THE EFFECT OF RECIPROCAL TEACHING AND MOTIVATION ON STUDENTS' READING COMPREHENSION TEXT AT THE SECOND GRADE STKIP TAPANULI SELATAN PADANGSIDIMPUAN

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Abstract
        This study was conducted to find out the effect of reciprocal teaching and motivation on students' reading comprehension. The design of this research was a quasi experimental research with factorial design 2x2. The population of this research was the second grade students of STKIP Tapanuli Selatan Padangsidimpuan academic year 2015/2016 which consisted of three classes (96 students). The sample was chosen by using cluster random sampling strategy. The sample was IVA as the experimental class (32 students) and IVB as the control class (32 students). The instruments used for collecting the data in this research were reading motivation questionnaire and reading comprehension test. In analyzing the data, t-test and two way anova analysis were used. The result of this research indicates that: first, reciprocal teaching strategy produce significant effect toward students' reading comprehension compared to conventional strategy. Second, the students' reading comprehension with high motivation taught by reciprocal teaching strategy produces higher result than those who taught by using conventional teaching. Third, students' reading comprehension with low motivation taught by reciprocal teaching strategy produces higher result than those who taught by using conventional teaching. Fourth, there is no interaction between the strategies used (reciprocal teaching strategy and conventional teaching strategy) and students' reading motivation on students' reading comprehension. Based on the finding, it is concluded that reciprocal teaching strategy gives significant effect on students' reading comprehension and this strategy is very beneficial as investment to enhance reading motivation and affect students' reading comprehension.

Key Words: *Reciprocal Teaching, Motivation, Reading Comprehension*

INTRODUCTION

        Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Also, reading skill is an important tool for academic success. They also add that reading is most useful and important skill for people. This skill is more important than speaking and writing. In other words, reading is very important in learning a foreign language. The ability of the students in reading comprehension can reflect to the ability of other skills such as listening, speaking and writing.

        Chun (2006) said that Reading is an important way of gaining information in language learning and it is a basic skill for a language learner. It is because reading can increase the knowledge for them who can do it. Also, reading is an activity which gives many benefits in our life. But this kind of activity is not more conducted yet, especially for the students. There are many people who become cleverer and more success because they love to learn and read a book.

        However, reading is not simply looking through the text. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning on their brain. It is complex activity, starting from decoding letters to understand words. Then, as soon as there is a meaningful context,

the reader tends to bring interpretation to the words that are read by using logical thinking and background knowledge. So, reading involves both eyes ability and logical thinking ability.

        Teaching and learning reading in university level is much more complex than the previous Senior High School. The students are challenged to be a good reader who can read English written text accurately and fluently which involves their logical thinking of related environment of academics context. Fluent readers can recognize words and comprehend at the same time because they can recognize the words automatically and accurately so they can have more attention on comprehension. Therefore, the students of university level are expected to be able to read effectively and efficiently, comprehend as many as accurate information on the text.

        Based on researcher's interview to the Reading comprehension lecturer at STKIP Tapanuli Selatan Padangsidimpuan, the researcher found some phenomena in teaching reading. The students get difficulties in comprehending text. It is meant that more than a half students who are still low in reading achievement. Beside low reading achievement, the students' motivation in reading was also low. It could be proved from the researcher's interview with the lecturer when they were assigned to read the text and asked them to answer the questions. More than a half of the students' did not read

the text. They just did chatting with their friends without paying attention to the lecturer's instruction. Even they were making a noisy in the classroom.

Additionally, based on the researcher observation, the lecturer usually use conventional teaching method. Conventional teaching is a teaching method that is usually used by the lecturer in the classroom. Conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom. These instructors initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams.

Actually, there are many aspects that determine the success of teaching and learning reading. One of them is strategy. Teaching reading strategies will affect students reading skill. Therefore, every teacher should be able to find the best strategy for their students. Richard and long (1987:73) state strategy is an important component in education and instruction process. Westwood (2008:4) believes that strategy as a most powerful way to solve students' difficulties to read, write, and spell. It means that a good strategy can increase the students' achievement in reading, writing, and speaking. In addition, a good teaching strategy can motivate students to learn and make them focus in the process of learning. It can be said that appropriate teaching strategy will determine the success of teaching learning process. There are many strategies in teaching reading comprehension. They are metacognitive strategy, reading quest strategy, question answer strategy, multiple comprehension strategy, reader response, reciprocal teaching and many others. The lecturer may select an appropriate method or strategy from many teaching methods or strategies in teaching reading comprehension.

