

Enhancing Students' Reading Comprehension through the Collaboration between Reciprocal Teaching and Cooperative Learning

1st Mhd Khorir
Universitas Negeri Padang
Padang, Indonesi
ahmadkhoiri539@gmail.com

2nd Arimuliani Ahmad
Universitas Islam Riau
Pekanbaru, Indonesia
arimulianiahmad@edu.uir.ac.id

Abstract—The preliminary study was conducted in SMA Nurul Falah Pekanbaru, it is indicated that the students have low comprehension in reading English written texts. The evidence can be seen from the students' difficulties when they answer the reading comprehension test. This problem was caused by some factors which one of them is the teaching strategies are not suitable to the material. The main focus of the this research was to find out the effect of using Reciprocal Teaching and Cooperative Learning to enhance content area in reading comprehension. The population of this research was all of the second year students of SMA Nurul Falah Pekanbaru. To analyze the data, the writer used paired sample t-test formula by using SPSS. The data analysis shown that the writer concluded that there is significant effect of the collaboration of two instructional strategies; Reciprocal teaching and cooperative learning strategy.

Keywords: *Enhancing, Reading Comprehension, Reciprocal Teaching, Cooperative Learning*

I. INTRODUCTION

Content area in reading comprehension refers to the students' ability to understand what they read in a particular content of the course area. The ability to read opens up new worlds and opportunities. It enables them to gain new knowledge, enjoy literature, and do everyday activities that are parts of modern life, such as reading the newspapers, job listings, instruction manuals, maps and so on. In the same respect, Mikulecky (1986, p.1) reports that reading helps one learn to think in the new language; it helps one build better vocabulary, be more comfortable with written English, and practice English.

The basic goals of reading are to enable students to gain understanding; for there is no reading when there is no comprehension. Many students can read fluently but when asked about what they have just read, they are unable to answer. Although they may have high score marks in terms of reading rate or fluency, they are not really good readers. In this case, students are just "word callers" "barking at print" (Bolain, 2008, p.2). Therefore, developing comprehension is very essential in visual discrimination, association, and interpretation.

Reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency, the integration of background knowledge, vocabulary, and previous experiences. During the teaching and learning

process in the classroom, the teacher sometime would find some reading comprehension difficulties and then gave questions then interview to the students about English course, especially reading. The students respond that English is very difficult lesson than other subjects. Therefore, they also get difficulty to recognize a main idea of each paragraph in a text and get difficulty to recognize a supporting idea/detail in a text, students have difficulty to recognize a vocabulary, students have difficulty to recognize a reference, and the students have difficulty to recognize the inference.

One of the factors that can improve the students' reading comprehension is the strategies in learning English. It is supported by Suwanarak (2012:3) that "language learning strategies are what learners do to learn language and relate to learners' characteristics, learning styles and learning achievement". Then, according to Green & Oxford, 1995; Khaldieh, 2000; Wharton, 2000 states that language learning achievement or proficiency had also been consistently linked to strategy use. Learning strategies is one of essential part in learning process for the students in achieving the learning objectives. Learning strategies deal with all aspects of subject which are learned in all levels of education and become one of the aspects in getting achievement. It includes English proficiency and achievement. Language learning strategies research has consistently established a positive link between language proficiency and strategy use. This is in line with Khalil (2005); Magogwe & Oliver (2007); Park (1997); Shmais (2003). They states that language learning strategy also showed strong, positive correlations between strategy use and EFL proficiency.

The collaborative learning strategy between reciprocal teaching strategy and cooperative learning strategy can help the students to solve their problem in reading comprehension. By using these strategies, the students' learning process can be very effective, constructive, and valuable. These strategies also can improve the quality of students' comprehending in reading comprehension. Concerning with the collaboration of those learning strategies, Janette et al.(1999) suggested the four strategies in teaching reading comprehension: preview (brainstorming or prior knowledge), click and clunk (identify the difficulty and understanding material), get the gist (find out or identify the main idea(s) and information(s) and wrap up (ask and answer questions).

The four strategies are related to students' interaction with other people in English language teaching.

