism to solve reading dilemmas has resulted in the discovery of various approaches and methods for teaching reading. During the past decades, researchers of language teaching have carried out numerous research studies on the effectiveness of

---

\*Corresponding author, email: [tgk\\_maya@yahoo.com](mailto:tgk_maya@yahoo.com)

different methods for teaching reading. Nevertheless, issues about teaching reading comprehension still occur among teachers and learners of reading.

Reading is one of the language skills that learners should master, however, reading proficiency is difficult to attain without having adequate skills and comprehension (Spivey & Cuthbert, 2006). Good reading comprehension will be accomplished if learners have four reading abilities: determining the main idea, guessing word meanings, finding detailed information, and making inferences (Mikulecky & Jeffries, 1996).

Accordingly, by asking learners to read a text from the beginning until the end does not guarantee their gain in understanding. For this reason, it is highly suggested that reading teachers assist learners to make sense of what they read. The teacher needs to assist them during reading lesson through effective guidance.

For Indonesian students, reading comprehension is likely to be a difficult skill to master. However, students are required to master reading and it is tested in the National Examinations. The School Based Curriculum (or *Kurikulum Tingkat Satuan Pendidikan*/KTSP, 2006) of the Department of Education in Indonesian states that second-grade students in senior high schools must learn to comprehend the meaning of short essay texts such as reports, narratives and analytical expositions in their daily life context. They are also supposed to be able to access knowledge from such texts (refer to SK/KD: 2/2.2 in KTSP, *ibid*).

In fact, based on a pre-study at a junior high school in Banda Aceh, the second author discovered that most of the second grade students found it difficult to comprehend such texts especially analytical expositions. Through an interview with the English teacher, she discovered several troubles faced by the teacher when teaching. For example, the teacher stated that the students rarely paid attention to him during reading lessons. They tended to chat with their peers if he asked them to discuss a text using team work. Similarly, when he led them to read a text aloud, they seemed confused and uninterested.

Following this, the second author gave the students a questionnaire (pre-research) with fifteen items in it. Each item focused on reading skills and comprehension strategies commonly used and suggested by language experts. The result showed that most of the second-grade students lacked comprehension strategies for reading. They rarely made predictions for the texts as they read. It was also discovered that some of them did not try to guess unfamiliar words they found in the text. Their English reading proficiency is thus at risk.

To solve the problems of the students, the English teacher at the junior high school had tried to use the Reciprocal Teaching Method (RTM) as an alternative method to teach reading. RTM is likely a good method to solve some of the problems of the students in reading comprehension (Blazer, 2007). A study conducted by Freihat and Makhzoomi (2012) on the use of RTM on the reading behaviour of 50 Jordanian students showed that RTM resulted in an improvement in the reading comprehension of the students. Similarly, Jafarigohar and Soelaimani (2013) studied the application of RTM with 45 Persian learners and proved that RTM significantly enhanced the reading comprehension of these students.

Therefore, based on the explanation above, two research questions were prepared for this study:

1. How successful is the use of the Reciprocal Teaching Method in teaching reading comprehension in the ESL classroom?

2. What are the perceptions of the students about using the Reciprocal Teaching Method for learning reading in English?

## **2. REVIEW OF LITERATURE**

### **2.1 The Nature of Reading Comprehension**

According to Pang, et al. (2003), reading is an activity to understand written texts. Moreover, Snow (2002, p. 11) describes reading comprehension as "...the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading." A reader who wants to be a high proficiency reader should be able to comprehend the main idea, guess word meanings, find details and information, and make inferences (Mikulecky & Jeffries, 1996). Besides, having an adequate knowledge of vocabulary is needed (Rubin & Thompson, 1994).

### **2.2 The RTM Approach for Teaching Reading Comprehension**

Feuerstein and Scholnik (1995) state that new reading comprehension approaches recently emphasize the process of reading than the product after reading. The interaction of the reader with the texts in order to construct meaning is better to be viewed rather than the product of the reading (Carlile & Rice, 2002). However, it cannot be ignored that the development of reading instructions also plays an essential role in reading comprehension. The product of reading can be used to test the progress of students' understanding of written language through tests (Djiwandono, 1996).

Palinscar and Brown developed the Reciprocal Teaching Method (RTM) in 1984 due to their concern over comprehension issues. It was designed to improve students' reading comprehension at all levels and in all subjects (Blazer, 2007). Blazer (ibid, p.1) further explains that "Reciprocal Teaching is an instructional approach to encourage learning of reading comprehension skills by students. Students are taught cognitive strategies that help them construct meaning from texts and simultaneously monitor their reading comprehension."

