

CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN**

**Masyarakat Ekonomi AEAN (MEA)
Antara Ancaman dan Tantangan**

Membangun Kerukunan Antar Umat Beragama

Anaphor, Cataphor, and Exophor in Postcard Texts

**Membangun Intensi Kewirausahaan Bagi Mahasiswa LPTK
sebagai Alternatif Menyiapkan Kemampuan Memasuki Lapangan
Kerja Baru yang Mandiri**

Teaching Speaking Using Describe and Draw Technique

**Scrutinizing Students' Writing Using 6 + 1
Trait Writing to University Students**

**Grammatical Errors in Essay Writing at English
Department Students**

**Upaya Meningkatkan Hasil Belajar dan Motivasi Mahasiswa
Offering C melalui Model Pembelajaran *Advance Organizer***

**Implementasi PhoTransEdit dalam Pengajaran Pengucapan
Bahasa Inggris**

**Effectiveness of Using Reciprocal Method
in Teaching Reading Comprehension**

**Pelaksanaan Pelayanan Pengujian Kendaraan Bermotor di Dinas
Perhubungan, Komunikasi dan Informatika Kabupaten Blitar**

**Figurative Language in The Selected Poems
of William Shakespeare**

Applying Mind Mapping Strategy in Speaking Learning Activity

**Penerapan *Active Learning* untuk Menanamkan Proses Berpikir
Intuitif pada Mahasiswa**

**Pengembangan Modul *Expository Essay Writing* Berbasis *Scientific
Approach* untuk Mahasiswa STKIP PGRI BLITAR**

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EFFECTIVENESS OF USING RECIPROCAL METHOD IN TEACHING READING COMPREHENSION

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Abstrak : Dalam penelitian ini mencoba membuktikan apakah metode resiprokal lebih efektif daripada metode grammar translation untuk mengajar reading comprehension. Dalam penelitian ini design penelitian yang digunakan adalah experimental. Setelah mengadakan penelitian di SMPN 9 Blitar, mendapatkan kesimpulan bahwa metode resiprokal memberikan hasil yang secara signifikan lebih baik daripada metode grammar translation.

Kata Kunci: Reciprocal method, grammar translation method, teaching reading comprehension

Abstract : In this study tries to prove whether reciprocal teaching method is more effective than the traditional grammar translation method to teach reading comprehension. Experimental design is applied to prove whether the two methods produce significantly different results. After conducting the experiment in SMPN 9 Blitar, and analyzing the data using ANCOVA method, found out that reciprocal method of teaching reading comprehension produces significantly better result than Grammar Translation Method.

Key Words: Reciprocal method, grammar translation method, teaching reading comprehension

INTRODUCTION

Grammar Translation Method (GTM) has been used by English teachers to teach English for tens of years. It has some advantages, first it is simple to do. Just by using the textbooks, the teaching and learning activities can be done smoothly. Secondly, the method does require the students and the teachers to use so different activities. They just need to concentrate on the text. Thirdly, if they find difficulties, they just look up the dictionaries to find the meaning of the difficult words.

Besides these advantages,

Grammar translation often makes the students passive. They are often not fully involved in the process of teaching and learning activities, because the method (GTM) does not require the students to do so. The writer tries to apply a new method, that is reciprocal method, to make the students more active in the teaching and learning process. He conducts experimental research to prove whether reciprocal method produces significantly better results than grammar translation method.

The alternative hypothesis is formulated, that the students taught by using

reciprocal method gets better achievement than those taught by using grammar translation method. The data collected will be analyzed by using ANCOVA method, and the calculation is analyzed by using SPSS method.

Reciprocal Teaching Strategy

Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students (Brown & Palincsar, 1989; Palincsar, 1986; Palincsar & Brown, 1984 in Peter and Friends, 2006).

Specifically, reciprocal teaching consists of three main components, namely, the teaching and learning of specific reading comprehension strategies, the dialogue between the instructor and students where the instructor models why, when, and where to use these reading comprehension strategies, and the appropriating of the role of the teachers by the students, that is, students begin to model the reading comprehension strategies for other students. (Peter et al, 2006:106-107)

The reciprocal teaching strategy is a strategy that can improve the students' reading comprehension. With three specific components, the students will more easily to understand a text.

