

CHAPTER V

FINDINGS AND DISCUSSION OF DATA FROM TEST AND FROM QUESTIONNAIRE

Chapter IV has discussed the implementation of reciprocal strategy in teaching reading comprehension. It presents the phases of reciprocal strategy applied in this study.

This chapter presents the data obtained from test and questionnaire to answer research questions regarding the effects of reciprocal teaching strategy on the students' reading comprehension and the students' attitudes toward its implementation.

5.1 The Effects of Reciprocal Teaching Strategy on the Students' Reading Comprehension

5.1.1 Data from Test

This section reveals the findings from the reading comprehension pretest and posttest of control and experimental group related to research questions stated in Chapter 1, "what is the effect of reciprocal teaching strategy on students' reading comprehension?"

To see the effect of reciprocal teaching strategy on the students' reading comprehension, the post test scores of the experimental group and of control group (see Appendix 13) as discussed in chapter III (section 3.4.1) were analyzed using SPSS V. 16 in several steps.

First, to see whether the scores of both groups had normal distribution the test of normality was conducted.

Table 5.1: Table of Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
POSTTESTCONTROL	.119	30	.200 [*]	.976	30	.715

POSTTESTEXPERIMENT	.142	30	.125	.938	30	.080
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Table 5.1 shows that the scores of posttest of the control group lay on the level of significance 0.715 with degree of freedom 30. Meanwhile, the scores of the experimental group lay on the level of significance 0 .80 with degree of freedom 30. As both scores levels of significance are higher than alpha 0.05, it indicates that both groups' scores have normal data. Since the data are normal then, it can be calculated its significant difference by using independent t-test (Hatch and Farhady, 1982) to test the null hypothesis which was stated in Chapter III.

Second, to see whether there was a difference in achievement of both groups, the mean and the standard deviation were calculated. Table 5.2 provides the description of the reading comprehension posttest scores of both groups.

Table 5.2: Descriptive statistics of Reading comprehension posttest scores of Control and Experimental groups

Groups	N	Mean	Std deviation
Control	31	23.71	5.008
Experimental	30	27.40	3.692

Table 5.2 shows that the mean of experimental group is higher than that of the control group but the standard deviation of control is higher than that of the experimental group. The mean score of the experimental group is 27.40 and that of the control group is 23.71. It indicates that the treatment in experimental group which used reciprocal teaching strategies is more successful than the treatment in the control group. The standard deviation of the experimental group is 3.692 and control group is 5.008. The result of standard deviation of the experimental group is lower than the control group, showing that the range of highest grades (high achievers) and the lowest grades (lower achievers) is smaller. There is a smaller gap between both of high and lower achievers which indicates the improvement of

reading comprehension between high and low achievers in experimental group. In this case, the students' grades in experimental group spread better than that of the control group. It shows that high and low achievers collaborated well in the program. They assisted among others related to sharing the idea of what they know about the texts by applying the four reading strategies; prediction, clarification, questioning and summarizing. This collaboration shows that the principle of cooperative learning occurred in the study which achieved better result than that of working by him/herself in comprehending the text. This finding supports the findings of Al-Makhzoomi (2012), Jafarigohar, Soleimani and Soleimani (2013) who mention that reciprocal teaching strategy can improve both higher and lower achievers.

However, Hatch and Farhady (1982) mention that the mean scores cannot be judged that the experimental group is better than the control group, they proposed to calculate independent-t test to measure the difference of both experimental group and control group.

Table 5.3:Independent Sample t-test of Reading Comprehension Scores of Experimental and Control Group.

Lavene's test for equality of variance			T-test for equality of means		
	F	Sig	T	Df	Sig (2-tailed)
Equal variance assumed	2.231	.141	3.267	59	.02

Based on Lavene's test for the equality of variance, the posttest scores of reading comprehension lay on significant level 0.141 and level of probability 2.231 in which both scores are higher than the alpha 0.05. Therefore, posttest score is equal variance assumed. It shows that the equality of variances of the scores of both groups which mean that the t-test assumption is attained.

Table 5.3 shows that the t-value (-3.267), with degree of freedom 59 is higher than that the critical value 2.00. Since the t-value is higher than that critical

value, it reveals that the null hypothesis (H_0) is rejected which means that there is a significant difference in reading comprehension between the two groups. The significance level of two-tailed which lays on 0.02 supports the finding that there is a significant difference in reading comprehension between the group which got treatment of reciprocal teaching strategy and the group which was not treated by using reciprocal teaching strategy.

