

**THE EFFECTIVENESS OF RECIPROCAL TEACHING  
STRATEGY TO ENHANCE STUDENTS' READING  
COMPREHENSION AND VOCABULARY MASTERY  
AT SMK PGRI 2 PONOROGO**

**THESIS**



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STATE ISLAMIC INSTITUTE OF PONOROGO  
2024**

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STRATEGY TO ENHANCE STUDENTS' READING  
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**THESIS**

Presented to State Islamic Institute of Ponorogo in Partial  
Fulfillment of the Requirement for the Degree of Sarjana in  
English Language Teaching Department



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2024**

## ABSTRACT

**Arista, Vita Refvi.** 2024. *The Effectiveness of Reciprocal Teaching Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Fenty Andriani, M.Pd.

**Key words:** *reciprocal teaching, reading comprehension, vocabulary mastery.*

Reading comprehension is the ability to understand and interpret written texts. Vocabulary mastery is the ability to understand and effectively use a wide range of words and phrases in a language. Improving reading comprehension and vocabulary mastery is an important aspect in language learning. Reciprocal teaching strategies have become a concern in efforts to enhance students' reading comprehension and vocabulary mastery. By involving active interaction between teachers and students, this strategy is expected to make a positive contribution to students' reading comprehension and vocabulary mastery.

This research is purposed to know the effectiveness of reciprocal teaching strategy to enhance students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo. The purposes of this research are; 1. To find out the significant difference in reading comprehension between students who are taught using reciprocal teaching and those who are not. 2. To find out the significant difference in vocabulary mastery between students who are taught using reciprocal teaching and those who are not.

This research used a quantitative approach with an experimental design using quasi-experiment. The random sample research sample was taken from two classes, namely the experimental class which received learning using a reciprocal teaching strategy and the control class whose learning used the Genre-Based Approach (GBA) strategy. Data collection was carried out through reading comprehension tests and vocabulary mastery tests before and after treatment to enhance students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo.

The results showed that the application of reciprocal teaching strategy significantly improved students' reading comprehension and vocabulary mastery. The results of statistical tests show that the p or sig value obtained is .023, which is smaller than 0.05. This shows that the difference between the experimental class and the control class in terms of reading comprehension is statistically significant and the results of statistical tests show that the p or sig value obtained is 000 smaller than 0.05. This shows that the difference between the experimental class and the control class in terms of vocabulary mastery is statistically significant. Students who engaged in learning with this strategy showed greater improvement compared to the control group. The conclusions of this research emphasize the importance of using reciprocal teaching strategy in improving students' reading comprehension and vocabulary mastery.

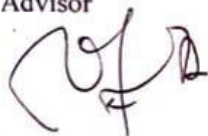
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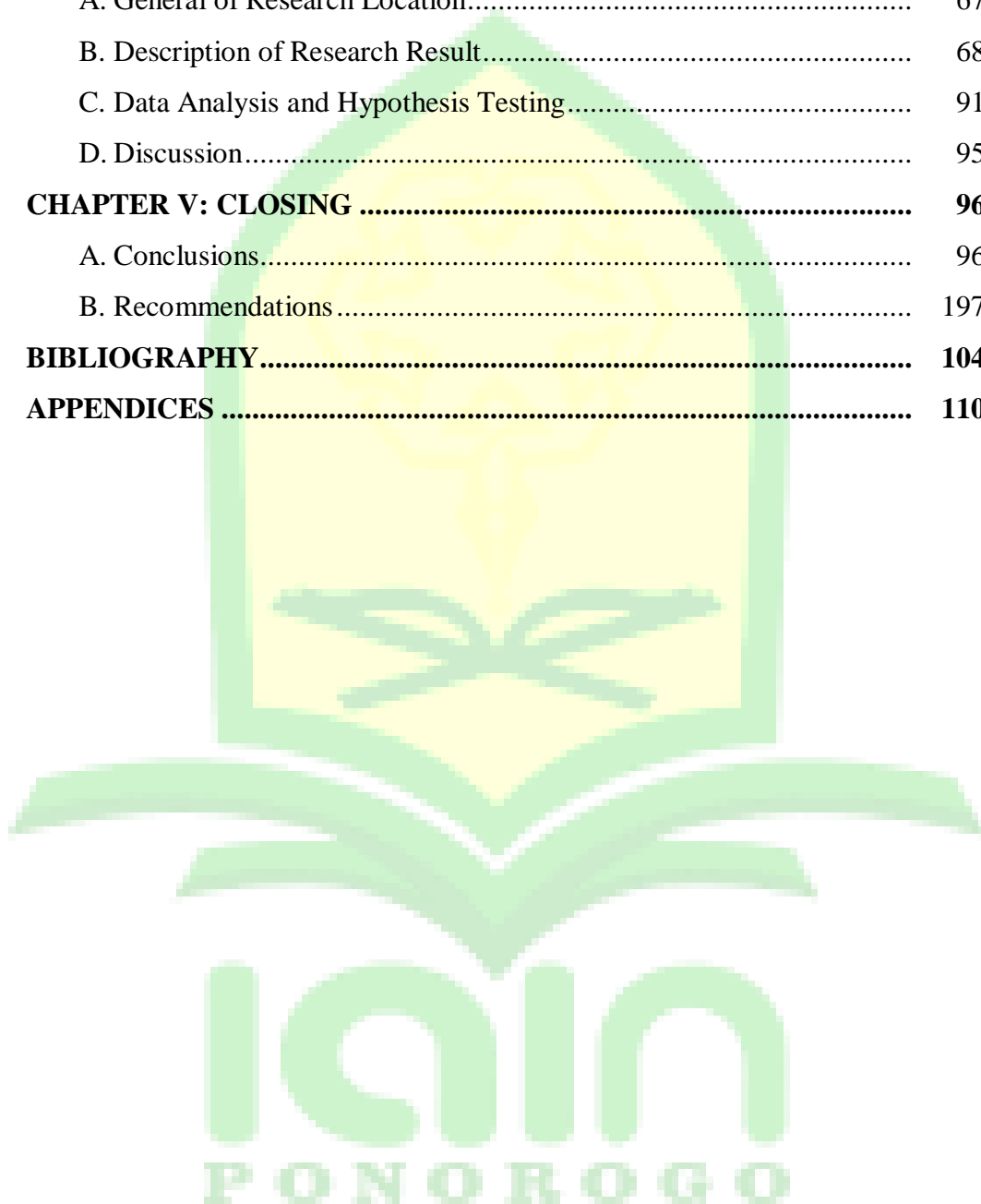
Vita Refvi Arista

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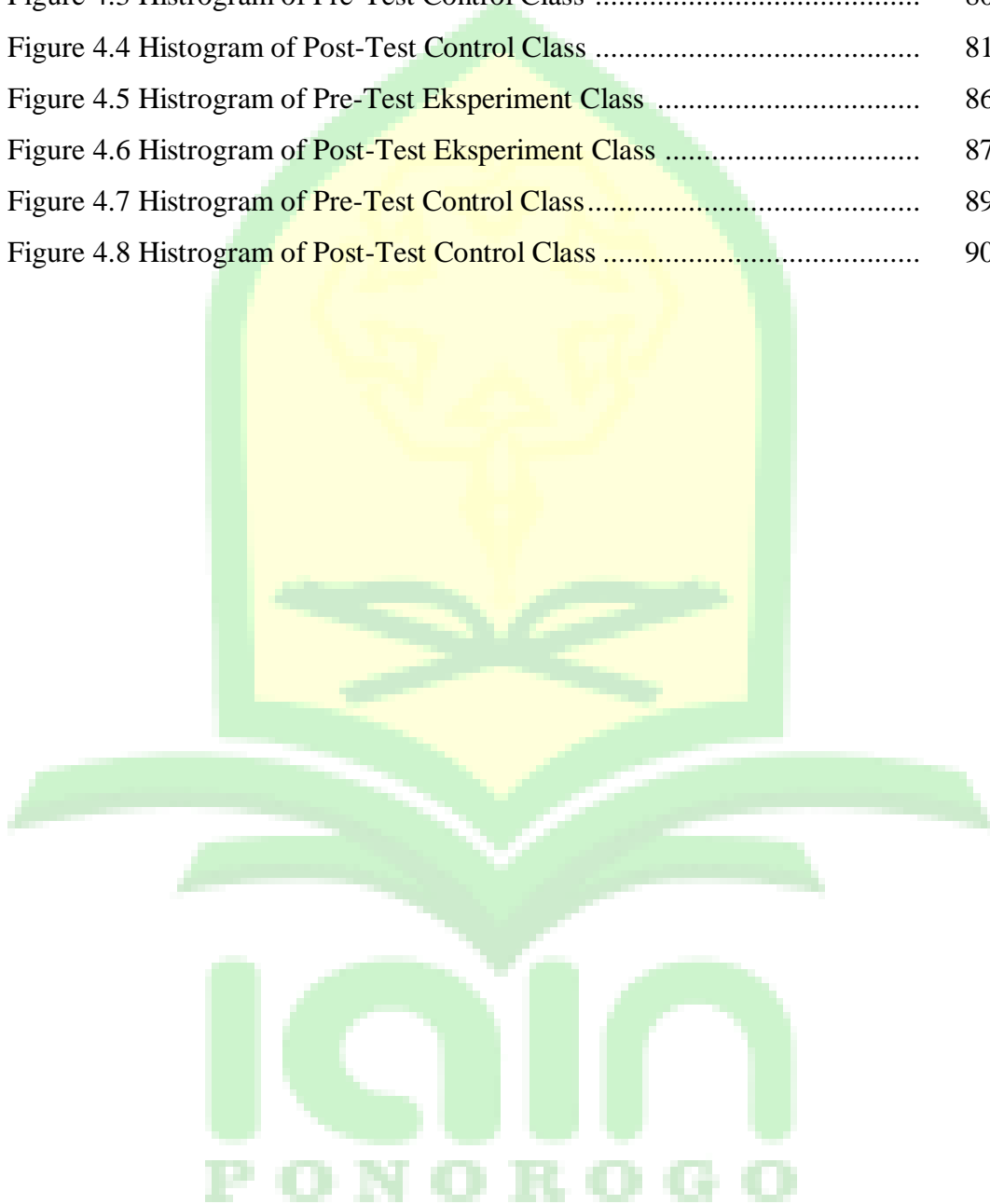
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The teaching and learning process is a process of interaction between teachers and students to achieve learning goals. This process involves student learning activities, teacher teaching, and a supportive learning environment. The aim of the teaching and learning process is to help students achieve their best potential in developing the knowledge, skills and attitudes needed to achieve their life goals. Teaching and learning activities in the class are not only the teacher's tasks, students can also act like a teacher, this learning strategy is called the reciprocal strategy.

Reciprocal teaching is a learning strategy developed by Palincsar and Brown in. This strategy involves interaction between teachers and students in reading and understanding texts together. Students take turns taking on the role of "teacher" to lead a discussion about the text being read. In the reciprocal teaching process, students use four main strategies, namely summarizing, asking, clarifying, and predicting, to understand and deepen reading comprehension. This strategy aims to improve students' reading comprehension through collaboration and mutually supportive learning.<sup>1</sup>

Reciprocal teaching is a learning strategy that involves students becoming the teacher in small group reading session. The strategy is designed to improve reading comprehension by using four specific reading strategies: summarizing, questioning, clarifying, and predicting. Reciprocal teaching is an instructional

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<sup>1</sup> Palincsar, A. S., & Brown, A. L. (2018). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1(2), 117-175.

procedure designed to teach students cognitive strategies that might lead to improved reading comprehension. The teacher models the strategies, and then students practice them in small groups. Reciprocal teaching encourages students to think about their own thought process during reading, learn to be actively involved and monitor their comprehension as they read, ask questions during reading, and make the text more comprehensible. The strategy helps students improve their critical thinking skills, increase independence in learning, and promote active participation in the classroom. According to a systematic literature review, reciprocal teaching is an interactive method designed to improve students' comprehension skills and foster metacognitive habits, defined as the ability to think through one's own thoughts..<sup>2</sup>

Reciprocal teaching strategy can also be applied in English learning to improve students' ability to read and understand texts in English. In the context of learning English, reciprocal teaching strategy can help students build effective reading skills, such as understanding the meaning of informational words and phrases in English, identifying important things in English texts, and making conclusions based on the texts they read. Apart from that, the reciprocal teaching strategy can also help students master their English and improve their ability to speak and write in English. The reciprocal teaching strategy can be an effective learning method for improving students' abilities in English.

The reciprocal teaching strategy can be an effective strategy for improving students' reading skills. In its application, in this strategy, students are taught to

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<sup>2</sup>P Manala, "The Effect of Reciprocal Teaching Technique on Students' Ability in Reading Comprehension at English Department of FKIP UHN Pematangsiantar," *JETAFL (Journal of English Teaching as a Foreign Language)* V, no. 1 (2019): 26–36.

use four learning strategies, namely prediction, clarification, questions and summaries. Teachers and students take turns applying these strategies so that they can improve students' understanding of the texts they read. In the context of learning English, reciprocal teaching strategy can help students build effective reading skills, such as understanding the meaning of informational words and phrases in English, identifying important things in English texts, and making conclusions based on the texts they read.<sup>3</sup>

In the context of English learning the reciprocal teaching strategy can help students build effective English comprehension skills, such as understanding the meaning of words in English, identifying important words in English texts, and making correct sentences using words. the. Based on research, the reciprocal teaching strategy has been proven to be effective in increasing students' vocabulary mastery, so it can be an effective learning method in increasing students' vocabulary mastery.<sup>4</sup>

The reciprocal teaching strategy can be used for elementary - high school levels in learning English. In the context of learning English in high school, reciprocal teaching strategy can help students build skills in reading and understanding English texts effectively, as well as improving students' mastery of English comprehension.

This research was conducted on students at the vocational high school level, where this level is equivalent to high school. Teachers and students take turns in

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<sup>3</sup> Nofouz Mafarja et al., "Using of Reciprocal Teaching to Enhance Academic Achievement: A Systematic Literature Review," *Heliyon* 9, no. 7 (2023): e18269, <https://doi.org/10.1016/j.heliyon.2023.e18269>.

<sup>4</sup> Putu Sukmaantara and Made Adi Andayani, "In Enhancing Students' Reading Comprehension Achievement by Using Reciprocal Teaching Strategy: A Classroom Action Research," *The International English Language Teachers and Lecturers Conference*, 2020, 112–119.



applying these strategies so that they can improve students' understanding of the texts they read and students' mastery of understanding. In the context of learning English in vocational high schools, reciprocal teaching strategy can be applied in various learning materials, such as reading English texts, studying English vocabulary, and writing English texts. Reciprocal teaching strategy can be a learning method to improve students' abilities in English at the vocational high school level.

Low ability of students to understand reading and master understanding English at SMK PGRI 2 Ponorogo. This can affect the quality of education and students' readiness to face global competition. English is an international language that is important in global communication, especially in the fields of technology and business. As a vocational school, SMK PGRI 2 Ponorogo has high demands in improving students' English language skills, especially in reading and mastering English vocabulary that is relevant to the area of expertise being studied. In reality, students' ability to understand reading and master English is still low at SMK PGRI 2 Ponorogo. This can be caused by the weak implementation of effective and innovative learning strategy in learning English at the school.

Therefore, this research aims to determine the effectiveness of reciprocal teaching learning strategy to enhance students' reading comprehension and English vocabulary mastery at SMK PGRI 2 Ponorogo. Thus, it is hoped that this research can contribute to the development of English learning strategy at SMK PGRI 2 Ponorogo, as well as provide useful information for teachers and teaching staff in

improving the quality of education and students' readiness to face global competition.

Based on the description above, the researcher intends to conduct research about "The Effectiveness of Reciprocal Teaching Strategy to enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo"

### **B. Identification of the Problem**

From the various descriptions discussed in the background above, the problems that can be identified are:

1. The problem of low reading comprehension and vocabulary mastery of students at SMK PGRI 2 Ponorogo.
2. The problem of lack of interaction and collaboration between students in the teaching strategy used to improve students' reading comprehension and vocabulary mastery of skills at SMK PGRI 2 Ponorogo.

### **C. Limitation of The Problem.**

The problem limitations of the research "The Effect of Reciprocal Teaching Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo" are as follows:

1. This research focuses on the effect of using reciprocal teaching strategy to enhance students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo.
2. This research uses reciprocal teaching strategy as the teaching strategy being evaluated, and does not compare with other teaching strategy.
3. This study used reading comprehension and vocabulary mastery post tests to evaluate the effectiveness of the reciprocal teaching strategy.

4. This research did not evaluate other factors that could influence students' reading comprehension and vocabulary mastery, such as students' educational background and level of motivation.
5. This research focuses on the influence of reciprocal teaching strategy in learning English and does not evaluate its influence in learning other subjects.

#### **D. Statements of the Problem**

The followings are the problem statements:

1. Is there any significant difference in reading comprehension between students who are taught using reciprocal teaching and those who are not?
2. Is there any significant difference in vocabulary mastery between students who are taught using reciprocal teaching and those who are not?