RTM uses four comprehension strategies: predicting, questioning, clarifying, and summarizing (Brown & Palinscar, 1984). These strategies help learners monitor their development of reading comprehension by themselves (Hosenfeld, et al., 1993). Students work in groups of four or five. As Palinscar and Brown (1984) said, a group will be divided into five roles which are the leader, predictor, clarifier, questioner, and summarizer. Additionally, RTM can be applied not only in teaching English but also in other subjects such as Mathematics and Physics to help students from elementary school to university level (Quirk, 2010). This method was developed to train students to apply strategies which are needed in the process of comprehension.

A quantitative study using quasi-experimental design was conducted by Choo, Eng and Ahmad (2011) with 68 lower proficiency students in Malaysia from the fourth to sixth grades. The findings showed there was significant improvement in the experimental groups post-test results taught using RTM compared to those of the control groups. Freihat and Makhzoomi (2012) further studied the use of RTM on learners' reading behaviour. The research was done with 50 Jordanian students and it

showed that RTM resulted in improvement in the reading comprehension abilities of the students. Similarly, Jafarigohar and Soelaimani (2013) studied the application of RTM with 45 Persian learners. Their findings proved that RTM significantly enhanced the reading comprehension of the students. Also, Rosenberger (2011) has reviewed the positive effects of the application of RTM. The participants were fourth grade learners from Camden County in the United States. Based on data from her study, she reported that RTM encouraged improvement and enhanced the reading comprehension abilities of her students.

### **2.3 Procedures Followed in Using the Reciprocal Teaching Method**

Procedures for teaching reading using RTM as explained by Palinscar and Brown (1984) is quoted by the National Behavior Support Services (n.d.) as follows:

Before the students learn how to apply this method in their own group discussions, the trainer should demonstrate the model first. The trainer first presents all the strategies during reading. The trainer reads a piece of the text aloud and models the four steps: summarizing, clarifying, questioning and predicting with the students.

1. A group of four students is selected, and each is given a different role i.e. summarizer, questioner, clarifier and predictor.
2. Next, ask the group of students to read a paragraph of text. Recommend to them to do note taking such as underlining, coding, etc., while reading.
3. The student who is chosen as predictor helps his peers to connect previous part of the text by making a prediction based on the clues given from the title or illustrations before reading. Then, the trainer asks them to discuss the results of their predictions with their team. They are asked to read the text again in order to confirm their predictions. Next, the questioner's job is to help his group ask questions and answer questions about the text discussed in order to find out detailed information. The task of the summarizer is to help his group to find the main ideas based on his and his peers' points of view. The clarifier helps the group find unclear parts (words and sentence) and ways to solve these difficulties.
4. When the next part of the text is read, the students rotate their roles with their peers in their group. Again they repeat the process consistent with their new role. Then the whole discussion process is repeated until the whole text has been read.
5. The trainer asks the students to keep on applying the four strategies until they have the ability to use these strategies independently.

The strategies above are included in reading strategies used by high proficiency readers to gain their understanding of a text. Moreover, the cognitive strategies (predicting, questioning, clarifying, and summarizing) developed in RTM are used frequently by strategic readers (Kherzlou, 2012).

## **3. METHODOLOGY**

### **3.1 Subject**

The training processes of RTM, the achievements of students using RTM, and their perceptions of RTM were the subject matters of this study. The second author was an observer and was helped by an assistant observer. They recorded and observed all

the activities of students. The sample population for this research was 24 students from a science class (grade XII) which had mixed levels of achievements in reading.

### 3.2 The Teaching

The second author observed the class in which the students were taught using RTM. The class met five times, with 90 minutes for each meeting. In the first meeting, the students were taught reading using a traditional method. The students were given reading texts which they had to comprehend individually. At the second meeting, they were taught using RTM. At this meeting, they were just asked to read the reading texts. At the third meeting, they used the controlled dialogues. Each student received a card which was relevant to his/her role (predictor, questioner, clarifier, and summarizer). At the fourth meeting, they were asked to apply RTM and they were asked to run and to control the discussions. At the fifth meeting, they were put into groups. They had to initiate the strategies and take turns to perform each role. Tests were given at the end of each meeting to measure the quantitative progress of students after each application of RTM.