The results of analyzing posttest of control and experimental group show that reciprocal teaching strategy effect positively in improving the students' reading comprehension. This finding supports previous research (Nasution, 2009) that the use of reciprocal teaching strategy is effective in improving the students' comprehension. Moreover, related to the effect of reciprocal teaching strategy that enhances and develops the students' reading comprehension, this is also supported by many researchers (Palinscar, 1984; Palinscar, Ransom & Derber, 1989; Hartman, 1997; Lenski & Lewis, 2008; Al-Makhzoomi, 2012; Palinscar & Klenk in Ahmadi, Ismail & Abdullah, 2013; Allen, 2003 in Ahmadi, Ismail & Abdullah, 2013; Jafarigohar, Soleimani and Soleimani, 2013).

The improvement of the students' reading comprehension was not only seen from the result of students' posttest score of experimental group generally but also from certain reading skills/ strategies which become the indicators of comprehension in this study. As mentioned in Chapter II and Chapter III, the indicators of comprehension in this study are based on Graduate competence or *SKL 2013* (Minister of Education and Culture, 2013) and Heaton (1988) covering the ability of (1) finding the general idea of the text, (2) identifying the explicit stated information, (3) identifying the synonym, (4) identifying the main idea of paragraph, (5) identifying reference, (6) identifying the purpose and the type of the text, (7) identifying detailed information, (8) identifying implicit information and (9) anticipating the next paragraph.

Among these nine indicators, the finding shows that the increasing of scores for the third groups lay on the following indicators, namely (1) identifying main idea; (2) identifying explicit stated information; (3) identifying purpose and

type of the text; (4) identifying detailed information; and the consistency was found out on identifying reference.

For the first indicator of comprehension, it is finding out the topic or general idea of texts, most of participants improved their scores. By providing five texts with five questions related to finding out general idea, most of them could identify variously two to three general idea in the pretest and three to five the general ideas of texts in the posttest. It shows that reciprocal teaching strategy assists the students in identifying the general idea or the topic of a text. It means that the program enhanced the students' comprehension. This might happen as learning *summarizing* as one of reading strategies applied in reciprocal teaching strategy assists and develops students' reading comprehension. This is in agreement with some experts in their studies (Palinscar and Brown, 1984; Al-Makhzoomi, 2012) who stated that reciprocal teaching strategy develop students' comprehension.

The second indicator of comprehension is identifying explicit information. Most of students could answer diversely from five to seven out of seven questions in the pretest and six to seven in the posttest related to this indicator. It reveals that reciprocal teaching strategy is effective in the case of figuring out explicit information. It may happen as most of students have good competence in generating questions (as one of the reading strategies used in this program). This supports Palinscar and Brown (1982) that questioning could help readers identify the information related to the text.

The third indicator is identifying the synonym of words or phrases. Regarding this indicator, the most of students did not improve their scores indicating that the program did not affect positively in their abilities in finding the meaning of a word in this case the synonym. This might happen as they were not familiar with the vocabularies as they did not have background knowledge of those words. Consequently the clarification strategy could not help them to find out the meaning of the words. Their lack of vocabulary which they confessed as the barrier of comprehending texts (see classroom observation Section 5.2 and

questionnaires section 5.3) might be the reason of the ineffectiveness of the program in supporting the students in identifying the synonyms of the words. This is irrelevant with the previous research (Hasney and Connor, 2003) that the student's background knowledge of vocabularies helps the student in comprehending the text. Even though most of the students had difficulty in finding out the synonyms of words or phrases, they could answer other questions correctly which indicates that they understood the text.

The next indicator is identifying reference. For this indicator, most of the students showed their competences in figuring out the reference of certain pronouns by answering most of the questions correctly. This indicates they have good comprehension which is in accordance with the theory proposed by Heaton (1988, p.199) that a good comprehender is able to perceive what the reference device "it" refers to in the text.