#### **E. Objectives of the Study**

The followings are research purposes:

1. To find out the significant difference in reading comprehension between students who are taught using reciprocal teaching and those who are not.
2. To find out the significant difference in vocabulary mastery between students who are taught using reciprocal teaching and those who are not.

#### **F. Significances of the Study**

It is hoped that by conducting this research will provide both theoretical and practical benefits. The benefits of this research are:

1. Theoretical Benefits

It is hoped that the results of this research will provide additional knowledge and contribute to strategy for improving students' reading comprehension and

vocabulary mastery. Apart from that, this research will also be used as a reference or perspective in conducting research in the future.

## 2. Practical Benefits

There are several practical benefits including:

### a. For Teachers

With this research, it is hoped that it can provide input to teachers on how to improve students' reading comprehension and vocabulary mastery.

### b. For Researchs

This research is an opportunity for researchers to increase their knowledge and insight as well as practice in applying the knowledge they have gained during lectures so that it can be used as provisions and input in developing their potential to become a professional teacher or educator.

## **G. Organization of the Thesis**

In preparing this research, the researcher divided four parts into a systematic discussion consisting of:

CHAPTER I contains an introduction containing background problems, problem introduction, problem limitations, problem formulation, research objectives, research benefits, systematic discussion, and research schedule

CHAPTER II contains theoretical studies, previous research studies, thought framework and research hypotheses.

CHAPTER III contains research approaches and types, research location and time, research population and samples, operational definitions of research variables, data collection techniques and instruments, validity and reliability and data analysis techniques.

CHAPTER IV contains a general description of the research setting, description of research results, data analysis and hypothesis testing or answers to research questions and discussion.

CHAPTER V contains conclusions and recommendations



## CHAPTER II

### LITERATURE REVIEW

#### A. Literature Review

The researcher used various theoretical frameworks that are relevant to the research topic, providing a deep understanding of the basis of this conception, explained as follows:

Vygotsky's sociocultural approach, use of authentic materials, and constructivist approach are a powerful combination in developing students' English language proficiency. Lev Vygotsky, a psychologist from Russia, emphasized the importance of social interaction and the environment in the learning process. Constructivism theory also views students as constructors of their own knowledge through direct experience and reflection.

In the context of teaching English, Vygotsky's sociocultural approach is communication between teachers and students as well as social interaction in learning. Teachers can implement strategies such as group discussions, collaborative projects, and problem-based activities to encourage students to communicate and interact in English. By combining Vygotsky's sociocultural approach, and a constructivistic approach, teachers can create a learning environment that stimulates students to think critically, collaborate, and develop overall English language proficiency. This approach not only strengthens students' language skills, but also promotes in-depth understanding and application of language in the context of everyday life.<sup>5</sup>

##### a. TEFL

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<sup>5</sup> Kirana, dhinuk puspita "LEV VYGOTSKY'S SOCIOCULTURAL APPROACH AND AUTHENTIC MATERIALS IN EFL CLASSROOMS" jurnal bahasa lingua scientia 6,(2). (2014). Hal.125-132.

TEFL is the process of teaching and learning English to individuals who do not have English as their mother tongue. The main goal of teaching English for foreign languages is to help students develop speaking, listening, reading and writing skills in English.

Teaching English for a foreign language involves the use of effective teaching methods and techniques to facilitate understanding and mastery of English. Teachers who teach English as a Foreign Language need to pay attention to students' needs and abilities, and adapt teaching methods to suit the students' learning objectives and learning context.

In addition, teaching English for Foreign Languages can also include cultural aspects related to English. This can involve understanding the culture of English-speaking countries, cultural differences in language use, and intercultural awareness.

Teaching English for foreign languages can be carried out in various contexts, such as schools, course institutions, or cultural exchange programs. In this context, English teachers need to use a variety of open materials, technology, and relevant teaching strategies to achieve English learning goals.<sup>6</sup>

The concepts contained in TEFL have 3 categories

#### 1. Approach

Approach in TEFL refers to the general framework or approach used in teaching English. This approach includes the principles, values, and beliefs that

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<sup>6</sup> Gulsanam Kosimova, "The Essence of Interactive Learning Technologies in Teaching English as a Foreign Language," *CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE* 04, no. 04 (2023): 126–129.  
[https://scholar.google.com/scholar?hl=id&as\\_sdt=0%2C5&q=LEV+VYGOTSKY%27S+SOCIOCULTURAL+APPROACH+AND+AUTHENTIC+MATERIALS+IN+EFL+CLASSROOMS&btnG=#d=gs\\_qabs&t=1718119681184&u=%23p%3DFsBCcNDbU4QJ](https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=LEV+VYGOTSKY%27S+SOCIOCULTURAL+APPROACH+AND+AUTHENTIC+MATERIALS+IN+EFL+CLASSROOMS&btnG=#d=gs_qabs&t=1718119681184&u=%23p%3DFsBCcNDbU4QJ)

underlie teaching methods and techniques. Examples of approaches in TEFL include the communicative approach, audiolingual approach, task approach, and so on. This approach forms the basis of the methods and techniques used in teaching English.

## 2. Method

Methods in TEFL are more specific strategies or approaches used in teaching English. This method includes a series of steps or procedures used to teach English to students. Examples of methods in TEFL include audiolingual methods, task-based methods, grammar-translation methods, communicative methods, and so on. This method is based on a broader approach and provides a framework for organizing and directing English language teaching activities.

## 3. Strategy

Strategy in TEFL (Teaching English as a Foreign Language) Refers to the approach or method used by teachers to teach English to students who are not native English speakers. These strategies include various techniques and approaches used by teachers to help students understand and learn English more effectively. Strategies in TEFL can be teaching techniques, teaching approaches, or even specific teaching methods chosen by teachers to achieve certain learning goals.

## 4. Technique

Techniques in TEFL are more specific actions or activities used in teaching English to achieve more limited learning goals. These techniques are tools or strategies used by teachers to convey lesson material and involve students in learning English. Examples of techniques in TEFL include the use of language



games, pair exercises, role plays, drills, use of visual media, and so on. These techniques are used in the context of certain methods to facilitate the English learning process.<sup>7</sup>

In the TEFL context, approaches provide a framework of thought that underlies English language teaching, methods provide more specific teaching strategies, and techniques provide actions or activities used in everyday teaching. The three are interrelated and support each other in achieving English learning goals.

### **b. Reciprocal Teaching Strategy**

#### **1. Definition Reciprocal Teaching**

Reciprocal teaching is an instruction model which is first developed by Palincsar and Brown in 1984. the reciprocal teaching is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. reciprocal teaching as a teaching strategy that gives students model and prompts students thinking process on how to share their learning experience. In addition, reciprocal teaching is based on the Vygotsky's theory of ZPD (Zone of Proximal Development) which focuses on improving students' skills and knowledge with guidance which is provided through interactions in the class. Reciprocal Teaching a type of cooperative teaching and learning strategy involving learners with similar academic backgrounds sharing teacher and student roles.<sup>8</sup>

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<sup>7</sup> Ahundjanova Mohira and Tadjibayev Isakjon, "Methodology of English Language," *American Journal of Interdisciplinary Research and Development* VOL. 3 (2022): 68–71, <http://www.ajird.journalspark.org/index.php/ajird/article/view/31>.

<sup>8</sup> Leny Dwi Puspita and Ermawati Zulikhatin Nuroh, "Teacher's Perspective in Teaching Reading Comprehension Using Reciprocal Strategy," *Jo-ELT (Journal of English Language*

Reciprocal teaching is a learning strategy that involves students becoming the teacher in small group reading session. The strategy is designed to improve reading comprehension by using four specific reading strategies: summarizing, questioning, clarifying, and predicting. Reciprocal teaching is an instructional procedure designed to teach students cognitive strategies that might lead to improved reading comprehension.

The teacher models the strategy, and then students practice them in small groups. Reciprocal teaching encourages students to think about their own thought process during reading, learn to be actively involved and monitor their comprehension as they read, ask questions during reading, and make the text more comprehensible. The strategy helps students improve their critical thinking skills, increase independence in learning, and promote active participation in the classroom. According to a systematic literature review, reciprocal teaching is an interactive method designed to improve students' comprehension skills and to foster metacognitive habits, which are defined as the ability to think about one's own thinking.<sup>9</sup>

Based on this definition, reciprocal teaching is a model or strategy in teaching that teaches reading comprehension that allows students to share experiences and ideas related to their thinking about the texts they have read. Associated with reciprocal teaching, in this sub-chapter the reasons for using it will be discussed: reciprocal teaching, reciprocal teaching reading strategies, basics reciprocal teaching, and the implementation of reciprocal teaching.

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*Teaching*) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP 9, no. 1 (2022): 29, <https://doi.org/10.33394/jo-elt.v9i1.4861>.

<sup>9</sup> Ichi Ahada, "The Implementation of the Reciprocal Teaching Strategy for Enhancing Listening Comprehension," *Borneo Educational Journal (Borju)* 5, no. 2 (2023): 273–82, <https://doi.org/10.24903/bej.v5i2.1358>.

## 2. The Implementation of Reciprocal Teaching

The description of the implementation of reciprocal teaching (RT) consists of five phases. They are the teacher demonstration, the direct instruction and guided practice, the teacher-student groups, the student-led groups, and students' independent use of the strategies. The descriptions of them are as follows.

### a) Phase 1: Teacher Demonstration

The teacher models how to use the strategies (predicting, clarifying, questioning, and summarizing). Students see all four strategies on the first day, so they can get the portrait of it. Therefore, they will not get difficulties in applying those strategies in the next step.

### b) Phase 2: Direct Instruction and Guided Practice

The teacher teaches each of the strategies in more depth one per lesson. The teacher explains how to implement the strategy while students are reading. The teacher also supports the students with prompts and reminders as they try out the strategy. Then the teacher provides feedback.

### c) Phase 3: Teacher-Student Groups

The teacher leads discussion about the text in small groups, prompts students to use the strategies and provides support and feedback as needed. The teacher gradually lets students work by themselves as students become more proficient.

### d) Phase 4: Student-led Groups

Students lead the discussion about the text and prompt their friends in group to use the four strategies. Students give feedback to their friend on strategy implementation. Meanwhile, the teacher provides assistance as needed.

### e) Phase 5: Students' Independent Use of the Strategies

Students use the four strategies while they are reading the text and selfregulate their implementation strategies. They monitor their own comprehension. They also monitor and give feedback on their friends' comprehension through the discussion.<sup>10</sup>

Based on those phases, the teacher will guide the students from guided, semi-guided and then independent in applying reciprocal teaching' strategies. Those phases should be followed by the teacher. Therefore, the implementation of reciprocal teaching can be run well, and the goal of improving students' reading comprehension can be achieved.

### 3. The Purpose of the Reciprocal Teaching Strategy

students and teacher apply reciprocal teaching procedure, its purpose that The teacher prompts and shapes the students participation by using corrective feedback. It means that, the teacher as guidance to maintain the activity and to give respond correctively in the classroom. Careful supervision and practice will help students to master the steps in an educationally interactive dialogue. In this point, students can develop their understanding the steps within the dialogue between the teacher and the students. the strategy training allows them to gain confidence and expertise as they apply the four strategies to a variety of texts.<sup>11</sup>

Using the reciprocal teaching strategy, students could build their confidence for many kinds of texts. She also explained that the purpose of this interaction

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<sup>10</sup> Nadya Aprilia Rukmanta and Elih Sutisna Yanto, "Secondary School Students' Experience in Reciprocal Teaching Strategy on Reading Comprehension Through the Flipped Classroom," *PROJECT (Professional Journal of English Education)* 5, no. 2 (2022): 432, <https://doi.org/10.22460/project.v5i2.p432-440>.

<sup>11</sup> Andy Sapta, Sondang Purnama Pakpahan, and Syahrani Sirait, "Using The Learning of Reciprocal Teaching Based on Open Ended to Improve Mathematical Critical Thinking Ability," *Journal of Research in Mathematics Trends and Technology* 1, no. 1 (2019): 13–17, <https://doi.org/10.32734/jormtt.v1i1.752>.

notion is to engage student attention to the meaning of the text it could bring students to identify the kind of problem they are finding, and to seek clarifications in a text. In short, by dialogue between students and the teacher will help the students concentrate and identify the text. reciprocal teaching involves students in using the target language to debate ideas and interpretations, encouraging them to call on their knowledge of the world, their previous experiences of reading and their knowledge of L2 to help them make sense of the text. In this sense, reciprocal teaching also invites the students to predict and think in target language as they read in text. To conclude, the purpose of reciprocal teaching strategy is to build comprehension and give corrective feedback used by teacher and students cooperatively.<sup>12</sup>

#### 4. The Strategy of the Reciprocal Teaching

##### a. Prediction

At the beginning, students and teacher see the aspects for instance the title of the story, the introduction, and headings. After that, teacher let the students activate a prior knowledge to predict about the text. The students are encouraged to speculate freely what the author's might discuss. the teacher first asks the students to predict the title what might be included in the text to be read. In other words, the teacher asks initially about the title and the teacher has the students reveal predictions about it. In addition, they added, the teacher notes and refers to them as the class proceeds through the text. It can be shown when the teacher writes the students' prediction and gives a clue when the interaction.

##### b. Questioning

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The next step students read silently in order to know the main idea of the paragraph. After reading, they formulate about the unclear section of this paragraph. As a check on the comprehension of what they are reading, students at that time formulate the question about the content. Here is after reading the students proposed the question about the reading passage to make sure their understanding.

#### c. Seeking Clarification Later

Teacher and students find out the answer in the text that they feel confuse. The participation both teacher and together to seek a clarification during the group discussion is the step to ensure the reader engage with the text. these step purposes to make anything potentially confusing the text clarify. In this term unclear aspect in the text which make students confuse was revealed for order that students could understand. The aspect when the clarifying process both teacher and students concern about the vocabulary, unusual expressions, concepts or other information that might be confusing. This activity concern linguistic aspect and many things related to the text.

#### d. Summarization

The last step is the students focus what is the significant part about the whole story. Here, the students pointed out the main focus of the text. that in this case initially teacher as a leader summarizes the text and the next explanation come from a group leader chosen involving the main part the text. It means, teacher is not only the summarizer but also students, too. In short, the four steps of reciprocal teaching strategy above explained in classroom cooperatively between

teacher and students. Its purposes are to encourage students to predict and to ask questions about the text or story.

#### 5. Disadvantages and Advantages Reciprocal Teaching Strategy

The following are some of the disadvantages and advantages of using the reciprocal teaching strategy:

##### a. Disadvantages

Time required: Implementing the Reciprocal Teaching strategy requires quite a long time because it involves interaction and discussion between teachers and students. This can reduce the time available for other material in the curriculum.

a) Teacher Skills: Teachers need to have good skills in leading discussions and providing guidance to students. If teachers are not practiced in the use of these strategy, their application may be ineffective.

b) Depends on Student Participation: The success of the reciprocal teaching strategy is very dependent on the active participation of students. If students are not involved or participate less, then learning objectives may not be achieved.

##### a. Advantages

a) Improve understanding: Reciprocal teaching strategy help students understand the text more deeply. Through discussions and questions, students can clarify their understanding, build new knowledge, and connect information in the text.

b) Improve Critical Thinking Skills: In this strategy, students are invited to think critically through asking questions, summarizing and clarifying

information. They learn to analyze texts, ask relevant questions, and draw conclusions based on available evidence.

c) **Improve Communication Skills:** Through discussion and interaction with teachers and classmates, students can improve their communication skills.

They learn to express their thoughts, listen well, and respond politely.

d) **Increased Independence:** Reciprocal Teaching strategies encourage students to take an active role in their learning. They learn to become independent in understanding texts, asking questions, and looking for their own answers.

e) **Increased Collaboration:** Through group discussions in this strategy, students learn to work together, listen and respect other people's opinions, and build mutual understanding.<sup>13</sup>

### c. Reading Comprehension

#### 1. Definition Reading Comprehension

Reading Comprehension is an activity carried out using written text or printed text. In this activity the reader decodes and interprets language to obtain meaning. reading as a process of receiving and interpreting information encoded in language through print media. Reading has different meanings, for example for some people, reading means recognizing written words, while for others, reading is an opportunity to teach pronunciation and practice speaking. Based on this definition, it can be concluded that the definition of reading is different for each reader. This depends on the reader's purpose in reading.

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<sup>13</sup> Subhieya Abu Hatab, "Reciprocal Teaching for English and Arabic Language Learners in Recent Studies," *International Journal of English Linguistics* 7, no. 6 (2019): 178, <https://doi.org/10.5539/ijel.v7n6p178>.



Comprehension is the main goal of reading activities. With reading comprehension, people can obtain information from written texts they have read. Comprehension is the process by which readers explore and connect text information with what they already know. Comprehension is not only interpreting and understanding words but also connecting the ideas of the text with the reader's knowledge.

Based on this definition, it can be concluded that reading comprehension is the process of receiving information between the reader and the text, when the reader understands the information emphasized in the text by connecting it with the reader's knowledge. Readers understand the information they have, the situations they face, and the facts they face based on the knowledge they have.<sup>14</sup>

## 2. Strategy in Reading Comprehension.

Students need reading strategies in reading texts. In reading, readers must know and master comprehensive reading strategies. Reading strategy as a plan to solve problems faced in building meaning. This means that a reading strategy is a tool that can help readers grasp the meaning of the text.