### 3.3 Research Instruments

The second author and the voluntary observer noted and recorded everything that happened in the classroom. The two used an observation checklist to check the interactions and procedures in the reading classroom (refer to Appendix 3). In addition, a reading worksheet prepared by the students was collected after each of the group discussions ended. Moreover, these worksheets were used to figure out the progress made by the students in applying the cognitive strategies in RTM. The worksheet format was adopted from the one produced by FORPD (Florida Online Reading Professional Development) (refer to Appendix 2).

The second author also interviewed 12 students as representatives of all of students. Seven questions were asked to each of them concerning their perceptions on the use of RTM. She asked the questions using the Indonesian language. These questions are based on the guideline by Clark (2003, p. 49) (numbers 1- 6), plus an additional question (number 7) prepared by the authors to suit with the current context of the respondents (refer to Appendix 1).

The result of interviews was further transcribed using the transcription convention by Dresing, Pehl, and Schmieder (2012) as shown below:

**Table 1.** Interview transcription marks (from Dresing, Pehl & Schmieder, 2012).

<i>Symbol</i>	<i>Meaning</i>
(.)	short pause
(...)	long pause
[...]	participant's action
Hm-m	negative response
Mhm	positive response

Additionally, the students' skills in defining the main idea, guessing word meaning, finding detailed information and making inferences were assessed in order to figure out their achievements after the application of RTM.

## 4. FINDINGS

### 4.1 Results from Observations and Documents

From the observations, the second author discovered that all the activities from the three sessions of training ran smoothly and effectively. In the opening lesson, the school teacher greeted the students. Then, he checked the attendance of students. He further controlled the next activity. He asked some questions to the students about their background knowledge of analytical exposition. Based on the responses of students, he explained in detail about the text. In the next activity, he introduced the strategies of RTM clearly. He showed examples by modelling some activities. The importance of the four comprehension strategies for reading comprehension were explained to the students.

Having modelled the strategies (predicting, questioning, clarifying, and summarizing), the teacher put the students into groups of four. Then each student was given a task card that gave them their role and directions as to what they had to do. Then he gave the students the reading material. The students discussed the text amongst their team. He monitored the group work of the students and assisted them when they had problems.

Most of the reading activities during the first training was still directed and instructed by the teacher. The students were introduced and taught on how to apply the four comprehension strategies whilst reading. They needed to be told on what they should do in the group. Additionally, he had to ensure that all students work based on their roles and tasks. Since this was the first time for these learners to apply the four comprehension strategies, they still had very low capability in predicting, questioning, clarifying, and summarizing.

Furthermore, the students also took a long time to figure out the text given to them. At this meeting, they were still not competent to make predictions about the text entitled "*Circuses Should Not Use Animals*". Their predictions were unclear and did not show their own ideas since they tended to copy the title for their predictions. This indicated that they had no idea on how to guess even though the teacher had already modelled this strategy and had given them an explanation on how to predict based on the title and the pictures available. Some of the predictions of the students are below.

"I predict the animals live in circus." (S<sub>4</sub>)  
"I think the story about circuses not use animals." (S<sub>14</sub>)

On the contrary, there were three students who made a good start in applying the prediction strategy. They used their own words and opinions for predicting. Their words from the worksheets are as follows:

"I think the text will us about the circuses should not use animas." (S<sub>16</sub>)  
"The writer disagree that animals being used in circus." (S<sub>1</sub>)  
"I think the text telling us about the circus animals is not allowed." (S<sub>23</sub>)

After the discussions had finished, the students were given a reading test. They had to answer the questions in the reading test individually. Finally, the teacher asked

the students about the difficulty that they had had during the discussions. He discussed the text together with the students. He corrected the answers and added some notes that they missed in their discussions. He helped them to summarize the topic lesson of the day. When the lesson was finished, he closed the lesson. All the activities for the first training took two meetings to be completed. This occurred due to the time limitations for the first meeting.

At the second training session, the teacher gave the students new material to read. He only explained what they should do before, while and after the group discussion. He reminded them about the application of the four comprehension strategies in reading (predicting, questioning, clarifying, and summarizing) while reading a text. Once again, they were asked to discuss the text and take notes of the results from discussions on their worksheets. After that they were given the reading exercise which they had to do individually. At the end of the lesson, he and the students discussed the results together. The students gave their reasons for predicting logically and discussed important information about the text. Following that, he gave them feedback about their work. Together, they summarized the lesson before he closed the lesson.

In this second meeting, the reading activities of the students were partly led by the teacher. Some of them knew what they had to do in their own group. Moreover, they were able to make predictions about the text "*Is Smoking Good for Us?*" by using their own words and ideas without copying the title of the text. Some of their words are as follows.