For identifying the purpose and type of the texts, most of the students revealed the improvement of their scores indicating that the program was able to help them in figuring out the purpose of the writer of the texts. As mentioned in teaching program (Chapter IV) that the students had learned narrative text before with their teacher; however they had not learned hortatory exposition. They had a background knowledge of the generic structure of narrative text from their teacher before they had the treatment. Meanwhile, they had knowledge of generic structure of hortatory exposition at the sixth meeting by analyzing the idea of the text from their summarization. This means that reciprocal teaching strategy effects positively in providing knowledge of the organization of the text to students which make them easier to comprehend the text. This finding argues the common practice of teaching reading in Indonesia in which the teacher explained the generic structure of the text at the beginning of the activity or what is so-called the building knowledge of the text. The finding shows that the students knew what the purpose of the writer which indicates that they had good comprehension. This replicates that reciprocal teaching strategy develops the students' comprehension (Palinscar and Brown, 1984).

For finding the implicit questions, most of the students showed the consistency in identifying the implicit questions. This indicates that the program did not assist the students in identifying implicit information. Therefore, for further teaching, it is better for the teacher to provide strategies which will develop the students' ability in identifying implicit information.

For figuring out the prediction of the next paragraph, most of the students improved their scores in anticipating the next paragraph. This indicates that the program supports the students in anticipating the next paragraph. This might happen as the students had ability in predicting the next paragraph which can be seen from the previous paragraphs particularly from the first paragraph of the text.

Based on the description above, it reveals that the students' reading comprehension achievement of the experimental group that applied reciprocal teaching strategy is higher than that of the control group. It can be interpreted that reciprocal teaching strategy can enhance reading comprehension (Lesnki & Lewis, 2008; Carter, Palinscar & Brown, Palinscar, Brown & Campione, Palinscar & Klenk, in Ahmadi, Ismail & Abdullah, 2013, Allen, 2003 in Ahmadi, Ismail & Abdullah, 2013, Miller and Perkins, 1990 in Freihat and Al-Makhzoomi, 2012).

5.1.2. Data from questionnaire

As mentioned in chapter II, reciprocal teaching strategy deals with interaction or dialogue or discussion in which the interactions might happen between teacher-student and student-students. From the questionnaire, all participants said that they interacted with the teacher during the program for helping them comprehend a text which is supported by the data from the classroom observations (see Section 4.3). This finding supports the previous study conducted by Jaya (2013) who found out in reciprocal teaching strategy, the interaction occurred between the students and the teacher in the classroom activity. Based on the data from the questionnaire, there are two benefits of the teacher-students interaction.

The first benefit is the students get a clearer understanding of the concept and the implementation of four reading strategies; prediction, clarification, questioning and summarizing in comprehending a text as expressed in:

S9: Sure, by having a discussion with the teacher **I can get easier to comprehend** the text as **she helped me** to have a clearer understanding of the four reading strategies such as when I did not know the meaning of some words **she reminded me** to resound the words or ask my friends or consult to a dictionary

S7: By having discussion with the teacher **I can confirm** whether what I have known is true or not.

In the first excerpt, she regarded the teacher as a reminder who assisted her in understanding the four reading strategies which further helped her to comprehend the text. In this regard, she expressed that the teacher sometimes asked her to resound the unfamiliar word to connect it to the prior knowledge, ask friends or consult to the dictionary when she did not know the meaning of the words. The second excerpt indicates that the teacher acted as the knowledgeable person who provides supports for the students to get clearer understanding. This indicates that teacher-students interaction help students in both comprehending through learning four reading strategies applied in reciprocal teaching strategy which supports the findings of some previous experts (Palinscar, 1984; Tsong, 2012; Hartman, 1997) which reveal that the teacher-student interaction assists the students in comprehending as well as understanding the concept and the implementation of four reading strategies (Van Garderen, 2004 in Ahmadi, Ismail & Abdullah, 2013).

The discussion between teacher and students shows scaffolding principle in which the teacher provides assistance when the students need it and helped students to monitor their comprehension (Palinscar, 1984; Hartman, 1997; Tsong, 2012).

The second benefit of teacher-student interaction is developing the students' self-confidence. It can be seen in this following statement.

S21: ... **Initially, I was not confidence** to express my opinion about the text but because **the teacher encouraged us to involve us in the discussion** then **I feel confidence** to say my understanding even though sometimes my idea was not correct as she often said "Don't be afraid making mistake as we learn from our mistake".

The excerpt reveals that at the beginning the student did not feel confidence to express his idea. However, as the teacher ensured the student that making mistakes is part of learning and encouraged him to take a part in the discussion, his confidence was gradually improved. This might happen as the structure of the dialogues or interactions which happened between teacher and the students required an ideal learning atmosphere (Palinscar, 1984; Hartman, 1997; Tsong, 2012). The teacher-student interaction developed their confidence to express their ideas and ultimately supported their reading comprehension. This is in line the previous study (Hasney in Ahmadi, Ismail and Abdullah, 2013) that in the use of reciprocal teaching strategy, the students improve their confidence.