Here are some reading strategies which are asserted by Brown (2001:306).

- a. Identifying the purpose of reading.
- b. Using graphemic rules and pattern to aid in bottom-up decoding (especially for beginning level learners).
- c. Skimming the text for main ideas.
- d. Scanning the text for specific information.
- e. Guessing when you are not certain.

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<sup>14</sup>Ahmad Ridho Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension," *VELES Voices of English Language Education Society* 5, no. 2 (2021): 132–42, <https://doi.org/10.29408/veles.v5i2.3860>.

f. Analysing vocabulary.

Some reading strategies above can help students to read comprehensibly. Students can choose some strategy which are appropriate for their reading purpose. Each strategy has its own purpose in reading. Furthermore, not all of the strategy will suitable for all students' ability. However, students can master all of those strategies if they often practise them. Based on the above explanation, it was the researcher concluded that there are strategies reading comprehension namely: Identifying the purpose of reading, Skimming, Scanning, Guessing, Analysing vocabulary.

### 3. The Purpose of Reading

Reading printed words has different purposes. Reader can know and satisfy within if they read the information, as they need. It means that, the reader will have expectation of what they are going to read before them actually to do so. there are two main reasons for reading, they are reading for pleasure and reading for information (to find out something or in order to do something with the information you got).

Based on that explanation, pleasure means that the reader reads any literary to make reader's feeling happy, otherwise, reading for information means the reader look for information that has been expected previously.

In addition, the purpose of reading, it has been classified into four purposes, they are:

#### 1. Reading to Search for Simple Information and Reading to Skim.

It is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the

strategy to form the general idea using basic reading comprehension and guesses the important point.

## 2. Reading to Learn From Text.

It happens in academic and professional context, it also requires remembering the main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

## 3. Reading to Integrate Information, Write, and Critique text.

This skill needs critical evaluation where the reader integrate and decide the information that she/he wants. Then, it involves abilities such as composing, selecting, and making critique from the material.

## 4. Reading for General Comprehension.

It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text. Briefly, the purpose of reading is varies. The reader has some purposes to achieve it. Based on those purposes, it is also necessary to look kinds of reading in which there is a relationship about the kinds of reading.<sup>15</sup>

Theory put forward by Michael Pressley, a leading educational psychologist. This theory includes three main aspects: topic, purpose, and understanding of reading content.

### 1. Topic

This theory emphasizes the importance of understanding the topic or theme of what is read. Knowing the topic helps readers understand new

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<sup>15</sup> Meida Rabia Sihite, Yunita Mutiara Harahap, and Tika Nandasari, "The Effect of Reciprocal Teaching Learning Model on Reading Comprehension Ability," *Warta Dharmawangsa* 16, no. 2 (2022): 170–85, <https://doi.org/10.46576/wdw.v16i2.1983>.

information with the knowledge they already have, thereby facilitating the process of understanding and storing information.

## 2. Purpose

According to this theory, reading must be done with a clear purpose. The purpose of reading can vary, from looking for specific information, understanding certain concepts, to simply enjoying reading. By having a clear goal, readers can focus and be effective in the reading process.

## 3. Understanding of Reading Content.

This theory emphasizes the importance of understanding the content of reading. Good comprehension involves the ability to decipher, summarize, and describe the information presented in text. Good understanding also allows readers to criticize and disseminate the information received.<sup>16</sup>

By paying attention to this third aspect, readers can improve their reading comprehension and gain a deeper understanding of the text they read.

## 4. Assessing Reading Comprehension

To measure students' reading comprehension, there are several assessments that can be carried out. The following are several assessments that can be used in students' reading comprehension tests.

1. Fact Questions: Students are asked to answer questions related to the facts contained in the reading text. Assessment can be done by looking at the extent to which students are able to identify and remember the information provided in the text.

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<sup>16</sup> Cathene snow. (2012) *Reading for unferstanding*, Rand Education Library of Congress Cataloging-in-Publication Data. Hal 51

2. Detailed Questions: Students are asked to answer questions that require a deeper understanding of the content of the text. These questions may require students to analyze, conclude, or make inferences based on information contained in the text.

3. Analyzing Text Structure: Students are asked to analyze text structure, such as identifying the introduction, main body, and conclusion. Assessment can be done by looking at the extent to which students are able to understand the structure of the text and how information is arranged in the text.

4. Making Conclusions: Students are asked to make conclusions based on the information contained in the text. Assessment can be done by looking at the extent to which students are able to use existing information to make the right conclusions.<sup>17</sup>

The purpose of the reading comprehension assessment is to measure a person's ability to understand and interpret the text they read. The following are some of the main objectives of the reading comprehension assessment, namely measuring reading comprehension abilities: The reading comprehension assessment is used to evaluate the extent to which someone can understand the text they read. This includes the ability to identify important information, understand the meaning of words, and make appropriate conclusions based on the text. Identifying strengths and weaknesses, reading comprehension assessment helps identify a person's strengths and weaknesses in comprehending reading. This allows us to know the areas where someone already has good abilities and

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<sup>17</sup> Ulrich Pro and Index Copernicus, "Revista Rom Ânească Pentru Educație Multidimensională" 8 (2016): 125–47, <https://doi.org/10.18662/rrem/2016.0801.08>.

the areas where they need more practice and development. Helps with learning planning. The results of the reading comprehension assessment can be used to plan appropriate learning. By knowing the level of ability and needs of students in understanding reading, educators can develop effective and relevant learning strategies. And to monitor development, reading comprehension assessments can be used as a tool to monitor a person's development in their ability to read and understand text over time. This allows us to see if there has been improvement in reading comprehension skills and to identify areas that still need improvement. With these goals, reading comprehension assessment can help improve a person's reading comprehension abilities and support an effective learning process.<sup>18</sup>

#### **d. Vocabulary Mastery**

##### **1. Definition of Vocabulary Mastery**

Vocabulary mastery is the ability of someone to know, understand, and master vocabulary. Someone must be many memorize vocabulary, must to know how to pronounce, and know about the meaning. mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word spoken and written, the connotation or associations of the word, and word frequency.

From the explanation above, it is explained that vocabulary mastery is the knowledge of a person or student about vocabulary which includes aspects in vocabulary. Mastering vocabulary can make students proficient in English, by

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<sup>18</sup> P David Pearson, "The Assessment of Reading Comprehension : A Review of Practices —" 2, no. February (2015).

mastering a lot of vocabulary, students will also know a lot about the meaning or terms in vocabulary.

Then, by mastering vocabulary, in this case English vocabulary, students can also communicate well and correctly. vocabulary is regarded as one of essential factors that gives big influence to the people's communication. So, this means that vocabulary is an important aspect of communicating.

## 2. The Importance of Vocabulary

Vocabulary is one of the most important components in learning English. To understand English, you need to remember a lot of vocabulary, or understand the meaning. Therefore, it is very important for students to learn about vocabulary, because in vocabulary learning there are many components related to vocabulary, such as the meaning of the same words, pronunciation, affix, and others. Then the vocabulary is very influential in four English skills, such as speaking, listening, reading, and writing. that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write.

Therefore, vocabulary is very important in learning English so that the four English skills such as speaking, listening, reading, and writing become better and fluent. Then, when studying vocabulary, there will be many components related to vocabulary that can be learned such as meaning of the word, spelling, grammar, and affixes.

According to Grauberg the process of learning vocabulary involves four stages:

### 1) Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

## 2) Understanding Meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

## 3) Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it any more, and it will be forgotten.

## 4) Consolidation and Extension of Meaning.

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned. From this explanation, it can be seen that vocabulary is very important in language learning, in this case, English. To master four English skills, it is necessary to master vocabulary and its related components.<sup>19</sup>

## 3. Types of Vocabulary

Hiebert and Kamil propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

<sup>19</sup> Muhammad Iqbalullah, "Vocabulary Mastery and Grammar Mastery Impact on EFL High School Students' Writing Skills," *Journal of English Language Teaching* 1, no. 3 (2018): 16–22, [http://eprints.uny.ac.id/39400/1/A\\_Thesis.pdf](http://eprints.uny.ac.id/39400/1/A_Thesis.pdf).



Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also define knowledge of words also comes in at least two forms as follows:

1) Productive Vocabulary.

Productive vocabulary is the set of words that an individual can use when writing or speaking. There are words that are well-known, familiar, and used frequently.

2) Receptive or Recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

Dr. Paul Nation, a linguistics and language education expert from New Zealand Paul Nation has contributed a lot to developing theories to improve vocabulary mastery. The theory put forward by Dr. Paul Nation to improve vocabulary mastery includes the following aspects:

1. Understand the Meaning of Words

Dr. Paul Nation emphasizes the importance of understanding the meaning of words in the process of vocabulary mastery. According to him, a good understanding of the meaning of words helps learners to use words appropriately in the appropriate context.

## 2. Indonesian-English Translation

In the context of translation from Indonesian to English, Dr. Paul Nation encourages learners to transfer the ability to transfer word meaning between languages. This helps in broadening your horizons and understanding the differences in meaning between languages.

## 3. English-Indonesian Translation

Dr. Paul Nation also pays attention to the importance of translation skills from English to Indonesian. By mastering this translation process, students can enrich their understanding of both languages and improve their ability to communicate across languages.

The theories developed by Dr. Paul Nation in the context of vocabulary mastery insight has become an important foundation in language teaching in general.

## 4. Assessing Vocabulary Mastery

There are several assessments that can be carried out to measure students' vocabulary mastery. The following are several assessments that can be used in vocabulary mastery tests

1. Definitions: Students are asked to provide appropriate definitions for the given vocabulary. Assessment can be done by looking at the extent to which students are able to provide definitions that are accurate and appropriate to the context of their use.

2. Example Sentences: Students are asked to use the vocabulary given in the example sentences. Assessment can be done by looking at the extent to which students are able to use vocabulary correctly and in the right context.

3. Use in Sentences: Students are asked to use the given vocabulary in sentences they create themselves. Assessment can be done by looking at the extent to which students are able to use vocabulary appropriately and in an appropriate context.<sup>20</sup>

The aim of assessing vocabulary mastery is to measure the extent to which someone has mastered vocabulary in a particular language. The following are some of the main objectives of the vocabulary mastery assessment: Measuring the ability to understand words, the vocabulary mastery assessment is used to evaluate the extent to which a person understands words in context and can identify the correct meaning and significance. Evaluating the level of fluency, vocabulary mastery assessment helps evaluate a person's level of fluency in using words correctly and appropriately. This includes the ability to use words in sentences that are grammatical and contextual. Helps expand vocabulary, the results of the vocabulary mastery assessment can be used to identify words that have not been mastered and expand a person's vocabulary.

By knowing which words still need improvement, a person can focus on learning new words and improving their understanding. Supports effective communication, good skills in vocabulary mastery allow someone to communicate more effectively. By mastering a broad vocabulary, a person can convey ideas more clearly and understand more complex texts. With these goals,

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<sup>20</sup> Ethical Lingua, "The Use of Plickers for Formative Assessment of Vocabulary Mastery The Use of Plickers for Formative Assessment of Vocabulary Mastery," *Ethical Lingua* 7 (2020): 311–20, <https://doi.org/10.30605/25409190.179>.

vocabulary mastery assessment can help improve a person's ability to master vocabulary and support better language development.<sup>21</sup>

#### e. Procedure Text

A procedure text is a text that explains the steps and stages that must be followed from start to finish so that the work carried out can be completed well. These steps or stages cannot be randomized or reversed, which means they must start from the first step to the end. If it is reversed, the results of the work cannot be done correctly because it does not follow the specified procedures.

Priyatni believes that a procedural text is a text that provides guidance which intends to do something according to sequential stages. This procedural text is also broken down into factual genre texts. Factual genre texts have the aim of providing an idea and notification that tells or convinces the reader. With the text procedure, students have indirectly helped many people in carrying out an activity so that it becomes easier to follow the existing procedures.

Mahsun stated that the procedure text is a text that aims to provide instructions and direction for several steps that have been determined. The procedure text contains an experiment or observation. Mahsun also explained that text procedures have a thought structure: title, objectives, materials and equipment, sequence of implementation steps, observations and conclusions.

The purpose of procedure text is to provide guidance on how to make or do something to achieve maximum results and carry it out effectively. Apart from that, procedure texts also aim to provide instructions about how to do something

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<sup>21</sup> Adaninggar Septi Subekti, "Self-Made Vocabulary Cards and Differentiated Assessments to Improve an Autistic Learner 's English Vocabulary Mastery Self-Made Vocabulary Cards and Differentiated Assessments to Improve an Autistic Learner 's English Vocabulary Mastery," *International Journal of Education* 13, no. December (2022): 8–17, <https://doi.org/10.17509/ije.v13i1.22587>.

through a series of steps or actions. Therefore, the purpose of writing procedure text is to show or explain how to do something in a series of sequential steps or stages so that readers will become more interested and understand by reading the procedure.

The characteristics of the linguistic rules of procedural texts are:

1. The procedure uses sentences containing commands (imperatives) to convey an expression, suggestion, or prohibition, such as avoid!, mix!, and drain!.
2. There are words that indicate time or a series of activities, for example first, second, third, then, then, after that, and last.
3. Text procedures use units (length, weight, time, etc.) precisely and accurately.
4. The procedure text contains sentences with clear boundaries, such as combine the two ends of the rope to form a circle, boil it until it boils, and cut it to form two parts.
5. Text procedures usually use passive sentences, such as blowing, holding, and waiting.
6. There are adverbs (purpose, means, method, degree/quantity, conditions, and consequences) for example in, with, in order, so that, using, twice, and as soon as possible.

#### **1. Characteristics of Procedure Texts**

- 1) There is use of command sentences (imperative).
- 2) Contains the stages of an activity or activities in the form of paragraphs or points.

- 3) Contains prohibited language units or suggestions for the purpose of the text achieved.
- 4) It is arranged in an orderly manner and has a detailed explanation.
- 5) Contain information according to the actual situation.
- 6) Have sequential units of quantity or numbering signs.

## **2. Procedure Text Structure**

### 1) Title

The title can be the name of an object or something that will be made/done.

There are also ways of doing and using something.

### 2) Goals

Goals can be in the form of a statement that explains the goal writing.

### 3) Materials and tools

It can be in the form of a list/details of all the equipment when starting to write the text procedure.

### 4) Stages

Stages or steps in a procedure text can be indicated by numbering

## **B. Previous Research**

The following is a different previous study with the title "The Effectiveness of Reciprocal Teaching Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo": Previous research by Mohammad Reza Ahmadi Improving Foreign Language Vocabulary Learning Through Reciprocal Teaching Strategy, namely to improve learning in foreign language learning through the application of reciprocal teaching strategies.

The reciprocal teaching strategy is a collaborative learning strategy that involves students in reading, predicting, clarifying, and distributing texts. In the context of foreign language learning, this strategy can be applied to help students improve their comprehension and reading skills in a foreign language. By implementing a reciprocal teaching strategy, students can learn actively and be involved in the learning process, which can help them to remember new understanding better. These implementation strategies can also help students to develop better and more effective reading skills in a foreign language. Thus, the aim of this research is to find a more effective way to improve learning understanding in foreign language learning through the application of reciprocal teaching strategy.

The difference between these titles is the focus of the research. The title "The Effectiveness of Reciprocal Teaching Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo" is more general in discussing the effects of using reciprocal teaching strategy on students' reading comprehension and their language mastery.

Meanwhile, the title "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy" is more specific in discussing the use of reciprocal teaching strategies to improve vocabulary learning in foreign language learning. In this case, the research with the second title is more focused on the use of reciprocal teaching strategies to improve vocabulary learning in foreign languages, while the research with the second title is more general in

discussing the use of reciprocal teaching strategies on students' reading comprehension and vocabulary mastery in general.<sup>22</sup>

Previous research entitled "Effects of reciprocal teaching on reading perception of low-achieving adolescents. The importance of specific teacher skills" Mariska Okkinga was to examine the effects of using reciprocal teaching strategy on improving the reading comprehension of low-achieving adolescent students. This research also emphasizes the importance of teachers' special skills in implementing reciprocal teaching strategies. The reciprocal teaching strategy is a collaborative learning method that involves students in reading, predicting, clarifying and conveying texts.

This research also discusses that a person's reading comprehension does not only depend on their ability to decipher words efficiently, but also depends on their vocabulary knowledge and the strategies they use in reading. Extensive vocabulary knowledge and effective reading strategies can help a person understand texts better and faster. In addition, strategy skills are also important in adapting the text strategy to their reading goals. In this case, someone needs to have the ability to choose and apply reading strategies that suit their reading goals, such as reading to understand information in general or reading to find answers to specific questions.