Reasons for Reciprocal Teaching Strategy

Fathur & Taufik (2009:13) points out that Reciprocal Teaching is another technique that teaches the strategy of summarization. It provides stopping places for students as they read to construct, examine, and extend

meaning. The student or teacher can break text into logical subsections, usually determined by the natural transitions in the text.

There are some reasons why Reciprocal Teaching Strategy is used in teaching foreign language learners. First, English is not a second language but it is really a foreign language for Indonesian people, especially for students. Second, reading is one subject in which the students have problem. Third, this method can help the students to be a good reader and get some knowledge about reading. Fourth, the students need a new learning strategy that make the process of teaching and learning more interest and the students is not feel bored.

The Implementation of Reciprocal Teaching Strategy

Tanya (2003: 14) said that Reciprocal Teaching has four main strategies that teachers and students employ together to comprehend text namely predicting, questioning, clarifying, and summarizing. Oczkus (2013) calls the strategies as the "Fabulous Four" or "be the teacher". The first strategy predicting, involves previewing the text to anticipate what may happen next. Readers can use information from the text and their prior knowledge to make logical predictions before and during reading. When you are reading a piece of fiction with a class, lead the students through a discussion of the text structure of stories. Review elements usually found in fiction such as characters, setting, a problem, a resolution, and a theme or lesson.

The second strategy questioning, during reciprocal teaching discussions, students can be asked to "be the teacher" as they

create questions to ask one another that are based on important points in the reading. The language of questioning that students may use includes the question words *who, what, where, when, why, how, and what if*.

The Next strategy clarifying helps students monitor their own comprehension as they identify problems that they are having in comprehending portions of text or figuring out difficult words. During this step of reciprocal teaching, the teacher and students have the opportunity to share "fix-up" strategies to construct meaning. The clarifying step of reciprocal teaching makes problem solving during reading more explicit for students. When they learn to identify and clarify difficult words or confusing portions of text, students become more strategic readers.

The last strategy Summarizing is a complex process that requires the orchestration of various skills and strategies. To summarize effectively, students must recall and arrange in order only the important events in a text. The summary organization is based on the type of text-either narrative or expository (Lipson, 1996). When summarizing a story, students may use the setting, characters, problem, events, and resolution to guide their summaries. Students may use the following prompts to guide their summaries: The most important ideas in this text are... etc.

Grammar Translation Method (GTM)

Based on Diane Larsen-Freeman (2004:11) *The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical*

Method since it was first used in the teaching of the classical languages, Latin and Greek (Chastain, 1988).

Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

Advantages of Using Grammar Translation Method

Fachrurrazy (2011) mentioned that there are some advantages which are given by the method; first, classes are taught in the mother tongue, with little active use of the target language. So, the students will be easy to understand teacher's instruction, second, much vocabulary is taught in the form of lists of isolated word, third, Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words and the last the teacher can easily tell to the students about the lesson.

Disadvantages of Using Grammar Translation Method

Fachrurrazy (2011) mentioned that as the traditional method, this method also gives some disadvantages, they are this method did

aim at mastering productive skills (speaking and writing), little or no attention is given to pronunciation and little attention is paid to the content of text.

RESEARCH METHOD

The research is Applying quasi experimental research using non-randomized pretest-posttest control group. This is a quasi experimental because the two groups to be the sample of the study are already given as a classroom groups. They are not classified using random technique. Pretest and post test technique is applied. The different achievement between the students' students' scores of the pretest and posttest is considered to be the students' achievement. Control group is also applied. There are two classes as the sample. One class, experimental class is used using reciprocal technique, and the other class, control group, is taught using grammar translation method.

The population of this study is the second year students of SMPN 9 Bitar, and the samples are taken from two classes, class E and F. Each class consists of 30 students. One class, class E, is taught using reciprocal method, and the other class, class F is taught by using grammar translation method.

The data about the students' achievement on reading comprehension is collected using pretest and post test. The results are analyzed using ANCOVA technique.

FINDINGS

After doing all the necessary calculation using SPSS technique, it is finally found out that reciprocal method produces significantly better result than grammar translation method.

CONCLUSION AND SUGGESTION

After conducting the research, it can be concluded that reciprocal method can produce significantly better result than grammar translation method, as it is predicted before. The main reason is that in reciprocal method the students are more involved in the teaching and learning processes. Consequently it is suggested that whenever possible teachers can apply reciprocal method to improve the students' achievement.

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