Related to the previeus idea, researcher would apply a new strategy, that is reciprocal teaching. This method is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying.

Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses (Doolittle et al., 2006).

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests

for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning (Doolittle, Hicks, Triplett, Nichols, & Young, 2006).

The clarification strategy focuses on training students in specific steps to help with decoding (letter-sound correspondence, "chunking," spelling, etc.), as well as fix-up strategies to deal with difficult vocabulary and lapses in concentration.

Summarization requires the reader to perform the task of discriminating between important and less-important information in the text. It must then be organized into a coherent whole (Palincsar& Brown, 1984).

Palincsar in Jones (1998) says that reciprocal teaching method is in some ways a complication of four comprehension strategies. They are summarizing, questioning, clarifying, and predicting. It injures up the image of a student in front of the class, or of students taking turns telling each other important ideas in the text. Instead the strategy is the best seeking to promote comprehension by tackling the ideas in the text on several fronts. In addition, reciprocal teaching is a strategy that asks students and the teachers to share the role of the teacher by allowing both to lead the discussion about a given reading.

reciprocal teaching can be used as a teaching strategy in teaching and learning process. Wherther it is in speaking, listening reading and writing. When the students conduct the four stages, predicting, questioning, clarifying and summarizing, the students also need the four skills. In applying the reciprocal teaching strategy, the students discusssed the reading material. They thought about it, and then they speak each other in the group to discuss what the reading material was about. In addition, in reciprocal procedure, the students have their own job or function for a specific problem to solve in form of dialogue with the teacher or among the group. In other words, the students had much time to read, speak, listen and write during the discussion process to show their responsibility in understanding the text.

Additionally, reciprocal teaching is a good teaching method in teaching reading comprehenion. It becauses reciprocal teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. Also, it can be used across several content areas; it works particularly well with textbooks and non-fiction text.

In relation with Reciprocal Teaching, motivation would enhance the students to be more motivated in learning. Motivation is really needed for the students in learning, because it can influence their quality of academic performance. Students with high motivation will get more knowledge and skill especially for reading skill. Also, they will get better in reading achievement. Such like Reed (2014) said that motivation to read

independently appears to be a key component of reading success and should be a goal of reading instruction.

Based on the facts above, the researcher wants to try out using reciprocal teaching in reading comprehension. Also, the researcher wants to relate it with motivation of the students in studying reading comprehension. Reciprocal teaching are applied by the students to investigate whether the application of the new teaching is more effective than the teaching that is usually used by the lecturers in reading subject at STKIP Tapanuli Selatan Padangsidimpuan.

METHODOLOGY

This research was conducted by using quasi experimental research design with used 2x2 designs. This design was applied in order to examine the effect of Reciprocal Teaching and motivation on students' reading comprehension.

The population of this research was the Second Grade Students of STKIP Tapanuli Selatan Padangsidimpuan. There were three classes, and the total number was 96 students. The sample was taken by using cluster random sampling. From three classes of STKIP Tapanuli Selatan Padangsidimpuan, two classes were chosen randomly as the sample after the researcher got the normality and homogeneity of population. The sample was 64 students from two classes.

This research was conducted in 12 meeting for both experiment and control class. The instruments which used in this research were questionnaire and reading comprehension test. In order to ensure both instruments were valid, reliable and proper, the researcher validated them to the expert of Psychology for questionnaire and the researcher validated the reading test to the lecturer of Reading Subject at STKIP Tapanuli Selatan Padangsidimpuan.

After validating the instruments and tried them out, the questionnaire of motivation was distributed in the last meeting to gauge students' motivation in reading.

The data from post test was normal and homogeny as consequently the researcher analyzed the the score of students' motivation questionnaire and reading test by using parametric statistic; *T-Test and Two Ways ANOVA*.

