

The Effect of The Application of Reciprocal Teaching Strategy (RTS) and Reading Motivation Towards The Eighth Grade Students' Reading Ability at Junior High School 35 Palembang

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Abstract

Reciprocal teaching strategy (RTS) is an instructional activity that takes text from of dialogue between teachers and students regrinding segments of the text for the purpose of constructing the meaning of text. A reciprocal provides students with four specific reading strategies that are actively and consciously used to support comprehension; questioning, clarifying, summarizing, and predicting. Reading is an activity that is done by written text or print text as a medium. In this activity readers decode and interpret the language to get the meaning. This study aims to determine student reading motivation towards reciprocal teaching strategy on the eight grade students' reading ability at Junior High School 35 Palembang.

Keywords: *reading, motivation, reciprocal teaching strategy (RTS)*

INTRODUCTION

English teaching aims at mastering four basic skills of language, which there are; listening, speaking, reading, and writing skills. The four language skills should be taught interruptedly, so the students can master four language skills. Reading is on of four skills which must be taught by the teacher to the students.

Claimed that reading is useful for language acquisition provided that students more or less understand what read, the more they read, the better they get it. Everyone is obliged to pursue all information. He must have the skills to collect data quickly and correctly. Students are able to read not because it is coincidence or driven by inspiration, but because it is taught. Reading is not a natural activity, but a set of components that are individually controlled and gruel, which is a process that is carried or used by the reader to get a message that would be submitted by the author through the medium of words/ written language.

Based on some problems that have been discussed, it is very important to conduct a study as the effect of the application of reciprocal teaching strategy (RTS) and reading motivation towards the eight grade students reading ability at junior high school 35 Palembang. The researcher believes that this technique can improve students' reading comprehension. The reciprocal teaching will facilitate students with reading strategies and reading activities in the form of discussion or dialogue. Students will learn reading using some strategies; therefore they do not need to translate each word in the text. Moreover, students will have a chance to interact with their friends and the teacher.

RESULT AND DISCUSSION

Concept of Reading

Reading is an activity that is done by written text or print text as a medium. In this activity readers decode and interpret the language to get the meaning. Define reading as the process of receiving and interpreting information encoded in language via the medium of print. Says that reading has different meaning, for some people reading is recognizing written words, while for others it is an opportunity to teach their pronunciation and to practice speaking [1]. Based on those definitions, it can be concluded that reading definition is become different for each reader. It depends on the reader's aim in reading. Comprehension is the main aim of

reading activity. By reading comprehension, people can get information of the written text that they have read. States that comprehension is the process when readers dig and relate information of the text with what they already have known. In addition, define comprehension is not only interpreting and understanding words but also relate the idea of the text with readers' knowledge. Based on those definitions, it can be concluded that reading comprehension is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the knowledge that readers have known.

Reciprocal Teaching Strategy (RTS)

Reciprocal teaching strategy is an instructional activity that takes text from of dialogue between teachers and students regrinding segments of the text for the purpose of constructing the meaning of text. reciprocal teaching is a reading technique which is thought to promote the teaching process [2]. A reciprocal provides students with four specific reading strategies that are actively and consciously used to support comprehension; questioning, clarifying, summarizing, and predicting.

Reading Motivation

Motivation is defined as the process that initiates, guides, and maintains goal oriented behavior. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge." Motivation involves the biological, emotional, social, and cognitive forces that activate behavior [3].

The Reasons of Using Reciprocal Teaching

There are some reasons of using reciprocal teaching in improving reading. As stated before the reciprocal teaching will help students to read comprehensibly. The reciprocal teaching method itself could be the prime reason for success. Those two experts said that he reciprocal teaching involves extensive modeling of the type of comprehension fostering and comprehension-monitoring activities and forces students to respond the text. Each stage of the reciprocal teaching will lead students to read comprehensibly [4].

Reading Strategies of Reciprocal Teaching

Claim that in reciprocal teaching students will learn to use the four reading strategies. They are prediction, summarization, question generation, and clarification. Students apply these strategies while they are discussing text with the teacher and their peers. Her is the explanation of those four strategies [5].

Predicting

Predicting is a strategy that involves finding clues in the structure and content of passage about what will happen next in the text. Students must active their background knowledge that relates to the topic in the text. For example, students can use the title and some clues in the text to guess what the text about is and what the next in the text. Students will share and discuss their predictions with their group.

Clarifying

Clarifying involves understanding something that is not clear when there is failure in comprehension and taking steps to restore meaning. In this step, students learn how to be prepared in reading text that they do not understand. If students find a word which they do not know its meaning, they will define the word by reading the sentence or relate it to the topic. Students also learn defining words of reference like it, them, they, which, that, them, etc. This may signal the meaning of unfamiliar word.

3. Question Generating

Question generating is erecting important information, rather than unimportant details. Students learn how to find important information by using questioning words like who, what, when, where, how and why. Students try to comprehend a text by asking questions about the main idea from the passage, and questions about important details.

Summarizing

Summarizing is identifying and integrating the most important information in the text. Students are taught to make one or two sentence which tells the most important ideas contained in a paragraph or a text. Students are instructed to put the topic sentence of the paragraph. If there is no topic, students are taught summarizing by combining the sentence that they have underlined which containing the most relevant ideas. Then students are asked to place the most important details to support the topic sentence and delete unimportant information.

Foundations of Reciprocal Teaching

Each strategy has foundation. The reciprocal teaching also has some foundations. Foundations of reciprocal teaching (RT) are as follows.(1) check off evidence of the use of all four foundations, (2) check off evidence of the use of think-aloud, (3) check off evidence of the use of cooperative learning (in pairs or in groups), (4) check off evidence of the use of scaffolding (i.e., providing support through modelling, offering guided practice, giving additional feedback, and encouraging independent work), (5) check off evidence of the use of metacognition (i.e., reviewing how to use the strategies, reflecting on strategy use, and discussing the strategies), (6) check off evidence of the use of tools used to promote metacognition (e.g., Reciprocal Teaching Chart, Be the Teacher Bookmark, etc.)Those foundations are to confirm or verify whether the bases of the reciprocal teaching like, think-aloud, scaffolding, and metacognition process exist in the teaching learning process or not. It is important to make sure that those bases of the reciprocal teaching apply in the class because it will influence the process of students' reading comprehension improvement [6].

Conventional Teaching

State that traditional teaching method in language learning are teacher-centred instruction; information delivery; passive learning; reactive response; isolate, artificial context; single-path progression; teacher's role; teaching, correcting, and punishing. Traditional teaching classroom settings are teacher-centered where the teacher often talks to control the students in the classroom instead of encouraging them to interact, ask questions or make them understand the lesson thoroughly. This means that teacher controls and handles the class during the process of learning. Meanwhile, the students follow the teacher's instructions intend to do them. In conventional teaching, the teacher of English will teach the students through traditional technique [7].

CONCLUSION

Based on those definitions, it can be concluded that reading comprehension is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the knowledge that readers have known

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