"I guess this text tell us about the danger of smoking." (S<sub>12</sub>)  
 "In the first paragraph, we can predict that is smoking is not good for human health." (S<sub>15</sub>)  
 "I think this story is told of smoking can kill. Smoking is not good for healthy." (S<sub>18</sub>)

The last training had no significant different activities than the first and the second meetings. All the activities were done. However, as in the second meeting, the students still depended on and asked for the teacher's opinion or help. Meanwhile, during the last meeting, they already knew what their job was and how to apply the strategy independently. They directly rotated their roles in their group. They were able to discuss the reading material without the help of their teacher.

In this last meeting, students were able to apply the prediction strategy independently. This can be seen from their worksheets on the text "*Laptop as Students' Friend*". Following are some of the words of the students.

"I think this text will be about, students need laptop to finish the job and to share anything that they had not known before." (S<sub>19</sub>)  
 "This text about, in this era, we need laptop as our friends to help us in learning process." (S<sub>21</sub>)

Aside from the reading activities, it was discovered through observations that the students felt comfortable in the classroom environment. They freely discussed the texts and shared their opinions without being afraid of being mocked or feeling threatened. They made sure they were all working actively in their groups. Whenever they had problems in deciding on certain points in their discussions, they asked for the teacher's opinion or suggestions. This showed that the application of RTM can build a positive environment in the reading classroom. Their reading comprehension ability also

improved, where 58% of the students were at an advanced (high) level in defining the main idea, 33% of students were not proficient (low), and 8% of students were proficient (intermediate). Also 46% or eleven students were at an advanced level in guessing word meanings. In addition, 25% or six students were still not proficient in the vocabulary area. However, there were about 29% or seven students who reached the proficient level of achievement. Moreover, 96% of students reached advanced level in understanding detailed information, 0% of students were not proficient and 4% of the students were in the proficient category. There was also improvement in understanding inferences, 67% of students reached the advanced level, 13% were not proficient, and 21% reached the proficient level.

Additionally, from the first to the last meeting, the students could practice using RTM comprehension strategies without having problems. They took turns performing the roles and led the discussions easily and actively. At the end of the training, the students were able to apply the four comprehension strategies of RTM independently. Moreover, from the worksheets of students, their capabilities in using the four RTM comprehension strategies were discovered. Even though they had already been trained to read texts using the four comprehension strategies, the results showed they can only apply some of the comprehension strategies. They were still not able to do all four comprehension strategies (predicting, questioning, clarifying, and summarizing) at one time while reading.

## 4.2 Responses of the Students

The second author asked the interviewees seven questions. The first question was what the students had learned from using RTM. The students confirmed that they generally knew what the strategies of RTM were. The reasons (R) from the students (S) were as follows:

(R<sub>1</sub>): *“Mhm (.) I have learned from (.) Reciprocal Teaching Method/the Reciprocal Teaching Method, first is predicting, second is questioning, third is clarifying and fourth is summarizing.” (S<sub>1</sub>)*

(R<sub>2</sub>): *“The obvious things that I learned are four. Firstly, predicting, questioning, mhm, summarizing and clarifying.” (S<sub>4</sub>)*

(R<sub>3</sub>): *“There is summarizing, then (...) [thinking]. Yes, there are like questioning, summarizing, and predicting.” (S<sub>5</sub>)*

(R<sub>4</sub>): *“So, in the learning process, we learn how to analyze a text by using four strategies. First, by predicting, then we define the main idea. We made questions. Then, we summarize. Lastly, we define the tricky words.” (S<sub>9</sub>)*

From the interview result, we also discovered that after being trained using RTM, students were able to define a main idea, topic and detail information from the text. The followings are statements from the students.

(R<sub>5</sub>): *“Mhm (...) learn (.) There are many things. I can define the main idea individually. I can define topic from the text by looking at the pictures and the title.” (S<sub>10</sub>)*



- (R<sub>6</sub>): *"I know is (...) what reading is. Mhm. Reading/reading English text for example that I can understand what the main idea is. After that, in finding difficult words and how to determine the information from the text."* (S<sub>7</sub>)
- (R<sub>7</sub>): *"In this method I, I already learned about defining (.) the main idea, questioning, summarizing and for example if we had difficult words."* (S<sub>12</sub>)

In the second question, the students were asked whether the use of RTM helped them to be better readers and if yes, in what ways. Commonly, answers from the students indicated that it helped them to be good readers, such as illustrated below.