By having good strategy skills, a person can improve their reading comprehension and become a more effective reader. This research aims to find out how effective the reciprocal teaching strategy is in improving the reading

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<sup>22</sup> Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy," *International Journal of Learning and Development* 2, no. 6 (2020): 186, <https://doi.org/10.5296/ijld.v2i6.2882>.



comprehension of adolescent students who have low achievement, as well as finding out what special skills are needed by teachers to implement this strategy effectively. Meanwhile, this research aims to determine reciprocal teaching strategies to improve reading comprehension and increase the vocabulary of students at SMK PGRI 2 Ponorogo.<sup>23</sup>

The next previous research was from Santi Nurdianti, Resti Rosita, Odo Fadloeli entitled *Improving Students' Reading Comprehension Through Reciprocal Teaching Strategy On Narrative Text*. This research discusses the use of reciprocal teaching strategies in improving students' reading comprehension skills in understanding narrative texts. This research aims to activate the effectiveness of the use of reciprocal teaching strategies in improving students' ability to understand narrative texts and identify factors that influence the successful use of this strategy.

This research was conducted on secondary school students in Indonesia and involved collecting data through testing students' reading abilities before and after using reciprocal teaching strategies, as well as interviews with students and English teachers. It is hoped that the results of this research will provide useful information for english teachers in improving the quality of students' reading comprehension and preparing students to enter an increasingly global and competitive world of work.

The difference with this research is that although both studies use reciprocal teaching strategies as a learning method to improve students' reading comprehension skills, the focus and scope of the research are different. The

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<sup>23</sup> Mariska Okkinga et al., "Effects of Reciprocal Teaching on Reading Comprehension of Low-Achieving Adolescents. The Importance of Specific Teacher Skills," *Journal of Research in Reading* 41, no. 1 (2019): 20–41, <https://doi.org/10.1111/1467-9817.12082>.

research “Improving Students’ Reading Comprehension through Reciprocal Teaching Strategy on Narrative Text” focuses more on the use of reciprocal teaching strategies in improving students’ ability to understand narrative texts and identifying factors that influence the successful use of this strategy. This research was conducted on secondary school students in Indonesia and involved collecting data through testing students’ reading abilities before and after using reciprocal teaching strategies, as well as interviews with students and English teachers.

Meanwhile, the research “Effectiveness of Reciprocal Teaching Strategy to Enhance Students’ Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo” focuses more on the use of reciprocal teaching strategies in improving students’ reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo. This research was conducted on students at SMK PGRI 2 Ponorogo and involved collecting data through tests of students’ reading ability and comprehension before and after using the reciprocal teaching strategy, as well as interviews with students and English teachers at SMK PGRI 2 Ponorogo.

However, even though both studies use reciprocal teaching strategy as a learning method, the focus and scope of the research are different.<sup>24</sup>

Previous research conducted by Iskandar Abdullah, Simon Dai entitled Improving Students’ Ability In Reading Comprehension Through Reciprocal Teaching Strategies This research discusses the use of reciprocal teaching strategies in improving students’ reading comprehension skills. This research aims

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<sup>24</sup> Odo Fadloeli Santi Nurdianti, Resti Rosita, “Improving Students’ Reading Comprehension Through Reciprocal Teaching Strategy on Narative Tekxt,” *PROJECT (Professional Journal of English Education)* 2, no. 5 (2019): 601, <https://doi.org/10.22460/project.v2i5.p601-607>.

to activate the effectiveness of the use of reciprocal teaching strategy in improving students' ability to understand texts and identify factors that influence the successful use of this strategy. This research was conducted on students at SMK Negeri 1 Bulango Utara.

The research "Enhancing the Students' Ability in Reading Comprehension through Reciprocal Teaching Strategy" focuses more on the use of reciprocal teaching strategies in improving students' reading comprehension abilities in general. This research was conducted on students at SMK Negeri 1 Bungalo Utara and involved collecting data through testing students' reading abilities before and after using the reciprocal teaching strategy, as well as interviews with students and English teachers.

Meanwhile, the research "Effectiveness of Reciprocal Teaching Strategy Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo" focuses more on the use of reciprocal teaching strategy in improving students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo. This research was conducted on students at SMK PGRI 2 Ponorogo and involved collecting data through tests of students' reading ability and comprehension before and after using the reciprocal teaching strategy, as well as interviews with students and English teachers at SMK PGRI 2 Ponorogo.

However, even though both studies used reciprocal teaching strategies as a learning method to improve students' reading comprehension skills, the focus and scope of the research were different. The research "Improving Students' Ability in Reading Comprehension through Reciprocal Teaching Strategies" is more general and was conducted on SMK Negeri 1 Bulango Utara, while the research

“Effectiveness of Reciprocal Teaching Strategy Strategy to Enhance Students’ Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo” is more specific and conducted on students of SMK PGRI 2 Ponorogo.<sup>25</sup>

Previous research by Bruna Regina and Silva Rodrigues (2022) Reciprocal relationships between listening comprehension, oral reading fluency, metacognitive skills, vocabulary and reading comprehension: a longitudinal study with students from grades 4 to 6. This research discusses the reciprocal relationship between listening comprehension ability, oral reading fluency, metacognition, vocabulary, and reading comprehension in students from grade 4 to grade 6. This research was conducted over a long period of time and involved collecting data from students at several points in time. for three years. This research aims to identify the relationship between these abilities and how they develop over time.

This research shows that there is a reciprocal relationship between listening comprehension ability, oral reading fluency, metacognition, vocabulary, and reading comprehension in students from grade 4 to grade 6. Listening comprehension ability and oral reading fluency have a strong relationship with reading comprehension ability, while Metacognition and vocabulary also contribute to students' reading comprehension abilities. Apart from that, this research also shows that these abilities develop over time and influence each other.

The research "Reciprocal relationships between listening comprehension, oral reading fluency, metacognitive skills, vocabulary and reading

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<sup>25</sup> Iskandar Abdullah and Simon Dai, “Enhancing The Students’ Ability in Reading Comprehension Through Reciprocal Teaching Strategy,” *Journal of Comprehensive Science* 2, no. 5 (2023): 1271–82.

comprehension: a longitudinal study with students from grades 4 to 6" focuses more on the reciprocal relationships between listening comprehension abilities, oral reading fluency, metacognition, vocabulary , and reading comprehension in students from grades 4 to 6. This research was conducted over a long period of time and involved collecting data from students at several points in time over three years.

Meanwhile, the research "The Effectiveness of Reciprocal Teaching Strategy Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo" focuses more on the use of reciprocal teaching strategy as a learning strategy to improve students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo . This research was conducted on students at SMK PGRI 2 Ponorogo and involved collecting data through tests of students' reading ability and comprehension before and after using the reciprocal teaching strategy, as well as interviews with students and English teachers at SMK PGRI 2 Ponorogo.

Thus, although the second study involved collecting data regarding students' reading comprehension abilities and skills, the focus and scope of the research were different. The research "Reciprocal relationships between listening comprehension, oral reading fluency, metacognitive skills, vocabulary and reading comprehension: a longitudinal study with students from grades 4 to 6" is more general in nature and was conducted over a long period of time, while the research "The Effectiveness of Reciprocal Teaching Strategy Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo " is

more specific and carried out on students of SMK PGRI 2 Ponorogo and this research only takes 2 dependent variables.<sup>26</sup>

### **C. Theoretical Framework**

The title "The Effect of Reciprocal Teaching Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo" discusses the influence of using reciprocal teaching learning strategies on students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo. In this framework, research will focus on reciprocal teaching learning strategies. Reciprocal teaching is a learning method in which students take turns taking on the role of teacher to strengthen their understanding of the text being read. This strategy involves four main strategies, namely predicting, clarifying, asking, and concluding.

This research aims to evaluate the effect of reciprocal teaching strategy to enhance students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo. Researcher was involve a group of students as an experimental group who will apply reciprocal teaching strategies in learning, while the control group was used genre-based approach (GBA) learning strategies. Data was be collected through reading comprehension and vocabulary mastery tests before and after implementing the reciprocal teaching strategy. The test results was be analyzed to determine whether there are significant differences in reading comprehension and vocabulary mastery between the experimental group and the control group.

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<sup>26</sup> Bruna Regina da Silva Rodrigues, "Reciprocal Relations between Listening Comprehension, Oral Reading Fluency, Metacognitive Skills, Vocabulary and Reading Comprehension: A Longitudinal Study with Students from Grades 4 to 6," *Escola de Psicologia* 2, no. 4 (2022): 1–30, <https://doi.org/https://creativecommons.org/licenses/by-nc-nd/4.0/>.

## Theoretical framework

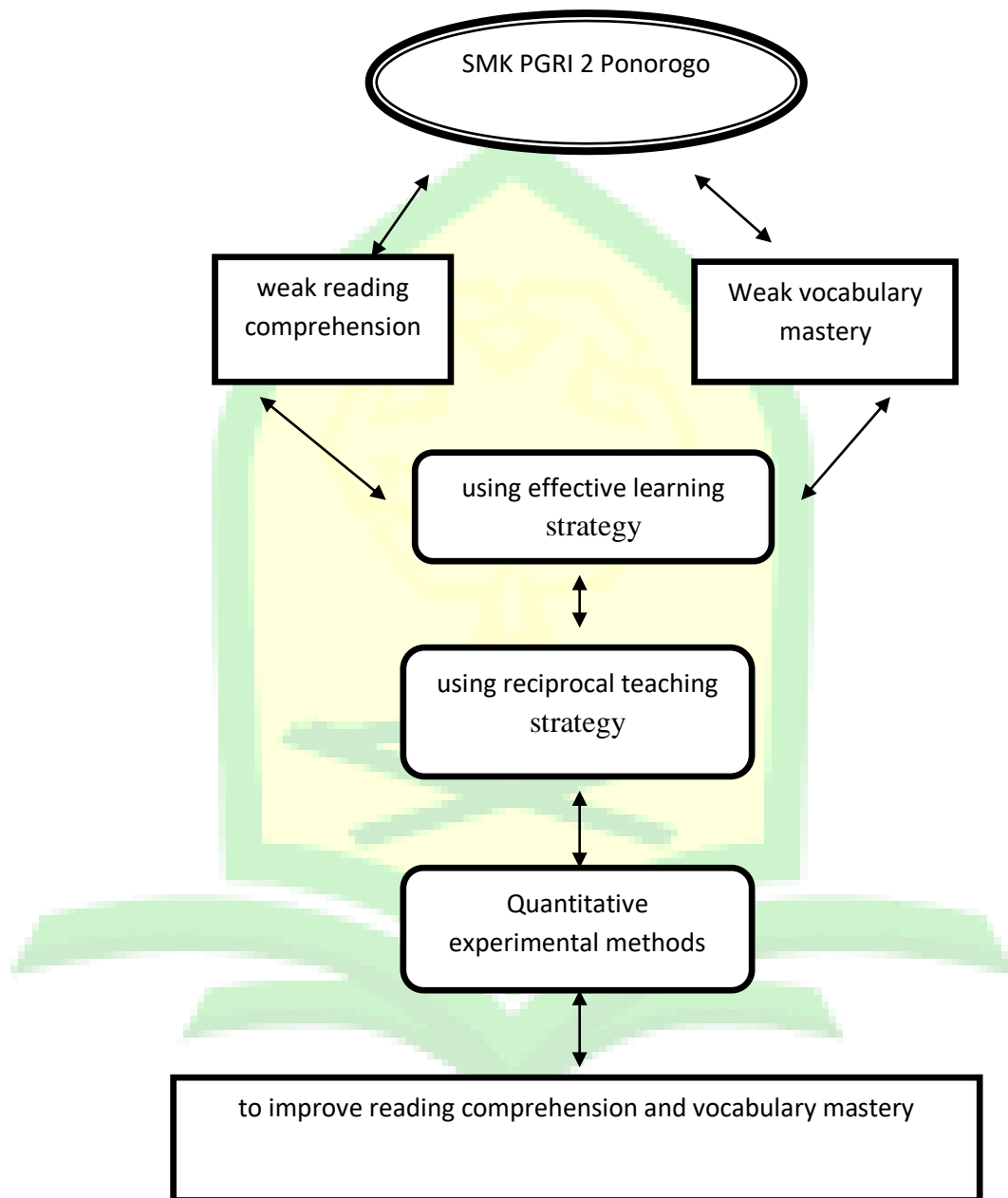


Figure 2.1 Theoretical Framework of the Research

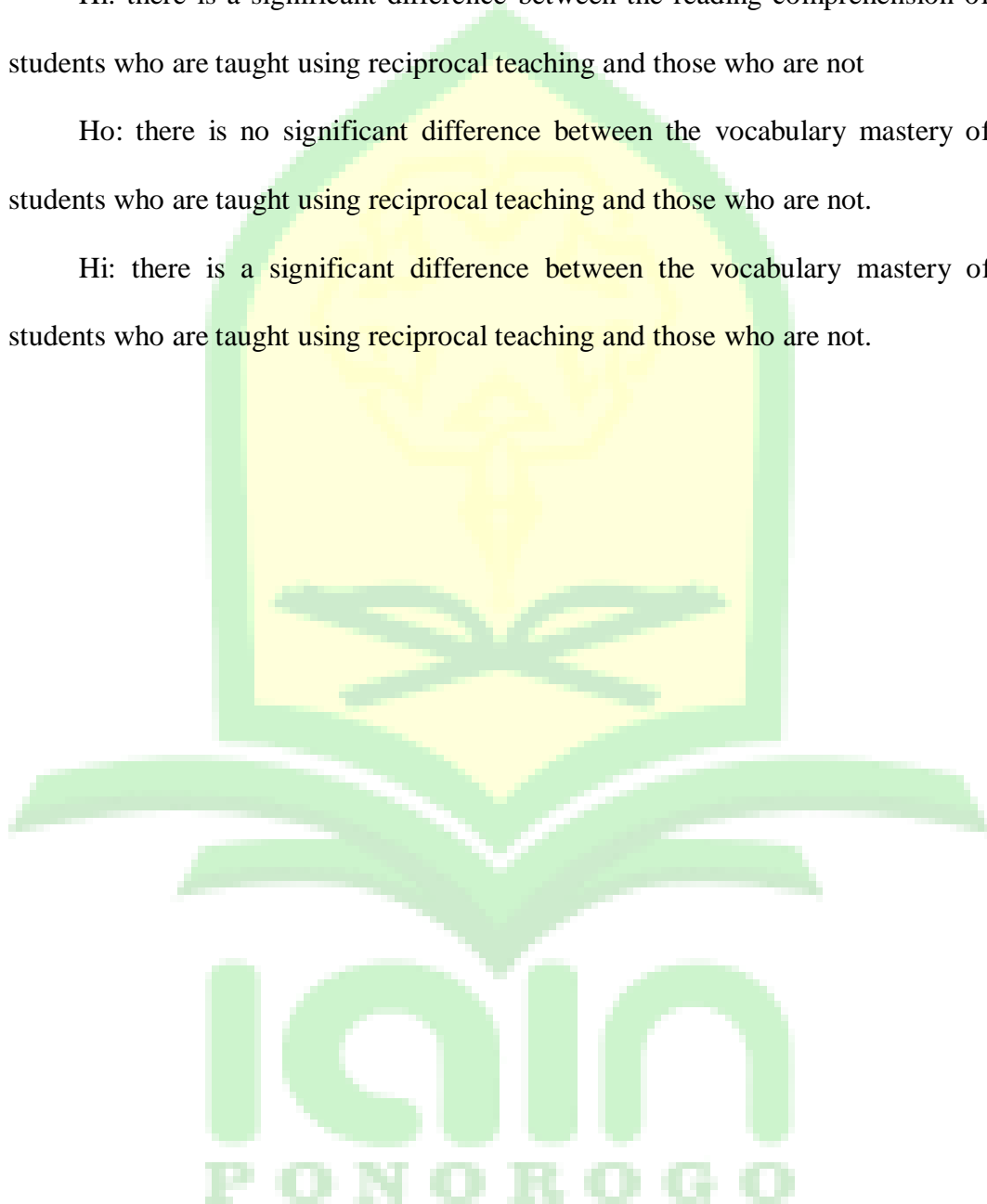
#### **D. Research Hypothesis**

Ho: there is no significant difference between the reading comprehension of students who are taught using reciprocal teaching and those who are not.

Hi: there is a significant difference between the reading comprehension of students who are taught using reciprocal teaching and those who are not

Ho: there is no significant difference between the vocabulary mastery of students who are taught using reciprocal teaching and those who are not.

Hi: there is a significant difference between the vocabulary mastery of students who are taught using reciprocal teaching and those who are not.





## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

##### 1. Research Approach.

The research "Effectiveness of Using Reciprocal Teaching Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo" uses a quantitative approach. Quantitative is a type of research that uses a scientific approach to collect and analyze numerical data that can be measured quantitatively. This research is based on systematic and objective scientific methods, with the aim of testing hypotheses or answering research questions using numerical data.<sup>27</sup>

##### 2. Type of Research

This type of research is experimental research to determine the effectiveness of using reciprocal teaching as a learning strategy in improving students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo is quasi-experiment with a pre-test and post-test. Quasi-experimental research is a research method used to test cause-and-effect relationships between certain variables. In a quasi-experiment, the researcher does not have complete control over the variables being studied, as in a true experiment.<sup>28</sup>

#### B. Research Location And Research Time

##### 1. Research Location.

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<sup>27</sup> Mildred L. Patten and Michelle Newhart, *Understanding Research Methods: An Overview of the Essentials, Tenth Edition*, ed. assistance provided by William Dolphin and Library, *Routledge Taylor & Franch Group* (new york and london: Routledge, 2023), <https://doi.org/10.4324/9781315213033>.