As presented before (see Section 4.3) the interaction in reciprocal teaching strategy also included interaction among students. From the questionnaire, it was found that there are three reasons that the interaction enhanced their reading comprehension. These included (1) the possibility to share idea, (2) the enjoyment of learning atmosphere and (3) the confidence to express their ideas.

The first reason is the possibility to share idea with their friends as revealed by the data from the questionnaire as follows:

S4: we **can help each other** in comprehending a text. We **clarified** the vague words, sentences or concepts of prediction, clarification, questioning and summarizing. We **discussed the main idea of the text which was initially different but ultimately we came to one agreement.**

S19: ... we have friends to share their idea so it helped us to comprehend the text easier.

From the first statement, the students expressed that having discussion with her friends can help among others in understanding the text by using four reading strategies namely prediction, clarification, questioning and summarizing. She admitted that in the discussion initially, there were different opinions in finding the main idea of the text but finally they came up with one agreement. The second statement, the student stated that by sharing idea among students, she can comprehend the text easier. This finding indicates that the collaboration among students help them in their comprehension. This is in accordance with the previous research (Palinscar and Brown, 1984, p.40) that during the discussions

the students are provided opportunity to have different points of view which help and develop their comprehension.

S1: By having discussions we feel more enjoy the learning. I am not shy to say my idea or to ask some unclear things.

The excerpt shows the students mentioned that she enjoyed the learning atmosphere. She was not shy to share her ideas and confusion with her friends. This indicates that the interaction or discussion among students helped them to comprehend texts as they can share their ideas and their confusions freely. As found in the data from the classroom observation, the ideas are related to the students' comprehension of the text and their understanding of the four reading strategies. Consequently, this learning atmosphere creates not only comfortable spaces for them to learn but also confidence for expressing what they have known and have not known. Especially, those who have ever been the leaders of discussion felt pleased with their experiences for being the leaders of discussion as they could share their understanding and developed their confidence as presented below:

S5: ... we are as the leader developed our confidence to lead the discussion in the class which is not easy thing. We not only explained what we have known but also learned from the members of discussion....

In this excerpt he expressed that being the leader of the discussion is not easy as he did not have enough confidence to lead the discussion. This finding is supported by the data from classroom observation in which some students asked the teacher to allow them lead the discussion in pairs. Moreover, as the leader of discussion, the student did not only explain what they had comprehended but also had learned from the members of discussion. It means that the leader and the members of discussion shared their ideas about the text.

The finding supports some previous research that reciprocal teaching strategy provides students a space to share their idea after they have understood about the texts (Palinscar, 1984; Tsong, 2012; Palinscar, Ransom & Derber, 1989; Hartman, 1997) as reciprocal teaching strategy provides opportunities for students to monitor their own learning and thinking process.

Furthermore, the strategy facilitates peer-to-peer communication which require all students to participate and create an ideal learning atmosphere (Palinscar, 1984; Tsong, 2012; Hartman, 1997) as students with more experience and confidence helps other students in their group to decode and understand the text (Palinscar, 1984; Hasey, 2003; Lenski & Lewis, 2008; Tsong, 2012; Carter, Palinscar & Brown, Palinscar, Brown & Campione, Palinscar & Klenk in Ahmadi, Ismail & Abdullah, 2013) as stated in Chapter II. This finding can also be found in classroom observations (see teaching program in Chapter IV).

Based on the data from the questionnaire, it was figured out that learning the four reading strategies, namely prediction, clarification, questioning and summarizing helped students in understanding the text for four reasons. First, by learning four reading strategies, it was easier for them to understand the text. Second, it fostered students in grasping the idea of the text. Third, it assisted students to memorize the idea of the text. Fourth, it improved their reading strategies. The following quotations present the evidence.

S3: Yes, learning four reading strategies helped me to understand the text easily understand how to clarify difficult words, identify main ideas and summarize paragraphs or the whole text.

S4: Yes, it helped me much to get the main idea of a passage faster.

S6: yes, I know how to predict, to clarify, to question and to summarize which is useful to assist me in memorizing what I have read.