- (R<sub>1</sub>): *"Of course, yes [nodding]. Because, this/ more/ teach us to be more/ firstly speaking and secondly reading. With this we understand more about the story."* (S<sub>1</sub>)
- (R<sub>2</sub>): *"Yes, because with this method, I am more able in mastering the lessons material."* (S<sub>6</sub>)
- (R<sub>3</sub>): *"Mhm. I think yes. Because Reciprocal Teaching Method, we can be careful in analysing a story."* (S<sub>8</sub>)
- (R<sub>4</sub>): *"Yes. It is really helpful because sometimes if we want to analyze story, we have to read the text several times. Meanwhile, with this method we are made easier."* (S<sub>9</sub>)

Yet, some students were unsure whether RTM helped them to be better readers. Their statements can be seen in the following.

- (R<sub>5</sub>): *"Maybe, yes."* (S<sub>2</sub>)
- (R<sub>6</sub>): *"Good reader? [thinking] Maybe it helps. But, not for all the text because there are some texts, perhaps, [thinking] put its topic point inductively."* (S<sub>3</sub>)
- (R<sub>7</sub>): *"I think, yes. But, I also had difficulty in getting the lessons. For example, in defining words... to predict, I do not understand."* (S<sub>7</sub>)

The third question asked was about the students' perspectives of the easiest and the most difficult strategy in RTM. From five out of the twelve students, they chose predicting as the easiest strategy, and summarizing as the most difficult one. Below are responses from the students.

- (R<sub>1</sub>): *"For me, the easiest is the first, predicting. The most difficult is maybe summarizing."* (S<sub>1</sub>)
- (R<sub>2</sub>): *"Predicting. The most difficult is summarizing."* (S<sub>3</sub>)
- (R<sub>3</sub>): *"The easiest hm-mm (.) predicting. The most difficult is summarizing."* (S<sub>5</sub>)
- (R<sub>4</sub>): *"The easiest is predicting, the most difficult is summarizing."* (S<sub>8</sub>)
- (R<sub>5</sub>): *"The easiest is (.) predicting. The most difficult is questioning."* (S<sub>12</sub>)

Three students thought clarifying was the easiest one. Their statements can be seen as follows.

- (R<sub>1</sub>): *"I think clarifying strategy is the easiest and summarizing is the most difficult one."* (S<sub>2</sub>)
- (R<sub>2</sub>): *"The easiest is clarifying. The most difficult is summarizing."* (S<sub>6</sub>)

(R<sub>3</sub>): *“Strategy mhm (.) Clarifying. The most difficult is mhm (...), maybe predicting.”* (S<sub>9</sub>)

Meanwhile, four students considered predicting as the most difficult strategy. Their explanations are as follows.

(R<sub>1</sub>): *“Hm-mm(.) I think the easiest is questioning because in questioning we analyze the questions from the text. And the most difficult is hm-mm [thinking] maybe predicting. Because in predicting, we predict what are on the text.”* (S<sub>4</sub>)

(R<sub>2</sub>): *“The easiest strategy is questioning. The most difficult is defining (...) [thinking] predicting.”* (S<sub>7</sub>)

(R<sub>3</sub>): *“Strategy mhm(.) Clarifying. The most difficult is mhm (...), maybe predicting.”* (S<sub>9</sub>)

(R<sub>4</sub>): *“Summarizing. The most difficult is predicting.”* (S<sub>12</sub>)

Fourth, the students were asked about their experience on the influence of RTM on the quality of group discussions. Most of the students answered that in their experience RTM positively influenced the quality of discussions within their groups. Some of their clarifications are as follows.

(R<sub>1</sub>): *“For me, it is very influential. Because in each group already given their own tasks. Therefore, it may help others work according to what has been determined.”* (S<sub>1</sub>)

(R<sub>2</sub>): *“(.) It influences. Because in the Reciprocal Teaching Method, we are divided into tasks. So, all my friends will not be distracted by other things.”* (S<sub>8</sub>)

(R<sub>3</sub>): *“Yes, it’s very influential. Because in this method we discuss, we can share our ideas with others. So, by group discussion, we had a lot of experience.”* (S<sub>12</sub>)

Related to the fifth question, the students were asked the method they prefer, RTM or the common one. From eight out of twelve students, they preferred RTM. Several of their replies are as follows.