<sup>28</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2014), hlm 77.

This research was conducted at one of the SMK PGRI in Ponorogo, more precisely at SMK PGRI 2 Ponorogo.

## 2. Research Time

This research was carried out when the teaching and learning process took place during English learning at SMK PGRI 2 Ponorogo.

**Table 3.1 The Research Schedules**

No	Date	Activity
1	19 <sup>th</sup> February 2024	The researcher came to SMK PGRI 2 Ponorogo to submit an individual research permit and had a discussion with the 10th grade english teacher regarding modules and test tools.
2	23 <sup>th</sup> February 2024	Researcher asked for validation of teaching modules and instruments for pre- test and post-test questions to lecturers in the English Department of IAIN Ponorogo.
3	24 <sup>th</sup> February 2024	Researcher asked for validation of teaching modules and pre-test and post-test questions to the English teacher of SMK PGR 2 Ponorogo.
4	27 <sup>th</sup> February 2024	Researcher conducted a question validity test on research students in class 10 TAB 7
5	6 <sup>th</sup> March 2024	Researcher tested the pre-test questions to exsperiment class
6	11 <sup>th</sup> March 2024	Researcher tested the pre-test questions to control class

**Table 3.2 The Schedules of Experimental Class**

No.	Date	Activity
1	6 <sup>th</sup> March 2024	First meeting used a reciprocal teaching strategy and pre-test
2	7 <sup>th</sup> March 2024	Second meeting used a reciprocal teaching strategy
3	9 <sup>th</sup> March 2024	Third meeting used a reciprocal teaching strategy
4	9 <sup>th</sup> March 2024	Third meeting used a reciprocal teaching strategy and post-test

**Table 3.3 The Schedules of Control Class**

No.	Date	Activity
1	13 <sup>th</sup> March 2024	First meeting used a Ganre-Based Approach (GBA) strategy and pre-test
2	14 <sup>th</sup> March 2024	Second meeting used a Ganre-Based Approach (GBA)

		strategy
3	16 <sup>th</sup> March 2024	Third meeting used a Ganre-Based Approach (GBA) strategy
3	16 <sup>th</sup> March 2024	Third meeting used a Ganre-Based Approach (GBA) strategy and post-test

### C. Population and Sample

#### 1. Population

Population is a group or the entire number of individuals to which research results will be generalized. A large group of individuals who have the same characteristics is called a population. A population can be a group of elements or cases, either individuals, objects, or events related to specific criteria. <sup>29</sup>In this study, the population referred to is all students 10 TAB at SMK PGRI 2 Ponorogo.

#### 2. Research Sample

The sample is part of the number and characteristics of the population. Thus it can be said that the sample is a portion of the population taken using certain techniques as a data source which is considered to represent the population. The sample selection in this research used samples based on class or also called Cluster random Sampling.<sup>30</sup> The researcher used cluster random sampling. Cluster random sampling is a sampling technique based on existing classes or groups. Cluster random sampling is similar to stratified sampling in that groups of individuals are defined from a population, and subjects are drawn from those groups. It's just that the sample units are groups, for example schools, classes and

<sup>29</sup> Sugiyono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta, 2017), hlm 80.

<sup>30</sup> Jawad Golzar, "Sampling Method | Descriptive Research Simple Random Sampling", *internasional journal of education and language studies*. 1. no 2 (2022):hal 78

regions, and not individuals.<sup>31</sup> From class X at SMK PGRI 2 Ponorogo, the researcher chose two classes, namely class XTAB 5 as the experimental class and class XTAB 6 as the class control.

#### **D. Operational Variable Definition**

The following is the operational definition of the research variables from the title "Effectiveness of Using Reciprocal Teaching Strategy to Enhance Students' Reading Comprehension and Vocabulary Mastery at SMK PGRI 2 Ponorogo":

##### 1. Independent Variable: Reciprocal Teaching Strategy.

Operational variable definition: Learning strategies that involve interaction between students and teachers in reading, understanding, and obtaining information from the text provided. This strategy involves four main strategies, namely predicting, questioning, clarifying, and summarizing.

##### 2. Dependent Variable: Reading Comprehension

Operational variable definition: students' ability to understand and interpret the text given, as well as draw conclusions or important information from the text.

##### 3. Dependent Variable : Vocabulary Mastery

Operational variable definition: students' ability to understand and use the English vocabulary they have learned.

With a clear operational definition of research variables, researchers can measure and measure the variables studied more accurately and objectively.<sup>32</sup>

#### **E. Data Collection Techniques and Instruments.**

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<sup>31</sup> Hasnunidah, neni. (2017). *METODOLOGI PENELITIAN PENDIDIKAN*. Bandar Lampung: media akademi hal. 67

<sup>32</sup> Z. M.C. van Berlo, E. A. van Reijmersdal, and M. K.J. Waiguny, "Twenty Years of Research on Gamified Advertising: A Systematic Overview of Theories and Variables," *International Journal of Advertising* 42, no. 1 (2023): 171–80, <https://doi.org/10.1080/02650487.2022.2143098>.

## 1. Data Collection Technique

Researchers chose to use data collection techniques using tests and documentation because these two techniques can provide accurate and measurable data regarding students' reading comprehension and vocabulary mastery before and after using the reciprocal teaching strategy.

## 2. Data Collection Instruments

For this reason, the instruments for collecting data are tests, documentation and observations.

### 1. Test

The test is used to measure students' reading comprehension abilities and vocabulary mastery through a series of questions designed to test students' understanding of the text and comprehension of what they have learned. By using tests, researchers can measure changes in students' abilities before and after using the reciprocal teaching strategy, so that they can demonstrate the effectiveness of this strategy in improving students' reading comprehension abilities and vocabulary mastery.

#### a. Reading Test

**Table 3.4 Blueprint of the Test Instrument Reading Test**

Variable	Indicators	Theory	Sample of Questions	Number Pretest	Number Posttest
Reading comprehension	To find out the topic of the reading text	theory put forward by Michael Pressley, a leading educational psychologist (2011).	What is the topic of the procedure text? What is the topic of the procedure text? 16. What is the topic of the procedure text?	1, 10, 16	1, 10
	To find out the purpose of the		What is the purpose of the procedure text?	2, 11	2, 11

	reading text		What is the purpose of the procedure text?		
	To find out the content of the reading text.		What are the main ingredients used in making mango smoothies? What type of yogurt is used in the mango smoothie recipe? What is the function of almond milk in a mango smoothie recipe?	3- 9, 12 - 15, 17- 25	3-9, 12- 25

### b. Vocabulary Test

**Table 3.5 Blueprint of the Test Instrument Vocabulary Mastery**

Variable	Indicators	Theory	Sample of Questions	Number Pretest	Number Posttest
Vocabulary mastery	To be able to change words in the reading text into English	Paul Nation, linguistics and language education expert from New Zealand (2013).	What is the English word for " <i>bahan-bahan</i> " in a recipe? 10. What is the English word for " <i>aduk rata</i> " in a recipe?	9, 10, 11, 22, 24, 25	1, 2, 3, 21, 22, 24, 25
	To find out the meaning of the words in the reading text	Paul Nation has contributed a lot to development theory to improve vocabulary mastery.	What does the word " <i>menghaluskan</i> " mean in the context of a mango smoothie recipe? What does the word " <i>menambahkan</i> " mean in the context of a mango smoothie recipe? What does the word " <i>almond</i> " mean in the context of a mango smoothie?	4 – 8, 13- 21	4-8, 12- 20
	To change words in the reading text into Indonesian		Translate the word " <i>peel</i> " into Indonesian! Translate the word " <i>blend</i> " into Indonesian! Translate the word " <i>pour</i> " into Indonesian!	1- 3, 12, 23	9 - 11, 23

## 2. Documentation

Documentation is the process of collecting and storing data in the form of photos or images. These photos can be used to record and store visual information relevant to research. Photo documentation can take the form of taking pictures of research objects, situations or events related to research, or the results of experiments.

By using these two data collection techniques, researchers can obtain complete and accurate data regarding students' reading comprehension and vocabulary mastery before and after using the reciprocal teaching Strategy.

### F. Validity and Reliability

Instrument validity is the extent to which a measurement is valid. The validity of the instrument uses a rough product moment numerical formula.<sup>33</sup>

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Meaning :

$r_{xy}$  : Correlation coefficient

$n$  : Number of samples

$\sum xy$  : The number of products of x and y

$\sum x$  : Number of values of variable x

$\sum y$  : Number of variable y values

<sup>33</sup> Michiel Pillet et al., "Elevated Extinction Risk of Cacti under Climate Change," *Nature Plants* 8, no. 4 (2022): 366–72, <https://doi.org/10.1038/s41477-022-01130-0>.

$\sum x^2$  :The sum of the powers of the value of the variable x

$\sum y^2$  :The sum of the powers of the variable y

In this research, the validity of calculations was carried out using SPSS version 20 software in the experimental class and control class. There are a total of 25 questions in the multiple choice pre-test and 25 questions in the multiple-choice post-test which are used in the validity analysis.

**Table 3.6 The Validity Result of Student' Reading Comprehension Pre-Test**

No. Item	"r" Count	"r" Table	Criteria
1	0,443	0,361	Valid
2	0,400	0,361	Valid
3	0,499	0,361	Valid
4	0,383	0,361	Valid
5	0,404	0,361	Valid
6	0,368	0,361	Valid
7	0,395	0,361	Valid
8	0,399	0,361	Valid
9	0,400	0,361	Valid
10	0,546	0,361	Valid
11	0,385	0,361	Valid
12	0,350	0,361	Invalid
13	0,417	0,361	Valid
14	0,557	0,361	Valid
15	0,327	0,361	Invalid
16	0,370	0,361	Valid
17	0,415	0,361	Valid
18	0,557	0,361	Valid
19	0,399	0,361	Valid
20	0,443	0,361	Valid
21	0,413	0,361	Valid
22	0,439	0,361	Valid
23	0,412*	0,361	Valid
24	0,435*	0,361	Valid



25	0,443*	0,361	Valid
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At the pre-test stage of the test, there were 3 invalid question numbers, namely question numbers 12 and 15. In the validity analysis process using SPSS version 20 software, these three question numbers will be removed from the calculation to ensure the integrity and validity of the data used.

**Table 3.7 The Validity Result of Student' Reading Comprehension Post-Test**

No. Item	"r" Count	"r" Table	Criteria
1	0,443	0,361	Valid
2	0,400	0,361	Valid
3	0,499	0,361	Valid
4	0,383	0,361	Valid
5	0,404	0,361	Valid
6	0,368	0,361	Valid
7	0,395	0,361	Valid
8	0,399	0,361	Valid
9	0,400	0,361	Valid
10	0,546	0,361	Valid
11	0,385	0,361	Valid
12	0,547	0,361	Valid
13	0,417	0,361	Valid
14	0,557	0,361	Valid
15	0,327	0,361	Invalid
16	0,370	0,361	Valid
17	0,263	0,361	Invalid
18	0,557	0,361	Valid
19	0,399	0,361	Valid
20	0,443	0,361	Valid
21	0,413	0,361	Valid
22	0,439	0,361	Valid
23	0,412	0,361	Valid
24	0,435	0,361	Valid
25	0,443	0,361	Valid

At the post reading comprehension test stage, there were 2 invalid question numbers, namely question numbers 15 and 17. In the validity analysis using SPSS version 20 software, these two question numbers will be eliminated from the calculation to ensure the accuracy and validity of the data used in the research.

**Table 3.8 The Validity Result of Student' Vocabulary Mastery Pre-Test**

No. Item	"r " Count	"r" Table	Criteria
1	0,446	0,361	Valid
2	0,417	0,361	Valid
3	0,503	0,361	Valid
4	0,390	0,361	Valid
5	0,405	0,361	Valid
6	0,372	0,361	Valid
7	0,392	0,361	Valid
8	0,375	0,361	Valid
9	0,417	0,361	Valid
10	0,555	0,361	Valid
11	0,408	0,361	Valid
12	0,570	0,361	valid
13	0,396	0,361	Valid
14	0,574	0,361	Valid
15	0,311	0,361	Invalid
16	0,519	0,361	Valid
17	0,417	0,361	Valid
18	0,569	0,361	Valid
19	0,378	0,361	Valid
20	0,446	0,361	Valid
21	0,416	0,361	Valid
22	0,434	0,361	Valid
23	0,417	0,361	Valid
24	0,410	0,361	Valid
25	0,451	0,361	Valid

In the pre-test stage of vocabulary mastery, there was 1 invalid question number, namely question number 15. In the validity analysis using SPSS version 20 software, this question number will be removed from the calculation to ensure the accuracy and validity of the data used in the research.

**Table 3.9 The Validity Result of Student' Vocabulary Mastery Post-Test**

No. Item	"r" Count	"r" Table	Criteria
1	0,572	0,361	Valid
2	0,411	0,361	Valid
3	0,599	0,361	Valid
4	0,437	0,361	Valid
5	0,578	0,361	Valid
6	0,400	0,361	Valid
7	0,446	0,361	Valid
8	0,462	0,361	Valid
9	0,371	0,361	Valid
10	0,468	0,361	Valid
11	0,462	0,361	Valid
12	0,423	0,361	valid
13	0,598	0,361	Valid
14	0,366	0,361	Valid
15	0,559	0,361	Invalid
16	0,462	0,361	Valid
17	0,546	0,361	Valid
18	0,520	0,361	Valid
19	0,366	0,361	Valid
20	0,514	0,361	Valid
21	0,511	0,361	Valid
22	0,090	0,361	Invalid
23	0,289	0,361	Invalid
24	0,441	0,361	Valid
25	0,456	0,361	Valid

At the post-test stage of vocabulary mastery, there were 2 invalid question numbers, namely question numbers 22 and 23. In the validity analysis using SPSS

version 20 software, these two question numbers will be removed from the calculation to ensure the accuracy and validity of the data used in study.

while reliability is the extent to which a measurement can be trusted because of its consistency. Reliability namely the researcher ensures that the reading ability test and vocabulary test used in this research have a high level of reliability, by conducting an internal reliability test using the Alpha Cronbach formula.<sup>34</sup>

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma_t^2}{\sigma^2} \right)$$

$r_{11}$  : the reliability sought

$n$  : number of items in question

$\sum \sigma_t^2$  : the number of score variances for each item

$\sigma^2$  : total variance

In this research, to determine the reliability of the instrument, the research set a threshold of 0.6. The instrument is considered reliable if the reliability coefficient is greater than 0.6, whereas if the reliability coefficient is less than 0.6, the instrument is considered unreliable. This was used as a guideline for emitting noise levels of the instruments used in data collection for this study.

**Table 3.10 The Reliability Result of Student' Reading Comprehension Pre-Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
,797	23

<sup>34</sup> Ian Hussey et al., *An Aberrant Abundance of Cronbach ' s Alpha Values at . 70*, *PsyArXiv*, 2020, 10.31234/osf.io/dm8xn.

The reliability of the questions on the reading comprehension test using the Cronbach's alpha method reached 0.797 from a total of 23 question items. This shows a fairly high level of reliability, indicating that the questions are consistent and reliable in measuring reading comprehension abilities.

**Table 3.11 The Reliability Result of Student' Reading Comrehension Post-Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
,712	23

The reliability of the post test questions on the reading comprehension test, using the Cronbach's alpha method, reached 0.712 from a total of 23 questions. This shows a fairly good level of reliability, indicating that the questions are consistent and reliable in measuring reading comprehension abilities after the intervention was carried out.

**Table 3.12 The Reliability Result of Student' Vocabulary Mastery Pre-Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
,816	24

The reliability of the pre-test questions on the vocabulary mastery test, using the Cronbach's alpha method, reached 0.816 from a total of 24 question items. This shows a high level of reliability, indicating that the questions are consistent and reliable in measuring the ability to master understanding before the intervention is carried out.

**Table 3.13 The Reliability Result of Student' Vocabulary Mastery Post-Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.846	23

The reliability of the post-test questions on the vocabulary mastery test, using the Cronbach's alpha method, reached 0.846 from a total of 23 question items. This shows a very high level of reliability, indicating that the questions are consistent and reliable in measuring the ability to master understanding after the intervention was carried out.

### **G. Data Analysis Techniques**

Quantitative descriptive is a statistical analysis method used to describe and summarize numerical data. The purpose of quantitative descriptive is to present information about data characteristics, such as mean (average), median (middle value), mode (value that occurs most often), and variation (distribution of data). This method helps us understand patterns, trends, and overall data distribution. The data analysis technique uses statistical tests with the following stages:

#### 1. Normality Test

There are two normality tests, namely the Shapiro-Wilk normality test and the Kolmogorov-Smirnov normality test. The Shapiro-Wilk normality test is used to check whether the data tested is normally distributed or not. The Shapiro-Wilk normality test can be used on data  $< 50$  and can be used to test the normality of single data or groups of data. Meanwhile, the Kolmogorov-Smirnov normality test is also used to check whether the data being tested is normally distributed or not. The difference is, the Kolmogorov-Smirnov normality test can be used on data

>50 and can be used to test the normality of single data or groups of data. Because researchers took more than 50 samples, the normality test used was Kolmogorov-Smirnov.