The data of students' motivation were ranked from highest to the lowest score; 27% upper group students were grouped as students with high motivation while 27% lower grouped as students with low motivation. The classification was based on suggestion from Sudijono (2011:233) 27% x 32 is 9 students. It can be summarized that 9 students with high motivation (experimental and control class) and 9 students with low motivation (experimental and control class).

RESULT AND DISCUSSION

The result of hypothesis 1 to 4 can be seen in the following table below:

HYPOTHESIS	CLASS	MEAN	t_{obs}	t_{table}
1	Exp	80.68	4.140	1.669
	Control	72.16		
2	Exp	77.56	1.905	1.739
	Control	69.32		
3	Exp	79.80	3.683	1.739
	Control	69.69		
HYPOTHESIS	C.Alpha	Sig	Interpretation	
4	0.05	0.605	***No Interaction***	

Based on the table above, it can be seen that reciprocal teaching strategy significantly has better result on students' reading comprehension. The results are discussed below.

1. **The Students who were taught by using Reciprocal Teaching strategy have better result than students who were taught by using Conventional Teaching in reading comprehension text**

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Based on the result, the mean score of experimental class which was taught by reciprocal teaching strategy (80.68) was higher than control class which taught by using conventional teaching (72.16). Furthermore, the value of $t_{observed}$ is 4.140 and the value of t_{table} is 1.669, where if $t_{observed}$ is bigger than t_{table} thus H_0 is rejected and H_1 is accepted. It can be said that reciprocal teaching strategy can enhance the students reading comprehension text.

It is in line with the previous research finding conducted by Sarasti (2007). Her research findings show that using reciprocal teaching is an effective intervention in increasing reading comprehension abilities than using guided reading. The different is this research was conducted toward the third grade students in elementary school. But. In fact reciprocal teaching also can be used toward the students in university level in reading comprehension subject.

In addition, Ghorbaniet. Al also conducted a research in using reciprocal teaching. In this research, the researcher has investigated the effect of reciprocal teaching toward students' reading comprehension while Ghorbaniet. al investigated reciprocal teaching in writing. The basic idea of reciprocal teaching is the use of reciprocal teaching in reading comprehension which encouraging students' writing ability. The results of the independent samples t-test supported the effectiveness of reciprocal teaching of comprehension strategies in improving the learners' writing ability. Since teaching comprehension strategies seems to have facilitated the process of writing, its application can be suggested to

reinforce EFL students' writing ability. The findings of this study imply that students will get motivated to read more if they realize the importance of reading in improving their writing performance.

2. The students who have high motivation were taught by using Reciprocal Teaching strategy have better result than students who were taught by using Conventional Teaching in reading comprehension text.

Related to the result of hypothesis two, it shows that the students with high motivation who were taught by Reciprocal Teaching strategy had higher score than the students with high reading motivation who were taught by using Conventional Teaching. The mean score of experimental class was 77.56 while the control class was 69.32. Furthermore, the value of $t_{observed}$ is 1.905 and the value of t_{table} is 1.739, where if $t_{observed}$ is bigger than t_{table} as a consequence H_0 is rejected and H_1 is accepted. It can be concluded that reciprocal teaching strategy work effectively with the students who have high motivation.

It can be concluded that the students with high reading motivation who were taught by reciprocal teaching strategy have better reading result than those who were taught by using conventional teaching.

The different result for both experimental and control class depends on students' ability to comprehend, teamwork and to find out the shortcut/key to gain the right answer. The result findings show that reciprocal teaching gets higher result because the students have much time to comprehend and practice when they use scanning, skimming, skipping, etc.

Reciprocal teaching belongs to cooperative learning. It means that the implementation of this strategy relate to work with peers or individually. Work with peers itself will influence the students' motivation. Like Brown (2001: 161) states that motivation is the energy which supports learners in reach their needs. The level of motivation influences them to achieve those needs. The concept of motivation in some manners belongs to all three disciplines of thought: the fulfillment needs of rewarding, requires choices, and *social context*. In other word, by applying reciprocal teaching will influence the students' motivation as a result they can civilize and interact with their classmates.