The excerpts reveal that learning prediction, clarification, questioning and summarizing assisted the student to understand the text easily as they know how to clarify unfamiliar words and to identify main idea of paragraphs of the text. They also expressed that four reading strategies helped them identify main idea faster and memorize the idea of the text. These findings support some previous research which found out that by generating question, clarifying and summarizing important information from the text the students learn the art of checking their own understanding (Palinscar, 1984; Hartman, 1997; Tsong, 2012) as consequently developed their reading comprehension (Lenski & Lewis, 2008;

Carter, Palinscar & Brown, Palinscar, Brown & Campione, Palinscar & Klenk, in Ahmadi, Ismail & Abdullah, 2013).

Furthermore, the finding also shows that there is also improvement of students' reading strategies as mentioned in:

S7: ...I did not know how to summary but now I think I know...

This reveals that the student did not have knowledge of summarizing paragraphs and a text before she got the treatment of reciprocal teaching strategy. This finding is supported by the data from classroom observation (see Section 4.3) which shows the improvement of the quality of discussion of the text in the use of four reading strategies, for instance, in applying summarizing as found out in the following quotations:

At fifth meeting

S3: The text is about... **let me discuss each paragraph**. Paragraph one talks about the writer's opinion about permitting students to chew gum at school. Paragraph two talks about chewing gum help the student in keeping awake. Paragraph three is about chewing gum help the students' concentration. Paragraph four is about chewing gum will help the students' test grade and paragraph five is about chewing is good for teeth. So **the text is about**...ehmmm what do you think?

At eighth meeting

S3:**The text is about** students' dating should not be allowed for three reasons. It decreases students' motivation, ehmm it can lead to depression and miss out emotional development and it is likely engage sexual acts.

The excerpts show that at the fifth meeting the student still had difficulty in identifying general idea of the text. She started discussing the idea of each paragraph but she failed to tell the idea of the whole text. Meanwhile, at the eight meeting she was able to identify the idea of the text. This indicates that there is an improvement of her ability in summarizing paragraphs to the text. This finding supports previous research conducted by Van Garderen, 2004 in Ahmadi, Ismail & Abdullah (2013).

5.2 Students' Attitudes toward the Implementation of Reciprocal Teaching Strategy

The data from questionnaire shows that students had positive and negative attitudes in implementing reciprocal teaching strategy. As mentioned in Chapter II that attitude consists of three aspects, namely cognitive, affective and behavior so the discussion of students' attitudes is based on these three aspects.

In affective aspect, the students showed positive and negative attitudes. The positive attitude is indicated by their enjoyment the activities in the four phases conducted in reciprocal strategy. Although initially some of them said that they felt nervous for sharing their idea either as being the leader of discussion or as being member but gradually they felt happy. The students' positive attitude toward the use of reciprocal teaching strategy was found out in the following quotations:

S5: It was **joyful**, how we can be peer teaching for sharing our idea. It develops my **confidence** especially when I became the leader of discussion in front of class. I not only explained what I knew but also learned from my friends' questions or comments. No matter what, the point is being **confidence** to share the idea.

S6: It was **fun**, moreover when every member involved in discussion actively.

The excerpts show the students liked reciprocal teaching strategy because it was joyful or fun for them. They enjoyed the discussion especially when every members of discussion participated actively in sharing their knowledge. This finding supports the previous study (Stricklin, 2011, p.624) that most of the students enjoy the activities in the program. In addition to that, the student expressed that by being either the leader or the members of discussion developed his confidence to share his idea which finally improved his comprehension of the text. This finding supports the previous studies conducted by Hartman (1997); Lenski & Lewis (2008) that in reciprocal teaching strategy, most of the students enjoy working together, 'being learning leader' and being group members .

On the contrary, the negative attitude was found in the implementation of the program in which some students did not like to summarize. This might happen as it was difficult for them. This finding replicates the previous study (Oczkus, 2003) who stated that in the implementation of reciprocal teaching strategy, some

students might not like summarizing as it is difficult for them. Therefore, for further teaching, the teacher is suggested to provide more practices to support the students' competence in summarizing.

The negative attitude also was found out in the use of reciprocal teaching strategy in teaching reading comprehension indicated by their opinion that the program sometimes is boring. This finding supports the previous research (Oczkus, 2003) that reciprocal teaching strategy has become boring for the students and or for the teacher. Furthermore, collaborating with other teaching strategies might be necessary.

