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

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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 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; Khalidieh, 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 Garmey 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
courage 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. Reciprocaion 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,
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 research that can truly test hypothesis 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.

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 score is analyzing statistically for both descriptive and inferential statistic.

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 2.9665, the lower difference interval is 30.39619, and the upper difference interval is 18.15047.

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 probabilities 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 (H₀) is rejected. If probability < 0.05 alternative hypothesis (H₁) is accepted. Because the significance was 0.000 < 0.05, thus, H₁ is accepted while H₀ 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.

REFERENCES