(R<sub>1</sub>): *“(...) Perhaps, I prefer this method because with the use of this method, I understand faster and be ready.”* (S<sub>3</sub>)

(R<sub>2</sub>): *“I think this method is better. Because by using this method, students are active and cooperative. On the contrary, the common method makes students less interest and feeling bored.”* (S<sub>4</sub>)

(R<sub>3</sub>): *“I like this method. Because, we are group. So, what we do not know can be discussed.”* (S<sub>5</sub>)

Additionally, two students preferred the common method to RTM. The following are their reasons.

(R<sub>4</sub>): *“I think the common one. Because I do not like group work. So, it is better individual.”* (S<sub>2</sub>)

(R<sub>5</sub>): *“Ehm-hm. Sometimes if the method is changed each week, I would like but if each meetings teacher uses the same method, it will be boring.”* (S<sub>11</sub>)

Question number six was about the students' point of view on whether the teacher should use RTM in the reading classroom or not. The responses were various. Nine students agreed that the teacher should use this method but not often. However, a few students claimed that the teacher should not use this method, such as said by:

(R<sub>1</sub>): “[thinking] (.). I think hm-mm do not too often because [thinking] students will be difficult to understand.” (S<sub>6</sub>)

(R<sub>2</sub>): “No. Because if teacher uses this method, even if it's modern but teacher won't be active to teach anymore and students will be left with their own ability.” (S<sub>11</sub>)

The last question was directed to students about their ability in using four comprehension strategies in RTM if they read independently. The positive answers from the students can be seen in the following statements:

(R<sub>1</sub>): “Of course yes.” (S<sub>1</sub>)

(R<sub>2</sub>): “Maybe, I can.” (S<sub>3</sub>)

(R<sub>3</sub>): “[thinking] Mhm-mhm. I can.” (S<sub>5</sub>)

Meanwhile, there were also some students who considered that they cannot apply those strategies independently. Two of these negative responses are as follows.

(R<sub>1</sub>): “If I read individually [thinking], it will be more difficult.” (S<sub>2</sub>)

(R<sub>2</sub>): “[thinking] (...) If independently I cannot. But, if in group, I can.” (S<sub>11</sub>)

The transcriptions above implied that most students prefer this method to be used in the reading classroom to the conventional one. Additionally, they claimed that RTM helped them understand the text easier through the group discussions. They can discuss or share their opinions of the text amongst their peers. They also felt that they can use the strategies in RTM independently. Nonetheless, a few students also had some negative opinions towards RTM. These students thought that if the teacher uses this method during teaching reading, they are afraid that he or she will not be active in teaching anymore. Besides, they consider this method to be boring if used frequently.

## 5. DISCUSSION AND CONCLUSIONS

### 5.1 Discussion

The observations and results from this study show that the students had a positive experience. They became active and cooperative during the classroom reading activities. At the end of the day, they were able to apply the RTM strategies. The three sessions of training of RTM helped made some of them to be independent readers. Thus, the reading process of RTM did not only enhanced their reading comprehension but also influenced them to become strategic readers. Moreover, the data findings from the documents showed that of the four comprehension strategies, the students had become competent to apply two to three of the strategies. They, however, could not apply all four reading strategies at once. This result is similar to the findings of Choo,

Eng & Ahmad (2011) who claims that RTM encourages better reading comprehension abilities amongst students.

Furthermore, from the interview results, it can be concluded that most students preferred their teacher to use RTM during reading classes. This is because RTM makes students active, cooperative and confident in group work. The other finding from the interviews was that the students found the summarizing strategy to be the most difficult strategy for them to do, and thus, predicting and questioning were the easiest strategies to be applied. Most even believed they might be able to use this method while reading independently. They anticipated the possibility of using the RTM and being able to apply the training by themselves to use the four comprehension strategies regularly whilst reading.

## 5.2 Conclusions

In comparison to previous studies conducted by Choo, Eng & Ahmad (2011), Frehat and Makhazorni (2012) and Soelaimani (2013), the findings of this study focused more on the processes of RTM training in addition to the reading comprehension achievements of the students. Based on the data findings, some conclusions can be drawn. Firstly, using RTM on the processes of reading activities are more productive, active and cooperative. Students were participative during the reading lessons. They were more eager to read by applying the four comprehension strategies in order to understand the texts. Secondly, the use of RTM trains learners to apply strategies while reading independently and to be strategic readers. Lastly, students think that this method should be used by their teachers in teaching reading as an alternative method.