In this study using the Kolmogorov-Smirnov test, with the following normality criteria:

- 1) Test significance ( $\alpha$ ) = 0.05
- 2) If Signature.  $> \alpha$  , then the sample comes from the population normally distributed
- 3) If Signature.  $< \alpha$  , then the sample does not come from the population normally distributed

In research, the Kolmogorov-Smirnov normality test can be used to check whether data on students' reading comprehension abilities and vocabulary mastery before and after using the reciprocal teaching strategy is normally distributed or not. If the data is normally distributed, then it can be continued with other data analysis such as the t-test or Anova test. However, if the data is not normally distributed, it is necessary to use data analysis techniques that are appropriate to the conditions of the data obtained.

By using the Kolmogorov-Smirnov normality test data analysis technique, researchers can determine whether the data used in the research is normally distributed or not. This is important because many statistical techniques require the assumption of normally distributed data analysis to provide accurate and reliable results.<sup>35</sup>

## 2. Homogeneity Test

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<sup>35</sup> Leifeng Xiao and Kit Tai Hau, "Performance of Coefficient Alpha and Its Alternatives: Effects of Different Types of Non-Normality," *Educational and Psychological Measurement* 83, no. 1 (2023): 5–27, <https://doi.org/10.1177/00131644221088240>.

Data analysis techniques with homogeneity tests are used to check whether the samples taken have the same variance or are homogeneous. The homogeneity test can be carried out using Levene's test or Bartlett's test.

To determine the homogeneity used the following criteria:

- 1) Test significance ( $\alpha$ ) = 0.05
- 2) If Signature.  $> \alpha$ , then the variance of each sample is the same (homogeneous)
- 3) If Signature.  $< \alpha$ , then the variance of each sample is not the same (not homogeneous).

In research, data analysis techniques with homogeneity tests can be used to check whether the variance in students' reading comprehension abilities and vocabulary mastery before and after using the reciprocal teaching strategy is the same or different. If the variance of the two abilities is homogeneous, then the t-test can be continued to compare the average reading comprehension and vocabulary mastery of students before and after using the reciprocal teaching strategy. However, if the variance of the two abilities is not homogeneous, it is necessary to carry out other tests such as the Welch test or Mann-Whitney test.

In conducting a homogeneity test, researchers need to collect data on students' reading comprehension abilities and vocabulary mastery before and after using the reciprocal teaching strategy test. If the variance of the two abilities is homogeneous, then the t-test can be continued. However, if the variance of the



two abilities is not homogeneous, it is necessary to carry out other tests that are appropriate to the conditions of the data obtained.<sup>36</sup>

### 3. Test the Hypothesis

Hypothesis testing is a statistical analysis technique used to test the truth of a hypothesis using data obtained from a sample. The purpose of hypothesis testing is to determine whether there is a significant difference or relationship between two or more groups, two groups for the t-test while more than 2 use the anova test. Since the researcher was taken to compare 2 groups, the hypothesis test taken was the t-test.

The t-test hypothesis testing data analysis technique (t-test) is used to compare the means of two independent groups. This technique is used to determine whether there is a significant difference between the means of the groups with independent t-test.

In research, the t-test hypothesis testing data analysis technique can be used to compare the average reading comprehension ability and vocabulary mastery of students before and after using the reciprocal teaching strategy. If there is a significant difference between the average reading comprehension ability and vocabulary mastery of students before and after using the reciprocal teaching strategy, then it can be concluded that the reciprocal teaching strategy is effective in improving students' reading comprehension ability and vocabulary mastery.<sup>37</sup>

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<sup>36</sup> Leandros Perivolaropoulos and Foteini Skara, "On the Homogeneity of SnIa Absolute Magnitude in the Pantheon+ Sample," *Monthly Notices of the Royal Astronomical Society* 520, no. 4 (2023): 5110–25, <https://doi.org/10.1093/mnras/stad451>.

<sup>37</sup> Richard J. Johnson et al., "The Fructose Survival Hypothesis for Obesity," *Philosophical Transactions of the Royal Society B: Biological Sciences* 378, no. 1885 (2023), <https://doi.org/10.1098/rstb.2022.0230>.

In conducting a t-test hypothesis test, researchers need to carry out several steps, namely:

- a. Determine the null hypothesis (null hypothesis) and alternative hypothesis (alternative hypothesis).
- b. Collect data on students' reading comprehension abilities and vocabulary mastery before and after using the reciprocal teaching strategy.
- c. Carry out a data normality test to check whether the data is normally distributed or not.
- d. Carry out a data homogeneity test to check whether the data variance before and after using the reciprocal teaching strategy is the same or not.
- e. Conduct a t-test hypothesis test to determine whether there is a significant difference between the average reading comprehension ability and vocabulary mastery of students before and after using the reciprocal teaching strategy.

By using the t-test hypothesis testing data analysis technique, researchers can demonstrate the effectiveness of reciprocal teaching strategy in improving students' reading comprehension and vocabulary mastery statistically.

## CHAPTER IV

### RESEARCH RESULTS AND DISCUSSION

#### A. General Description of the Research Background

SMK PGRI 2 Ponorogo is a vocational high school located in Ponorogo, East Java, Indonesia. This school is part of the PGRI school network, the largest educational organization in Indonesia. SMK PGRI 2 Ponorogo offers a variety of skills programs designed to prepare students with the skills and knowledge needed to enter the world of work after graduation. These programs cover areas such as automotive engineering, information and communications technology, and business and management.

Facilities at SMK PGRI 2 Ponorogo are categorized as comfortable classrooms, a complete computer laboratory, a technical workshop, and a sports area. This school also has teaching staff who are dedicated and experienced in their respective fields. SMK PGRI 2 Ponorogo is famous for its commitment to quality education and character development of students. This school strives to create a conducive learning environment where every student can learn and develop optimally.

SMK PGRI 2 Ponorogo is located on Jalan Soekarno – Hatta, Kertosari, Babadan, Ponorogo, has a strategic location, not far from urban areas so it is very easy to reach from all directions. SMK PGRI 2 Ponorogo, located on the main route from Madiun, Pacitan, Magetan, Trenggalek, Purwantoro.

#### **Vision, Mission and Goals of SMK PGRI 2 Ponorogo**

##### 1. Vision of PGRI 2 Ponorogo Vocational School

"Be faithful and devoted to God Almighty, intelligent, skilled, competent, professional, have superior character and environmental culture"

2. Mission of SMK PGRI 2 Ponorogo preparing graduates who:

- 1) Have faith and devotion to God Almighty.
- 2) Able to follow current and future developments in science and technology.
- 3) Able to master competencies according to the skills package.
- 4) Competency certified and professionally certified.
- 5) Physically and spiritually healthy, highly disciplined and of noble character.
- 6) Ready to be competent and choose a career to develop yourself.
- 7) Able to fill the needs of the business/industrial world in the present and future.
- 8) Having the carrying capacity to preserve nature through conservation measures and preventing environmental damage.

## **B. Description of Research Results**

### **1. Implementation of Research**

This research is an experimental research conducted in class, the research was carried out in 4 meetings. Where the researcher carried out a pretest before using the reciprocal teaching strategy to get pretest results, after that he used the reciprocal teaching strategy in implementing the lesson for several meetings, then at the end of the lesson the researcher did a posttest. Data from the pretest and posttest will be processed to find out whether there are differences between students who are taught using the reciprocal teaching strategy and students who are not taught using the reciprocal teaching strategy.

### **2. Implementation of Learning**

This section explains the learning procedures and results of the pre-test and post-test scores for experimental class students. At the first meeting, learning began with attendance and greeting students. The teacher then introduces the learning topic about understanding procedural texts. To relate students to the topic, the teacher asks open questions such as whether students have ever followed instructions in a procedure text and what their experience was.

After that the researcher, provide material about procedural texts to students. Students are also given pre-test questions to measure their initial understanding. Next, students explain the meaning of procedure text and its characteristics, such as providing step-by-step instructions according to the reciprocal teaching strategy. They were also asked to describe the structure of the procedure text, namely introduction, required materials, steps, and conclusion.

Next the researcher, gave examples of simple procedural texts to students and invite them to identify the structure and characteristics of these texts. After that, students are divided into small groups with 4-5 people in each group. Each group is given the task of implementing the reciprocal teaching learning model. Each group member is responsible for leading one of the steps of reciprocal teaching, such as predicting, clarifying, asking, or concluding. They discuss the procedural text given and help each other in understanding and analyzing the text. Each group also writes unknown vocabulary in front of the blackboard, and if they know the meaning of the vocabulary, they can answer it on the blackboard.

After the group activity is finished, each group is asked to present the results of their discussion about the procedural text provided. During the discussion, students were also asked to discuss the difficulties faced by other

groups and provide understanding to the group. Afterwards, students reflect on the day's learning and write a short reflection about what they learned. Each group also provides a brief conclusion about the material they have studied.

The second treatment meeting, researcher begins with an introduction where the teacher greets the students and takes attendance. then relate the learning to previous meetings and ask students about their experiences in following instructions from the procedure text.

In the core activity, the researcher each group of students discusses the steps in writing an effective procedural text. They discuss how to determine the purpose of a procedure text, identify the steps required, arrange the steps in a logical order, use clear and concise language, and use appropriate words and phrases to describe the steps. After that, students were divided into small groups and given the task of writing procedure texts about simple activities, such as making sweet iced tea. They work together to organize steps, match vocabulary, and ensure the use of clear and concise language.

Then, each group presented the procedural text they had created. The teacher provides positive feedback and suggestions for improvement for each procedural text presented. They also discussed the importance of using clear and appropriate vocabulary in procedural texts.

At the third meeting, the learning begins with an introduction where the teacher greets the students, takes attendance, and links the learning to the previous meeting. The teacher then asks students questions about their experiences in following procedural texts and whether they have ever experienced difficulty in following them.

In the core activity, each group was given material and asked to explain the importance of analyzing procedural texts before using them. They discuss how to understand the purpose of a procedure text, identify clear and detailed steps, ensure a logical sequence of steps, assess the clarity of instructions and appropriate use of language, and look for possible errors or omissions in the procedure text.

Next, students are divided into small groups and given several examples of procedural texts. They analyze the procedure text using the steps that have been explained. Students are also invited to look for potential errors or deficiencies and understanding in the vocabulary in the procedure text provided. They also use the method of memorizing vocabulary without memorizing the vocabulary together, led by their friends.

After that, each group was given the opportunity to try to follow the procedure text that had been analyzed. They record their experiences and identify whether the procedure text is effective or not. The results of the experiment or simulation are then discussed and students are invited to share experiences and provide feedback.

Before closing, students are given a post-test to measure their understanding after going through a series of learning. In closing, provide a brief conclusion about the importance of analyzing and testing procedural texts before using them. Students are also given a quiz about the procedure text before going home. then thanked him for his participation.

In this research, there were differences in treatment between the TAB 5 experimental class and the TAB 6 control class. The TAB 5 experimental class

received special treatment by implementing a reciprocal teaching strategy, which involves active interaction between teachers and students as well as collaboration in understanding and learning the material. Meanwhile, the TAB 6 control class did not receive the same treatment and used more general Genre-Based Approach (GBA) learning strategy, such as lectures from teachers, written assignments, and written exams. This difference in treatment allows researchers to compare the effectiveness of reciprocal teaching strategies with Genre-Based Approach (GBA) learning strategy in improving student understanding and achievement.

### 3. Overview and Learning Results

#### 1. Student Scores and Learning Outcomes for Reading Comprehension

This research was carried out by giving pretest and posttest questions to students in each class, namely the experimental class and the control class. The student test results are described in the form of a table, namely a table of student learning results for the English subject at SMK PGRI 2 Ponorogo.

Pretest and posttest score data for class X TAB 5 SMK PGRI 2 Ponorogo as an experimental class can be seen from table 4.1 below:

**Table 4.1 Results of Reading Comprehension Pre-Test and Post-Test for Class X TAB 5 (Experiment)**

LEARNING RESULTS OF READING COMPREHENSION PRE-TEST AND POST-TEST EXPERIMENT CLASS			
No	Gender	Score Pre-test	Score Post-test
1	L	55	75
2	L	45	60
3	L	40	65
4	L	45	65
5	L	70	90
6	L	55	75
7	L	60	70
8	L	50	80



9	L	25	50
10	L	50	70
11	L	45	65
12	L	15	35
13	L	50	70
14	L	40	60
15	L	35	55
16	L	70	90
17	L	65	85
18	L	40	60
19	L	55	75
20	L	35	55
21	L	60	80
22	L	50	70
23	L	55	75
24	L	45	65
25	L	30	50
26	L	45	80
27	L	55	75
28	L	40	60
29	L	25	45
30	L	60	65

Pretest and posttest score data for class X TAB 6 SMK PGRI 2 Ponorogo as the control class can be seen from table 4.2 below:

**Table 4.2 Results of Reading Comprehension Pre-Test and Post-Test for Class X TAB (Control)**

LEARNING RESULTS OF READING COMPREHENSION PRE-TEST AND POST-TEST CONTROL CLASS			
No	Gender	Score Pre-test	Score Post-test
1	L	45	55
2	L	35	50
3	L	50	65
4	L	30	45
5	L	55	55
6	L	55	60
7	L	70	75
8	L	35	30
9	L	35	50

10	L	55	70
11	L	40	65
12	L	65	85
13	L	25	40
14	L	50	60
15	L	60	55
16	L	45	70
17	L	70	85
18	L	75	80
19	L	45	65
20	L	30	50
21	L	50	45
22	L	60	50
23	L	65	85
24	L	55	65
25	L	35	55
26	L	55	60
27	L	45	50
28	L	30	45
29	L	25	40
30	L	60	65

From the calculation results, in this study the pretest and posttest scores for each class can be seen in table 4.3 below:

**Table 4.3 Description of Reading Comprehension Pre-Test and Post-Test Scores for Experimental Class and Control Class**

		Statistics			
		Pre-Test Eksperiment	Post-Test Eksperiment	Pre-test Kontrol	Post-test Kontrol
N	Valid	30	30	30	30
	Missing	0	0	0	0
	Mean	47,00	67,17	48,33	59,00
	Std. Error of Mean	2,404	2,357	2,575	2,575
	Median	47,50	67,50	50,00	57,50
	Std. Deviation	13,170	12,911	14,101	14,106
	Variance	173,448	166,695	198,851	198,966
	Range	55	55	50	55
	Minimum	15	35	25	30
	Maximum	70	90	75	85

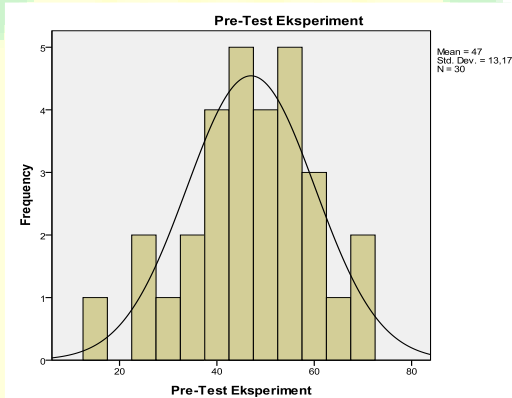
From the attached table 4.3 it can be seen that the pretest scores for the experimental and control classes have differences in their highest and lowest scores. So it can be concluded that the conditions of the experimental and control class students are superior to those in the control class. After treatment was given to the experimental class and the control class was not given treatment, then the two classes were given a posttest, there were differences in learning outcomes between the experimental class and the control class. The experimental class experienced an increase with a score of 67.17 (posttest), while class controls only experienced an increase with a score of 59.00 (posttest).

### 1. The Result of Students' Reading Comprehension Pre-test Score in Experimental Class

**Tabel 4.4 The Result of Students' Reading Comprehension Pre-Test Score in Experimental Class**

Pre-Test Eksperiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	3,3	3,3	3,3
	25	2	6,7	6,7	10,0
	30	1	3,3	3,3	13,3
	35	2	6,7	6,7	20,0
	40	4	13,3	13,3	33,3
	45	5	16,7	16,7	50,0
	50	4	13,3	13,3	63,3
	55	5	16,7	16,7	80,0
	60	3	10,0	10,0	90,0
	65	1	3,3	3,3	93,3
	70	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Students' reading comprehension scores range from low to high, as seen in table 4.4. There was 1 student who got 15 marks, 2 students who got 25 marks, 1 student who got 30 marks, 2 students who got 35 marks, 4 students who got 40 marks, 5 students who got 45 marks, 4 students who got 50 marks, 5 students got 55 marks, 3 students got 60 marks, 1 student got 65 marks and 2 students got 70 marks. The following histogram is shown below:



**Figure 4.1 Histogram of Pre-Test Experimental Class**

The statistical histogram provided shows an average of 47. This means that the average value of all existing data is 47. The standard deviation (std. dev) of 13.17 shows how far the data is spread from the mean. With a standard deviation of 13.17, this means that most of the data falls within a range of around 47 plus or minus 13.17. If it is less it is in the low category, if it is between the two it is in the medium category and if it is added it is in the high category. N=30 indicates that there are 30 amounts of data. Thus, this histogram shows the distribution of data with a mean of 47 and a standard deviation of 13.17 from 30 amounts of data.