3. The students who have low motivation who were taught by using reciprocal teaching strategy produce better result than the students who are taught by using conventional teaching in reading comprehension.

Based on the result of hypothesis 3, the students with low reading motivation who were taught by reciprocal teaching get better result than the students with low motivation who were taught by using conventional

teaching. It was proven by the mean score in experimental class 79.80 and control class was 69.69 Besides, the value of $t_{observed}$ is 3.683 and the value of t_{table} is 1.739, where if $t_{observed}$ is higher than t_{table} as a consequence H_1 is accepted and H_0 is rejected. It can be concluded that reciprocal teaching strategy works effectively with the students who have low motivation.

The result of testing in the third hypothesis shows that students' reading comprehension with low motivation taught by using reciprocal teaching is significantly higher than those taught by conventional teaching toward students' reading comprehension with high motivation.

To sum up, the students with low motivation tend to have lower performance in their reading because they do not have high belief to perform well. They have low judgment toward English.

4. There was no interaction between motivation and students' reading comprehension.

The fourth hypothesis of this research shows that the result of Significance value 0.605 was higher than Significance level 0.05. It means that Ho was accepted or there was no interaction of students' motivation on students' reading comprehension text. Based on the chart of interaction, the significant interaction both of strategies used and reading motivation could be seen from the interactive graph, students' who were taught by using reciprocal teaching strategy had higher mean score than the mean score of students' who were taught by using conventional teaching. The mean score of students reading comprehension that have high and low reading motivation experimental class were higher than the mean score of reading comprehension that have high and low reading motivation in control class. Moreover, the differences of mean score both of experimental class and control that has high and low reading motivation at chart shows that the line was not parallel.

Based on the explanation above, there was no interaction between strategy and motivation on students' reading comprehension. Based on the data statistic, reciprocal teaching strategy which used in experimental class is more effective than convential teaching. It means that reciprocal teaching strategy can be applied by any teachers and any classes, since it is appropriate with the level of the students. As a consequently, the students can expand their reading comprehension well and motivated to learn.

CONCLUSION

Based on the research findings that were done for the second grade students of English Department STKIP "Tapanuli Selatan" Padangsidimpuan, it can be concluded that Reciprocal Teaching Strategy gives significant effect on students' reading comprehension

than using Conventional Teaching Strategy. It can be seen from the score of students' reading comprehension both of the classes.

Additionally, students with high motivation who are taught by using Reciprocal Teaching Strategy produce better result in reading comprehension rather than students who are taught by using Conventional Teaching and so do the students with low motivation. It can be seen from their mean score.

Furthermore, there is no interaction between strategies used and students' reading motivation on students' reading comprehension. Both strategies, Reciprocal Teaching and Conventional Teaching, can be used without considering the level of students' motivation. Reciprocal Teaching is more effective than Conventional Teaching.

In conclusion, it can be said that reciprocal teaching generally gives better result toward students' reading comprehension than conventional teaching.

SUGGESTION

Based on the findings and conclusions above, some suggestions will be prepared. It is suggested that the lecturer of reading comprehension in English Department STKIP Tapanuli Selatan Padangsidimpuan and other lecturer to use reciprocal teaching strategy in teaching activity. Reciprocal teaching strategy can help the lecturer vary the activities in the classroom especially reading comprehension class. The lecturer can apply reciprocal teaching as one of alternative way to improve the students' reading skill. It is also suggested for the students at the second grade STKIP Tapanuli Selatan Padangsidimpuan who have high and low motivation to improve their skill in language learning trough reciprocal teaching.

Further research who are taking the relevant study, they are suggested to expand the variable. Further researchers who are taking the same strategy, they are suggested to conduct the relevant study for specific text. As the moderator variable in this research is reading motivation, it is suggested for other researchers to conduct a research on the other moderator variable such as self-efficacy, reading attitude, interest, confidence, and so on. It is also suggested for the further researchers to develop this research on larger population and sample. Additional studies that incorporate an expanded population are needed to determine the extent to which the results can be generalized to other populations and settings.

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