## REFERENCES

- Blazer, C. (2007). Reciprocal teaching. *Research Services of Miami-Dade County Public Schools*, 6(9), 1-15.
- Brown, A. L., & Palinscar, A. S. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1(2), 117-175.
- Carlisle, J. F., & Rice, M. S. (2002). *Improving reading comprehension: Research-based – principles and practices*. Baltimore: York Press.
- Choo, T. O. L, Eng, T. K., & Ahmad, N. (2011). Effects of reciprocal teaching strategies on reading comprehension. *The Reading Matrix*, 11(2), 140-149.
- Clark, L. (2003). *Reciprocal teaching strategy and adult high school students*. (Master), Kean University, Union. Retrieved on April 4, 2014 from: <http://eric.ed.gov/?id=ED478116>
- Djiwandono, M.S. (1996). *Tes bahasa dalam pengajaran*. Bandung: ITB Bandung.
- Dresing, T, Pehl, T., & Schmieder, C. (2015). *Manual (on) transcription: Transcription conventions, software guides and practical hints for qualitative researchers* (3<sup>rd</sup> ed.). Marburg: Self-published. Retrieved on June 12, 2015 from: <http://www.audiotranskription.de/english/transcription-practicalguide.htm>
- Feuerstein, T., & Scholnik, M. (1995). *Enhancing reading comprehension in the language learning classroom*. San Francisco, C. A.: Alta Book Center.

- FORPD (Florida Online Reading Professional Development) (2015). *Reciprocal Teaching Worksheet*. Retrieved on April 13, 2015 from: [http://www.readingrockets.org/content/pdfs/reciprocalteaching\\_worksheet.pdf](http://www.readingrockets.org/content/pdfs/reciprocalteaching_worksheet.pdf)
- Freihat, S. & Makhzoomi, K. A. (2012). The effect of the Reciprocal Teaching Procedure (RTP) on enhancing EFL students' reading comprehension behavior in a university setting. *International Journal of Humanities and Social Science*, 2(5), 279-291.
- Hosenfeld, C., Cavour, I., Bonk, D., Baker, L., & Alcorn, M. (1993). *Activities and materials for implementing adapted versions of reciprocal teaching in beginning, intermediate and advanced level of instruction in English, Spanish and French as a second language*. (ERIC Document Reproduction Service No. ED370 354). Retrieved on March 4, 2015 from <http://files.eric.ed.gov/fulltext/ED370354.pdf>
- Jafarigohar, M., & Soelaimani, H. (2013). The effects of reciprocal teaching vs. think-aloud on reading comprehension of pre-intermediate students in Iran. *International Journal of English and Education*, 2(1), 191-202.
- Jeffries, L., & Mikulecky, B. S. (2007). *Advanced reading power*. White Plains, N. Y.: Pearson Education.
- Khezrlou, S. (2012). The relationship between cognitive and metacognitive strategies, age and level of education. *The Reading Matrix*, 12(1), 50-61.
- Mickulecky, B. S., & Jeffries, L. (1996). *More reading power*. New York: Addison-Wesley Longman.
- National Behavior Support Service. (n.d). *Reading and Learning Strategy: Before, During & After Reading Strategy*. Retrieved on June 3, 2014 from: <http://www.nbss.ie/>
- Palinscar, A. S. & Brown, A. L. (1984). Reciprocal teaching of comprehension fostering and comprehension - monitoring activities. *Cognition and Instruction*, 1(2), 117-175.
- Pang, E. S., Muaka, A., Bernhardt, E. B. & Kamil, M. L. (2003). *Teaching reading*. Geneva: IBE, Publications Unit.
- Quirk, P. J. (2010). *Using Reciprocal and Learning Methods to enhance comprehension in Mathematics word problems*. (Master), Massey University, Palmerston North. Retrieved on April 4, 2014 from <http://mro.massey.ac.nz/handle/10179/2247>.
- Rosenberger, A. (2011). *Reciprocal teaching and its effect on inference skills to enhance reading comprehension*. (Master), Rowan University, Glassboro, N. J. Retrieved on August 22, 2014 from <http://dspace.rowan.edu/handle/10927/171?show=full>
- Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner: Toward learner autonomy*. Boston: Heinle & Heinle.
- Snow, C. E. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Santa Monica, C. A.: RAND Education
- Spivey, N., R. & Cuthbert, A. (2006). Reciprocal teaching of lecture comprehension skills in college students. *Journal of Scholarship of Teaching and Learning*, 6(2), 66-83.