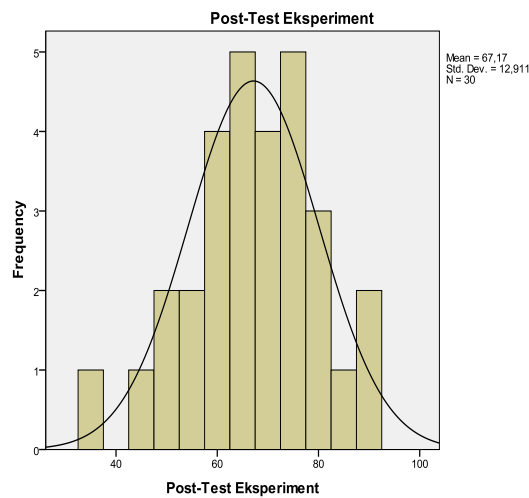
## 2. The Result of Students' Post-test Reading Comprehension Score in Experimental Class

**Table 4.5 The Result of Students' Reading Comprehension Post-test Score in Experimental Class**

**Post-Test Eksperiment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3,3	3,3	3,3
	45	1	3,3	3,3	6,7
	50	2	6,7	6,7	13,3
	55	2	6,7	6,7	20,0
	60	4	13,3	13,3	33,3
	65	5	16,7	16,7	50,0
	70	4	13,3	13,3	63,3
	75	5	16,7	16,7	80,0
	80	3	10,0	10,0	90,0
	85	1	3,3	3,3	93,3
	90	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Students' reading comprehension scores range from low to high, as seen in table 4.5. There was 1 student who got a score of 35, 1 student who got a score of 45, 2 students who got a score of 50, 2 students who got a score of 55, 4 students who got a score of 60, 5 students who got a score of 65, 4 students who got a score of 70, 5 students got 75 marks, 3 students got 80 marks, 1 student got 85 marks and 2 students got 90 marks. The following histogram is shown below:



**Figure 4.2 Histogram of Post-Test Experimental Class**

The statistical histogram provided shows an average (mean) of 67.17. This means that the average value of all existing data is 67.17. The standard deviation (std. dev) of 12.911 shows how far the data is spread from the mean. With a standard deviation of 12.911, this means that most of the data falls within a range of around 67.17 plus or minus 12.911. If it is less it is in the low category, if it is between the two it is in the medium category and if it is added it is in the high category. N=30 indicates that there are 30 amounts of data. Thus, this histogram shows the distribution of data with a mean of 67.17 and a standard deviation of 12.911 from 30 amounts of data.

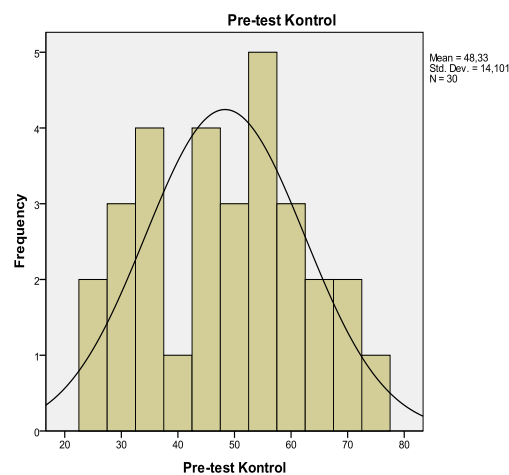
### 3. The Result of Students' Reading Comprehension Pret-test Score in control Class.

**Table 4.6 The Result of Students' Reading Comprehension Pret-Test Score in Control Class**

Pre-test Kontrol				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	25	2	6,7	6,7	6,7
	30	3	10,0	10,0	16,7
	35	4	13,3	13,3	30,0
	40	1	3,3	3,3	33,3
	45	4	13,3	13,3	46,7
	50	3	10,0	10,0	56,7
	55	5	16,7	16,7	73,3
	60	3	10,0	10,0	83,3
	65	2	6,7	6,7	90,0
	70	2	6,7	6,7	96,7
	75	1	3,3	3,3	100,0
Total		30	100,0	100,0	

Students' reading comprehension scores range from low to high, as seen in table 4.6. There were 2 students who got 25 marks, 3 students who got 30 marks, 4 students who got 35 marks, 1 student who got 40 marks, 4 students who got 45 marks, 3 students who got 50 marks, 5 students who got 55 marks, 3 students got 60 marks, 2 students got 65 marks, 2 students got 70 marks and 1 student got 75 marks. The following histogram is shown below:



**Figure 4.3 Histogram of Pre-Test Control Class**

The statistical histogram provided shows an average (mean) of 48.33. This means that the average value of all existing data is 48.33. The standard deviation

(std. dev) of 14.101 shows how far the data is spread from the mean. With a standard deviation of 14.101 this means that most of the data is in the range of around 48.33 plus or minus 14.101. If it is less it is in the low category, if it is between the two it is in the medium category and if it is added it is in the high category. N=30 indicates that there are 30 amounts of data. Thus, this histogram shows the distribution of data with a mean of 48.33 and a standard deviation of 14.101 from 30 amounts of data.

#### 4. The Result of Students' Reading Comprehension Post-test Score in control Class

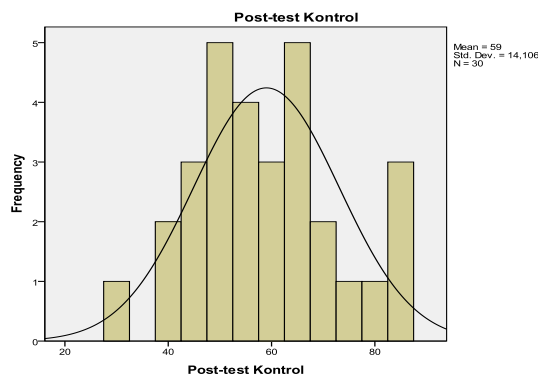
**Table 4.7 The Result of Students' Reading Comprehension Post-Test Score in Control Class**

		Post-test Kontrol			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3,3	3,3	3,3
	40	2	6,7	6,7	10,0
	45	3	10,0	10,0	20,0
	50	5	16,7	16,7	36,7
	55	4	13,3	13,3	50,0
	60	3	10,0	10,0	60,0
	65	5	16,7	16,7	76,7
	70	2	6,7	6,7	83,3
	75	1	3,3	3,3	86,7
	80	1	3,3	3,3	90,0
	85	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Students' reading comprehension scores range from low to high, as seen in table 4.7. There was 1 student who got 30 marks, 2 students who got 40 marks, 3 students who got 45 marks, 5 students who got 50 marks, 4 students who got 55 marks, 3 students who got 60 marks, 5 students who got 65 marks, 2 students got



70 marks, 1 student got 75 marks, 1 student got 80 marks and 3 students got 85 marks. The following histogram is shown below:



**Figure 4.4 Histogram of Post-Test Control Class**

The statistical histogram provided shows an average of 59. This means that the average value of all existing data is 59. The standard deviation (std. dev) of 14.106 shows how far the data is spread from the mean. With a standard deviation of 14.106 this means that most of the data is in the range of around 59 plus or minus 14.106. If it is less it is in the low category, if it is between the two it is in the medium category and if it is added it is in the high category. N=30 indicates that there are 30 amounts of data. Thus, this histogram shows the distribution of data with a mean of 59 and a standard deviation of 14.106 from 30 amounts of data.

## **2. Grades and student learning outcomes for vocabulary mastery**

This research was carried out by giving pretest and posttest questions to students in each class, namely the experimental class and the control class. The student test results are described in the form of a table, namely a table of vocabulary mastery learning results for students in the English subject at SMK PGRI 2 Ponorogo.

Pretest and posttest score data for class X TAB 5 SMK PGRI 2 Ponorogo as an experimental class can be seen from table 4.8 below:

**Table 4.8 Results of Vocabulary Mastery Pre-Test and Post-Test Class X TAB 5 (Experiment)**

VOCABULARY MASTERY LEARNING RESULTS PRE-TEST AND POST-TEST EXPERIMENT CLASS			
No	Gender	Score Pre-Test	Scorer Post-Test
1	L	50	75
2	L	50	75
3	L	55	80
4	L	40	65
5	L	40	65
6	L	45	70
7	L	50	75
8	L	50	75
9	L	55	80
10	L	55	80
11	L	60	85
12	L	65	90
13	L	65	90
14	L	70	95
15	L	65	90
16	L	60	85
17	L	60	85
18	L	65	90
19	L	70	95
20	L	65	95
21	L	60	85
22	L	55	80
23	L	55	80
24	L	60	85
25	L	65	90
26	L	60	85
27	L	55	80
28	L	50	75
29	L	65	80
30	L	70	85

Pretest and posttest score data for class X TAB 6 SMK PGRI 2 Ponorogo as the control class can be seen from table 4 below:

**Table 4.9 Results of Vocabulary Mastery Pretest and Posttest Class X TAB 6 (Control)**

VOCABULARY MASTERY LEARNING RESULTS PRE-TEST AND POST-TEST CONTROL CLASS			
No	Gender	Score Pre-test	Score Post-test
1	L	40	55
2	L	55	70
3	L	45	60
4	L	55	70
5	L	50	65
6	L	45	60
7	L	55	70
8	L	65	80
9	L	50	65
10	L	55	70
11	L	50	65
12	L	45	60
13	L	55	70
14	L	45	60
15	L	60	75
16	L	50	65
17	L	60	75
18	L	70	85
19	L	50	65
20	L	65	80
21	L	60	75
22	L	55	70
23	L	65	80
24	L	65	85
25	L	70	85
26	L	60	75
27	L	65	80
28	L	55	70
29	L	65	80
30	L	70	85

From the calculation results, in this study the pretest and posttest scores for each class can be seen in table 4.10 below

**Table 4.10 Description of Reading Comprehension Pre-Test and Post-Test Scores for Experimental Class and Control Class**

		Statistics			
		Pre-Test Eksperiment	Post-Test Eksperiment	Pre-Test Kontrol	Post-Test Kontrol
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		57,67	82,17	56,50	71,67
Std. Error of Mean		1,511	1,472	1,538	1,578
Median		60,00	82,50	55,00	70,00
Std. Deviation		8,277	8,060	8,423	8,644
Variance		68,506	64,971	70,948	74,713
Range		30	30	30	30
Minimum		40	65	40	55
Maximum		70	95	70	85

From the attached table it can be seen that the pretest scores for the experimental and control classes are similar in their highest and lowest scores. So it can be concluded that the conditions of the experimental and control class students are equally superior. After being given treatment the experimental class and the control class were not given treatment, then the two classes were given a posttest and there were differences in learning outcomes between the experimental class and the control class. The experimental class experienced an increase with a score of 82.17 (posttest), while the control class only experienced an increase with a score of 71.67 (posttest).

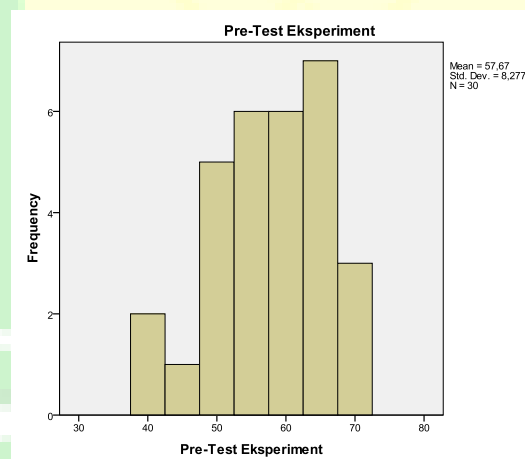
### 1. The Result of Students' Vocabulary Mastery Pre-Test Score in Experimental Class

**Tabel 4.11 The Result of Students' Vocabulary Mastery Pre-Test Score in Experimental Class**

		Pre-Test Eksperiment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6,7	6,7	6,7
	45	1	3,3	3,3	10,0

50	5	16,7	16,7	26,7
55	6	20,0	20,0	46,7
60	6	20,0	20,0	66,7
65	7	23,3	23,3	90,0
70	3	10,0	10,0	100,0
Total	30	100,0	100,0	

Students' vocabulary mass scores range from low to high, as seen in table 4.11. There were 2 students who got a score of 40, 1 student who got a score of 45, 5 students who got a score of 50, 6 students who got a score of 55, 6 students who got a score of 60, 7 students who got a score of 65 and 3 students who got a score of 70. The following histogram is shown below:



**Figure 4.5 Histogram of Pre-Test Eksperiment Class**

The statistical histogram provided shows an average (mean) of 57.67. This means that the average value of all existing data is 57.67. The standard deviation (std. dev) of 8.277 shows how far the data is spread from the mean. With a standard deviation of 8.277, this means that most of the data falls within a range of around 57.67 plus or minus 8.277. If it is less it is in the low category, if it is between the two it is in the medium category and if it is added it is in the high

category.  $N=30$  indicates that there are 30 amounts of data. Thus, this histogram shows the distribution of data with a mean of 57.67 and a standard deviation of 8.277 from 30 amounts of data.

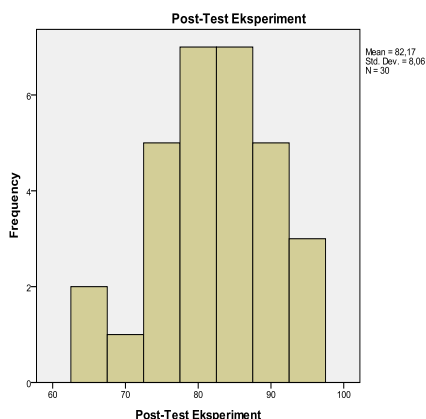
## 2. The Result of Students' Vocabulary Mastery Post-test Score in Experimental Class

**Table 4.12. The Result of Students' Vocabulary Mastery Post-test Score in Experimental Class**

**Post-Test Eksperiment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	6,7	6,7	6,7
	70	1	3,3	3,3	10,0
	75	5	16,7	16,7	26,7
	80	7	23,3	23,3	50,0
	85	7	23,3	23,3	73,3
	90	5	16,7	16,7	90,0
	95	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Students' vocabulary mastery scores range from low to high, as seen in table 4.12 There were 2 students who got a score of 65, 1 student who got a score of 70, 5 students who got a score of 75, 7 students who got a score of 80, 7 students who got a score of 85, 5 students who got a score of 90 and 3 students who got a score of 95 The following histogram is shown below:



**Figure 4.6 Histogram of Post-Test Eksperiment Class**

The statistical histogram provided shows an average (mean) of 82.17. This means that the average value of all existing data is 82.17. The standard deviation (std. dev) of 8.06 shows how far the data is spread from the mean. With a standard deviation of 8.06, this means that most of the data falls within a range of around 82.17 plus or minus 8.06. If it is less it is in the low category, if it is between the two it is in the medium category and if it is added it is in the high category. N=30 indicates that there are 30 amounts of data. Thus, this histogram shows the distribution of data with a mean of 82.17 and a standard deviation of 8.06 from 30 amounts of data.

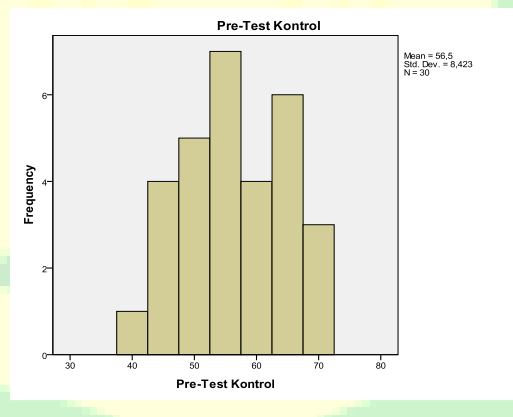
### **3 .The Result of Students' Vocabulary Mastery Pret-Test Score in Control Class**

**Table 4.13. The Result of Students' Vocabulary Mastery Pret-Test Score in Control Class**

		Pre-Test Kontrol			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3,3	3,3	3,3
	45	4	13,3	13,3	16,7
	50	5	16,7	16,7	33,3
	55	7	23,3	23,3	56,7

60	4	13,3	13,3	70,0
65	6	20,0	20,0	90,0
70	3	10,0	10,0	100,0
Total	30	100,0	100,0	

Students' vocabulary mass scores range from low to high, as seen in table 4.13. There is 1 student who got a score of 40, 4 students who got a score of 45, 5 students who got a score of 50, 7 students who got a score of 55, 4 students who got a score of 60, 6 students who got a score of 65 and 3 students who got a score of 70. histogram is shown below:



**Figure 4.7 Histogram of Pre-Test Control Class**

The statistical histogram provided shows an average of 56.5. This means that the average value of all existing data is 56.5. The standard deviation (std. dev) of 8.423 shows how far the data is spread from the mean. With a standard deviation of 8.423, this means that most of the data falls within a range of around 56.5 plus or minus 8.423. If it is less it is in the low category, if it is between the two it is in the medium category and if it is added it is in the high category. N=30 indicates that there are 30 amounts of data. Thus, this histogram shows the



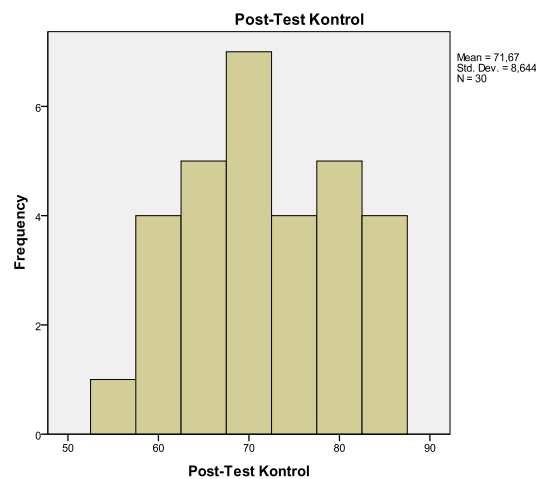
distribution of data with a mean of 56.5 and a standard deviation of 8.423 from 30 amounts of data.