Furthermore, Kimbly and Garnezy in Brown (2000:7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. Brown (2000, p.7) also says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". Meanwhile learning is getting the knowledge or the acquisition of the knowledge. The definitions indicate that teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

In teaching reading the teachers have responsibilities in helping learners to achieve the goal to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teachers teach in reading class.

Many students perform poorly in reading subjects because they have lack the meta cognitive skills that necessary to monitor their reading comprehension, as well as strategies to improve their understanding when they have difficulty. The Collaboration of reading comprehension strategy instruction between reciprocal teaching and cooperative learning can enhance students' understanding of textual material. Students learn four strategies through direct instruction and teacher modeling: Preview (previewing and predicting), Click and Clunk (monitoring for understanding and vocabulary knowledge), Get the Gist (identifying the main idea), and Wrap Up (self-questioning for understanding). After students have become proficient in applying the strategies during teacher directed activities, they work in groups to implement the strategies collaboratively, with each student performance (Rathvon, 2008).

A. Reciprocal Teaching

Reciprocal teaching is an instructional strategy that combines four comprehension strategies (predicting, questioning, summarizing, and clarifying) in the form of a dialogue between teachers and students regarding segments of a text. Reciprocal Teaching had been developed by Palincsar and Brown (1986:772), the design of teaching involve a social setting. Members of students are involved in reading the text aloud while other team

members follow the passage. Reciprocation occurs as each team-member successively assumes the responsibility of the instructor / coordinator for the team. The role of the instructor / coordinator is to lead out and ensure that the four strategies of Reciprocal Teaching, as listed below, are appropriately implemented.

In reciprocal teaching, teacher and students take turns assuming an instructional role in leading this dialogue (Palincsar, 1986). Reciprocal teaching includes four components: previewing text to obtain a sense of what will be learned when fully immersed in reading, generating questions for oneself about what the text is attempting to convey, clarifying unclear information, and summarizing main points.

Pressley (2002) asserts that reciprocal teaching encourages students to take a more active role in leading a group dialogue, and helps to bring more meaning to the text at a personal and cognitive level. It is based on the assumption that knowledge and meaning are the result of creative socializations arranged through negotiation and discourse among teachers and students, or students and students.

Reciprocal teaching is based on active socialization, wherein the knowledge constructed from the text is negotiated within discourse communities through both teacher and student and student-student interactions (Gergen, 1999). In facilitating learning using reciprocal teaching activities, students are taught cognitive strategies (Rosenshine & Meister, 1994) through appropriate support and feedback (Oczkus, 2003). Students learn these strategies through discussion, support, and feedback to enhance reading comprehension, develop self-regulatory and monitoring skills, and achieve an overall improvement in motivation (Palincsar, David, & Brown, 1989).

B. Cooperative Learning Strategy

Cooperative learning is an approach in teaching that maximizes the use of active activity involving pairs or small groups of learner in the class (Richard and Rogers, 2001:192; Brown, 2001:47). By implementing cooperative learning, small teams with different levels of ability can use variety of learning activities to improve their understanding of a certain subject. In addition, Richard and Rogers (2001:192) define that cooperative learning is a group of systematic learning activity which depends on the information exchange between the learners in the groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others. In other words, cooperative learning is a learning strategy which covers both individual and small group learning in a heterogeneous team. In its process, the learning activities are designed to improve students' cooperation and independence in comprehending materials. Moreover, students are trained to learn activity because they should involve in the learning activities. However, this learning strategy emphasizes the role of individual participation to determine the group achievement in the learning process.

Cooperative learning in the classrooms is intentionally designed by Klingner et al. (2012). Students are strategically placed in heterogeneous groups of mixed abilities. Grouping diverse students heterogeneously exposes the students to a variety of ideas and perspectives, generates cognitive disequilibrium stimulating learning and creativity, and engages them in more elaborate thinking deepening their understanding (Johnson, 1999). Each member of the group has an assigned role: Leader, Clunk Expert, Gist Expert, and Question Expert (Klingner et al., 2012b). Their assigned task is very specific, and each individual is responsible for his or her own learning and group learning. With this design, students engage in higher-level thinking beyond which they which they could have accomplished on their own, and they learn effective strategies from their peers as the strategy use is observable and relevant (Paris & Paris, 2001).