## APPENDIX 1

### Interview Questions

1. What have you learned from using the Reciprocal Teaching Method?
2. Has it helped you to be a better reader? In what ways?
3. Which aspect of the Reciprocal Teaching Method did you find the easiest? Which did you find the hardest?
4. Did using the Reciprocal Teaching Method impact on the quality of discussions experienced in your group?
5. Would you prefer to use the Reciprocal Teaching Method instead of the traditional method of reading and answering questions at the end of each selection? Why or why not?
6. Do you think that the teacher should continue to use the Reciprocal Teaching Method for the remainder of this class?
7. Do you think that you can apply the RTM strategies independently when you are reading?

## APPENDIX 2

### Reciprocal Teaching Worksheet

<http://www.itrc.ucf.edu/forpd/>

Name : \_\_\_\_\_  
 Chapter or book title : \_\_\_\_\_

**Prediction:** Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any illustrations. Write down your prediction(s).

<b>Prediction:</b>	<b>Support:</b>
<b>Main Ideas:</b> As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section.	<b>Questions:</b> For each main idea listed, write down at least one question
<b>Main Idea 1:</b>	<b>Question 1:</b>
_____	_____
<b>Main Idea 2:</b>	<b>Question 2:</b>
_____	_____
<b>Main Idea 3:</b>	<b>Question 3:</b>
_____	_____

*Appendix 2 continued...*

<b>Main Idea 4:</b>	<b>Question 4:</b>
<b>Main Idea 5:</b>	<b>Question 5:</b>

**Summarize:** Write a brief summary of what you have read.

---



---

**Clarify:** Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding:

<b>Word or Phrase:</b>	<b>Clarification:</b>

**APPENDIX 3****Observation Sheet**

<i>No.</i>	<i>Reciprocal Teaching Procedures</i>	<i>Yes</i>	<i>No</i>
<b>Pre-reading activities</b>			
1	Trainer greets students and checks the attendance list.	√	
2	Trainer asks the students questions in order to figure out the' knowledge of the students about analytical exposition texts.	√	
3	Students answer the questions given.	√	
4	Students are given basic knowledge about analytical exposition texts and the learning objectives of the lesson.	√	
5	Students are divided into groups of four.	√	
6	Students are given task-cards giving them their roles and their tasks to do.	√	
<b>While reading activities</b>			
7	The predictor of each group leads their peers to predict paragraph by paragraph of the text. They write their prediction on the worksheets handed out by trainer.	√	
8	Students read the text individually to find out the truth of their predictions.	√	
9	The predictors again lead the discussions to review the previous paragraph and their group predictions and then to predict the next paragraph. Then, they write down their predictions on the worksheet.	√	
10	Students who act as questioners lead the discussions and gather the questions based on the discussions with their peers. They are supposed to write down their list of questions on the worksheet.	√	
11	The summarizers take their turn to lead the discussions. They discuss the summary of the text given based on what they have read. They have to write down the main idea and the detailed information on the worksheet.	√	
12	The clarifiers guide the discussion and note some unclear words or sentences that they find in the text.	√	

*Appendix 3 continued...*

Post-reading activities			
13	Students along with the teacher discuss the results of the group discussions.	√	
14	Students give logical reasons for their predictions from the hints available when they read the text.	√	
15	The representative of each group asks the trainer about parts that they find unclear and cannot solve during their discussions	√	
16	Each student in a group defines important information from each paragraph based on results of their discussions.	√	
17	The trainer discusses concepts related to the aims of learning.	√	
18	The trainer gives positive feedback for the work of the students.	√	
19	Along with the students, the trainer summarizes the lesson topic.	√	
20	The trainer closes the lesson.	√	

[Received 29 April 2015; revised 03 August 2015; accepted 30 August 2015]

## THE AUTHORS

**Endang Komariah** completed her Bachelor Degree of English Education at the Faculty of Teacher Training at Lampung University in 1985. In 1995, she received her Master of English Language Education at Malang State University. Now she is a lecturer and teaches language testing and assessment in the Study Program of English Education at Syiah Kuala University. Her research interests are in SLA, Language Learning and Teaching and Assessment.

**Putri Ace Riaula Ramadhona** finished her studies at the Faculty of Teacher Training and Education at Syiah Kuala University in December 2014. Her major was in the Study of English Education Program. She is an active writer and some of her writings have been published in a local newspaper.

**Tengku Maya Silviyanti** received her Bachelor of Education from Syiah Kuala University in 2003. She received her Masters of Arts in educational technology and TESOL from the University of Manchester in 2008. She is currently a lecturer at the Study Program of English Language Education at Syiah Kuala University. Her research interests are in the field of technology and how it is embedded into the L2 classroom.