#### 4. The Result of Students' Vocabulary Mastery Post-Test Score in Control Class

**Table 4.14 The Result of Students' Vocabulary Mastery Post-test Score in Control Class**

Post-Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3,3	3,3	3,3
	60	4	13,3	13,3	16,7
	65	5	16,7	16,7	33,3
	70	7	23,3	23,3	56,7
	75	4	13,3	13,3	70,0
	80	5	16,7	16,7	86,7
	85	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

Students' vocabulary mass scores range from low to high, as seen in table 4.14. There was 1 student who got a score of 55, 4 students who got a score of 60, 5 students who got a score of 65, 7 students who got a score of 70, 4 students who got a score of 75, 5 students who got a score of 80 and 4 students who got a score of 85. The following histogram is shown below:



**Figure 4.8 Histogram of Post-Test Control Class**

The statistical histogram provided shows an average (mean) of 71.67. This means that the average value of all existing data is 71.67. The standard deviation (std. dev) of 8.644 shows how far the data is spread from the mean. With a standard deviation of 8.644, this means that most of the data falls within a range of around 71.67 plus or minus 8.644. If it is less it is in the low category, if it is between the two it is in the medium category and if it is added it is in the high category. N=30 indicates that there are 30 amounts of data. Thus, this histogram shows the distribution of data with a mean of 71.67 and a standard deviation of 8.644 from 30 amounts of data.

## **C. Data Analysis And Hypothesis Testing**

### **1. Normality Test**

In this research, researchers used a normality test with the help of SPSS version 18 software. The normality test used was the Kolmogorov-Smirnov test. The significance level used in this test is 0.05. The purpose of this normality test

is to determine whether the distribution of research data follows a normal distribution pattern.

## 1. Reading comprehension normality test

**Tabel 4.15 Test of Normality Reading Comprehension.**

Kelas		Tests of Normality		
		Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	df	Sig.
Student Learning	Pre-Test Eksperimen (PBL)	,106	30	,200 <sup>*</sup>
Outcomes	Post-Test Eksperimen (PBL)	,100	30	,200 <sup>*</sup>
	Pre-Test Kontrol (Konvensional)	,128	30	,200 <sup>*</sup>
	Post-Test Kontrol (Konvensional)	,112	30	,200 <sup>*</sup>

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

From the results of the Kolmogorov-Smirnov test, the data analyzed by the researchers showed a normal distribution that significantly exceeded the significance level set at 0.05. This shows that the reading comprehension normality test data is statistically normally distributed.

## 2. Vocabulary Mastery Normality Test

**Tabel 4.16 Test of Normality Vocabulary Mastery**

Kelas		Tests of Normality		
		Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	df	Sig.
Student Learning	Pre-Test Eksperimen (PBL)	,146	30	,105
Outcomes	Post-Test Eksperimen (PBL)	,137	30	,154
	Pre-Test Kontrol (Konvensional)	,144	30	,117
	Post-Test Kontrol (Konvensional)	,143	30	,119

a. Lilliefors Significance Correction

From the results of the Kolmogorov-Smirnov test in table 4.17, the data analyzed by the researcher shows a normal distribution that significantly exceeds

the significance level set at 0.05. This shows that the vocabulary mastery normality test data is statistically normally distributed.

## 2. Homogeneity Test

The researcher used a homogeneity of variance test with the help of SPSS version 18 software. The significance level used in this test was 0.05. The purpose of the homogeneity of variance test is to evaluate whether the variations between the groups compared in this study have significant differences.

### 1. Test the Homogeneity of Reading Comprehension

**Tabel 4.17 Test of Homogeneity of Variance Reading Comprehension**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Student	Based on Mean	,324	1	58	,571
Learning	Based on Median	,318	1	58	,575
Outcomes	Based on Median and with adjusted df	,318	1	57,745	,575
	Based on trimmed mean	,324	1	58	,571

From the results of the homogeneity test in table 4.18 above, the data analyzed by the researcher shows that the level of reading comprehension is significantly homogeneous, exceeding the significance level set at 0.05, namely  $0.571 > 0.05$ . This indicates that the data regarding reading mastery in this study can be considered statistically homogeneous with a significance level that is higher than the predetermined value.

## 2. Vocabulary Mastery Homogeneity Test

**Tabel 4.18 Test of Homogeneity of Variance Vocabulary Mastery**

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	,372	1	58	,544
	Based on Median	,155	1	58	,695
	Based on Median and with adjusted df	,155	1	57,252	,695
	Based on trimmed mean	,386	1	58	,537

From the results of the homogeneity test in table 4.19 above, the data analyzed by the researcher shows that the level of vocabulary mastery is significantly homogeneous, exceeding the significance level set at 0.05, namely  $0.544 > 0.05$ . This indicates that the data regarding reading mastery in this study can be considered statistically homogeneous with a significance level higher than the predetermined value.

### 3. Hypothesis Test

After carrying out the normality test and homogeneity test, the researcher continued by using hypothesis testing, namely the independent t-test. This test is used to compare the means between two independent groups in this study.

#### 1. Hypothesis Test Reading Comprehension

**Table 4.19 Hypothesis Reading Comprehension Test**

		Group Statistics			
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Student Learning Outcomes	Post-Test Kelas Eksperiment (PBL)	30	67,17	12,911	2,357
	Post-Test Kelas Kontrol (Konvensional)	30	59,00	14,106	2,575

Based on the data in table 4.20 above, it was found that the mean score for the experimental class was 67.14, while the control class was 59.00. From this

difference, it can be concluded that there is a difference in the mean post-test reading comprehension scores of students between the experimental class and the control class. Next, to test this difference statistically, an independent samples t-test was carried out. This test will provide information on whether the mean difference is significant. Below you can see the independent sample test table.

**Table 4.20 Results of the Hypothesis Reading Comprehension Test**

		Levene's Test for Equality of Variances	
		F	Sig.
Student Learning Outcomes	Equal variances assumed	,324	,571
	Equal variances not assumed		

t-test for Equality of Means						
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
2,339	58	,023	8,167	3,491	1,178	15,155
2,339	57,552	,023	8,167	3,491	1,177	15,156

If you look at table 4.21 above, a number of decisions can be chosen by considering the following methods:

Ho: If the value is significant (2-tailed).  $\geq 0.05$  there is no significant difference between the reading comprehension of students who are taught using reciprocal teaching and those who are not in the control class and the experimental class or the hypothesis is rejected.

Hi = . If the value is significant (2-tailed)  $\leq 0.05$ , there is a significant difference between the reading comprehension of students who are taught using reciprocal

teaching and those who are not in the control class and the experimental class or the hypothesis is accepted.

Based on the results of the independent sample t-test in table 4.21, it was found that the sig (2-tailed) significance value was 0.023. In this case, because the sig (2-tailed) value is smaller than 0.05, there is a significant difference between the mean post-test reading comprehension scores of students between the experimental class and the control class. Therefore, the alternative hypothesis (hi) is accepted, while the null hypothesis (ho) is rejected.

## 2. Hypothesis Test Vocabulary Mastery

**Table 4.21 Vocabulary Mastery Hypothesis Test**

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error Mean
Student Learning Outcomes	Post-Test Kelas Eksperimen (PBL)	30	82,17	8,060	1,472
	Post-Test Kelas Kontrol (konvensional)	30	71,67	8,644	1,578

Based on the data in table 4.22 above, it was found that the mean score for the experimental class was 82.17, while the control class was 71.67. From this difference, it can be concluded that there is a difference in the mean post-test vocabulary scores of students between the experimental class and the control class. Next, to test this difference statistically, an independent samples t-test was carried out. This test will provide information on whether the mean difference is significant. Below you can see the independent sample test table.

**Table 4.22 Independent Hypothesis Vocabulary Mastery Test**

	Levene's Test for Equality of Variances	
	F	Sig.

Student Learning Outcomes	Equal variances assumed	,372	,544
	Equal variances not assumed		

t-test for Equality of Means						
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
4,866	58	,000	10,500	2,158	6,181	14,819
4,866	57,719	,000	10,500	2,158	6,180	14,820

If you look at table 4.23 above, a number of decisions can be chosen by considering the following methods:

Ho: If the value is significant (2-tailed).  $\geq 0.05$  there is no significant difference between the vocabulary mastery of students who are taught using reciprocal teaching and those who are not in the control class and the experimental class or the hypothesis is rejected.

Hi = . If the value is significant (2-tailed)  $\leq 0.05$ , there is a significant difference between the vocabulary mastery of students who are taught using reciprocal teaching and those who are not in the control class and the experimental class or the hypothesis is accepted.

Based on the results of the independent sample t-test in table 4.23, it was found that the sig (2-tailed) significance value was 0.000. In this case, because the sig (2-tailed) value is smaller than 0.05, there is a significant difference between the mean post-test vocabulary mastery scores of students between the experimental class and the control class. Therefore, the alternative hypothesis (hi) is accepted, while the null hypothesis (ho) is rejected.



## D. Discussion

In this research, different treatments were carried out between the control class and the experimental class in learning English, especially in improving reading comprehension. The experimental class was given treatment using a reciprocal teaching strategy, which involves active interaction between teachers and students as well as collaboration in understanding and studying reading texts. Meanwhile, the control class did not receive this treatment and continued to use Genre-Based Approach (GBA) learning strategy. The results showed that the mean value for the experimental class was 67.14, while for the control class it was 59.00. This difference indicates that the experimental class has a higher average score in reading comprehension compared to the control class.

Furthermore, the results of statistical tests show that the p or sig value obtained is .023, which is smaller than 0.005. This shows that the difference between the experimental class and the control class in terms of reading comprehension is statistically significant. In other words, the use of reciprocal teaching strategies in the experimental class has a significant impact in improving students' reading comprehension compared to Genre-Based Approach (GBA) learning strategy used in the control class.

Likewise, with vocabulary mastery, different treatment was carried out between the control class and the experimental class in learning English, especially in improving vocabulary mastery or mastery of vocabulary. The experimental class was given treatment using a reciprocal teaching strategy, which involves active interaction between teachers and students as well as collaboration in acquiring and mastering new vocabulary. Meanwhile, the control class did not

receive this treatment and continued to use Genre-Based Approach (GBA) learning strategy. The results showed that the mean value for the experimental class was 82.17, while for the control class it was 71.67. This difference indicates that the experimental class has a higher average vocabulary mastery compared to the control class.

Furthermore, the results of statistical tests show that the p or sig value obtained is .000 smaller than 0.05. This shows that the difference between the experimental class and the control class in terms of vocabulary mastery is statistically significant. In other words, the use of reciprocal teaching strategies in the experimental class has a significant impact in increasing students' vocabulary mastery compared to Genre-Based Approach (GBA) learning strategy used in the control class.

This research is in line with previous research conducted by Mohamad Reza Ahmadi, Hairul Nizam Ismail et al, Mariska Okkinga, Santi Nurdianti, Odo Fadloeli et al, who also stated that the reciprocal teaching strategy has significant benefits for students in improving reading comprehension and vocabulary mastery. The results of their research show that the use of reciprocal teaching strategies has a real positive impact on students. In this context, this research adds evidence that supports that the reciprocal teaching strategy is effective in improving students' reading comprehension and vocabulary mastery. These findings show that through active interaction, collaboration, and the application of reciprocal teaching strategies, students can better develop their reading skills and expand their vocabulary.<sup>38</sup>

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<sup>38</sup> Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal

Thus, the reciprocal teaching strategy can be considered an effective strategy to improve students' reading comprehension and vocabulary mastery.

This research supports the results of previous research which shows the benefits and positive impact of reciprocal teaching strategies in the context of learning students' reading comprehension and vocabulary mastery. Reciprocal Teaching has been proven to be effective to enhance students' reading comprehension and vocabulary mastery. However, this strategy is superior in teaching vocabulary mastery than reading comprehension. In Reciprocal Teaching, students work together in small groups to teach each other. In this process, students actively use new vocabulary in meaningful contexts, thereby helping them understand and remember the vocabulary mastery better.

Even though Reciprocal Teaching is effective in improving these two aspects, in this research the superiority of the strategy lies in mastering understanding. The theory taken by researchers shows that Reciprocal Teaching is effective in improving reading comprehension and vocabulary mastery. Collaborative Reciprocal Teaching strategies also play an important role in improving reading comprehension and vocabulary mastery simultaneously.

However, in this theory, reading comprehension is superior to vocabulary mastery. Research conducted at SMK PGRI 2 Ponorogo showed that the

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Teaching Strategy," *International Journal of Learning and Development* 2, no. 6 (2020): 186, <https://doi.org/10.5296/ijld.v2i6.2882>.

Mariska Okkinga et al., "Effects of Reciprocal Teaching on Reading Comprehension of Low-Achieving Adolescents. The Importance of Specific Teacher Skills," *Journal of Research in Reading* 41, no. 1 (2019): 20–41, <https://doi.org/10.1111/1467-9817.12082>.

Odo Fadloeli Santi Nurdianti, Resti Rosita, "Improving Students' Reading Comprehension Through Reciprocal Teaching Strategy on Narrative Text," *PROJECT (Professional Journal of English Education)* 2, no. 5 (2019): 601, <https://doi.org/10.22460/project.v2i5.p601-607>.

Iskandar Abdullah and Simon Dai, "Enhancing The Students' Ability in Reading Comprehension Through Reciprocal Teaching Strategy," *Journal of Comprehensive Science* 2, no. 5 (2023): 1271–82.

reciprocal teaching strategy for reading comprehension and vocabulary mastery was significant but superior for vocabulary mastery.



## CHAPTER V

### CLOSING

#### A. Conclusion

The use of the reciprocal teaching strategy in the experimental class proved effective in increasing students' reading comprehension and vocabulary mastery. Through active interaction between teachers and students, as well as collaboration in groups, students can better develop their reading skills and expand their vocabulary. On the other hand, even though the control class used Genre-Based Approach (GBA) learning strategies, the results obtained also showed a significant increase in students' reading comprehension and vocabulary mastery. This shows that although the reciprocal teaching strategy provides higher effectiveness, Genre-Based Approach (GBA) learning strategies still provide benefits for students in improving their English skills.

Thus, it can be concluded that the application of the reciprocal teaching strategy in the experimental class and Genre-Based Approach (GBA) learning strategies in the control class both provide effective results in improving students' reading comprehension and vocabulary mastery. This shows that there are various strategy that can be used in learning English, and it is important for teachers to choose a method that suits the needs and characteristics of students.

From this, the researcher concluded that there was a significant difference in reading comprehension between students who were taught using a reciprocal teaching strategy and those who were not and there was a significant difference in vocabulary mastery between students who were taught using a reciprocal teaching strategy and those who were not.

So it is clear again that this reciprocal teaching strategy is effective in improving students' reading comprehension and vocabulary mastery at SMK PGRI 1 Ponorogo.

### **B. Recommendations**

Based on the discussion that has been carried out, there are several suggestions that can be given based on the use of reciprocal teaching strategies in experimental classes which have been proven to be more effective in improving students' reading comprehension and vocabulary mastery:

#### 1. For English Teachers

Teachers can use the reciprocal teaching strategy as a teaching strategy to improve students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo. Teachers can hold training sessions or workshops for other fellow teachers to introduce and share experiences using reciprocal teaching strategies in learning.

#### 2. For English Students

Students can be actively involved in the learning process by implementing reciprocal teaching strategies, such as teaching each other, formulating questions, concluding, and clarifying understanding. Students can utilize the reciprocal teaching strategy as a tool to improve their reading comprehension and vocabulary mastery.

#### 3. For the Next Researchers

Other researchers can continue this research by digging deeper into the factors that influence the effectiveness of reciprocal teaching strategies in improving students' reading comprehension and mathematics mastery. Other

researchers can expand the scope of this research by involving more schools and research subjects to obtain broader generalizations.

By implementing these suggestions, it is hoped that English learning can be more effective in improving students' overall reading comprehension and vocabulary mastery. Hopefully these suggestions can help teachers, students and other researchers in optimizing the use of reciprocal teaching strategies to improve students' reading comprehension and vocabulary mastery at SMK PGRI 2 Ponorogo.



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