II. METHOD

The design of the research is a Quasi Experimental Design Non-equivalent Pre-test and Post-test Group Design". Two group served as an experimental group and the other one as compared group. Creswell (2009: 155) states that when individual are not randomly assigned, the procedure is called quasi experiment. According to L.R Gay (2000:349), the experimental method is a method of reserach that can turly test hypotesis concerning with cause and effect relationship in the experimental research. Gay said "An experiment typically involves a comparison of two groups (although as you will see later, there may be only one group, or there may be three or more groups). This research is aimed to find out the effect of the collaboration of two instructional strategies toward students' reading comprehension in experimental group.

Creswell (2009: 160) explains both groups take a pre-test and post- test. Only the experimental group receives the treatment.

The population of this research was all of the second year students of SMA NurulFalahPekanbaru . Cluster random sampling was used in which one class is appointed to be the sample respondent to this research. One classwas assigned as the Experimental Group and the other class as the Control Group. Each class constituted 25 students with low English language scores. The researcher and the English language teacher in the Control Group were also participants in this study. The researcher taught the Experimental Group, while the English language teacher taught the Control Group.

The scoring guidanceis chosen as the criteria of scoring representing the basic aspects of reading. The reading results are evaluate by considering five aspects and each aspect has a score or a level. The specification of the aspects is topic, main idea, specific idea, textual reference, and word meaning.

In analyzing the data, the researcher use scores of pre-test and post-test of experimental and control groups. This score is analyzing statistically for both descriptive and inferential statistic.

III. RESULTS AND DISCUSSION

The result of the effect on implementing the treatment of two instructional strategies on students reading comprehension for experimental group of the composite comparing score for both pre-test and post-test was analyzed by using Paired Sample T-test, and presented at the following Table:

TABLE 2. THE ANALYSIS OF PAIRED SAMPLE T-TEST BETWEEN PRE-TEST AND POST-TEST ON STUDENTS READING COMPREHENSION FOR EXPERIMENTAL GROUP PAIRED SAMPLES TEST

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_experimental_group1 - Post_experimental_group1	24,27333	14,83324	2,96665	30,39619	18,15047	8,182	24	,000

From the table above, the output of paired sample test shows that the t-test result is 8,182, its df is 24, significance is 0.000, mean difference is 24,27, standard error mean is 2,96, the lower difference interval is 30,3 and the upper difference interval is 18,15.

The data findings showed that the second hypothesis was analyzed by using paired sample t test formula. To is 8,18 , higher than Tt with df 24 in significant 5% and 1% (2,06 < 8,18 > 2,79). Furthermore, it also could be seen that sig. (2-tailed) or probablities were 0,000 smaller than 0,05 (0,000 < 0,05). It means Ho was rejected and Ha was accepted or there was significant effect of using

Collaborative Strategic Reading strategy on students' reading comprehension.

By comparing number of significance. If probability > 0.05, null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected.

Therefore, the **Ho** hypothesis is rejected and **Ha** is accepted that there is significant effect of using two instructional strategies toward students' reading comprehension for experimental group.

The research has supported some studies were useful for improving students' reading comprehension. According to Klinger & Vaughn (1998), in Collaborative Strategic Reading Strategy, the students learn how to use modified reciprocal teaching methods in cooperative learning groups (i.e., brainstorm, predict, clarify words and phrases, highlight main idea, summarize main ideas and important detail, and ask and answer the questions. He found that CSR was effective in improving reading comprehension for most of the students with low learning abilities. In short, the collaboration between Reciprocal Teaching and Cooperative Learning strategies helped the experimental groups pay more attention to the target of learning, invest a higher level of ability and mental effort, and engage in a deeper cognitive processing.

IV. CONCLUSION

This study has involved quantitative data in support of the use of collaboration two instructional strategies, they are reciprocal teaching and cooperative learning strategies in the reading class, and also encouraging teacher reflection on their practices. The findings have pedagogical implications for the EFL classroom in Indonesia, especially in Pekanbaru Riau. The results show a significant impact on the reading comprehension of the students' reading comprehension in the reading class. This research provide an effective and alternative to learning how to construct meanings from the texts and how to work cooperatively in the context of group discussion. In the process, students' self-regulatory and monitoring skills can develop, producing an autonomous reader.

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