In behavior aspect, most of the students responded positively toward the use of reciprocal teaching strategy. They said that they actively participated in the activity as stated in the following answers.

Question 7: What did you do when the teacher explained the four reading strategies?

S7: I listened to the teacher's explanation and **responded to her questions**

Question 10: What did you do when the teacher demonstrated the four reading strategies?

S7: ...for example when she asked our prediction of the text **I said** it is about chewing gum

Question 16: What did you do when you discussed with your friends?

S7: I **expressed** my prediction, clarified some words, generated questions and summarize the text.... **all of us shared our idea.**

The excerpts show that the students actively involved in the four phases of reciprocal teaching strategy. This indicates that they respond positively toward the activities in reciprocal teaching strategy. This finding is supported by the data from classroom observation (see Section 4.3) that most of the students participated in discussing the text by applying the four reading strategies. This is in line with the previous research ((Palinscar, 1984; Tsong, 2012; Hartman, 1997) that reciprocal teaching strategy encourages the students to participated actively in comprehending the text by using the four reading strategies.

In cognitive aspect, the students showed positive attitude. They thought reciprocal teaching strategy was useful for them for six reasons.

First, reciprocal teaching strategy developed their reading strategies as presented here.

S21: I can **know** how to clarify words which is not only by asking friend and consulting to dictionary but also sounding the words but it was quite difficult...

This excerpt shows that the student thought she knew how to clarify words. It indicates that her reading strategies improved after having the treatment. This is in accordance with the previous studies (Oczkus, 2010; Van Garderen, 2004 in Ahmadi, Ismail & Abdullah, 201) that as in reciprocal teaching strategy students learn four reading strategies; this instruction improves their four reading strategies.

Second, reciprocal teaching strategy developed the students' vocabulary as revealed below:

S29: ... I can **know many new vocabularies**....

The student expressed that the teaching program promoted his vocabulary knowledge. This is in line with previous study (Freihat and Al-Makhzoomi, 2012) that reciprocal teaching strategy develops the students' vocabulary which helps students to comprehend.

Third, reciprocal teaching strategy improved their confidence as it was found in the following expression.

S5: ...It develops my **confidence**...

This finding is supported by the data from the classroom observation in which initially few of the students expressed their idea but finally at the last phase most of them actively involved in the discussion for sharing their idea. The student's confidence in sharing their idea develop his own and his friends' comprehension of the text. This is in line with the previous study (Palinscar, 1984; Hasey, 2003; Lenski & Lewis, 2008; Tsong, 2012; Carter, Palinscar & Brown, Palinscar, Brown & Campione, Plainscar & Klenk in Ahmadi, Ismail & Abdullah, 2013)that students with more experience and confidence help other students in their group to decode and understand the text.

Fourth, reciprocal teaching strategy motivated students in reading. As in the program, the students learned how to predict the text and the next paragraph they wanted to read the text to see whether or not their prediction is correct. This indicates that prediction strategy encouraged the students' motivation in reading (Lenski & Lewis, 2008; Oczkus, 2010).

Fifth, reciprocal teaching strategy created comfortable learning atmosphere. This supports the previous studies (Palinscar, 1984; Tsong, 2012; Hartman, 1997) that the dialogue and interactions required the students to participate and create an ideal learning atmosphere.

The last but not least, reciprocal teaching strategy developed and improved the students' comprehension. This finding is supported by the data from classroom observation which shows the students' development of their comprehension by applying the four reading strategies. These findings support some previous research (Lesnki & Lewis, 2008; Carter, Palinscar & Brown, Palinscar, Brown & Campione, Palinscar & Klenk, in Ahmadi, Ismail & Abdullah, 2013) that reciprocal teaching strategy helps and improves the students' comprehension.

On the contrary, the student expressed their thought that the teacher focused more on the four reading strategies so she missed involving humorous in learning activity as mentioned by one student in this quotation.

S7: I like learning to predict, clarify, question and summarize, it is beneficial for me but I think it would be better if you **made some jokes** to make our class is more fun.

This finding supports previous study (Oczkus, 2003, p.24) that one disadvantage of reciprocal teaching strategy is the teacher focus on the four reading strategies and tends to neglect other important opportunities to build students reading comprehension such as humorous.

In line with the use of the four reading strategies in reciprocal teaching, namely prediction, clarification, questioning and summarizing, most of the students judged that prediction was the easiest strategy which helped them read a passage (Hartman, 1997). Even though this is the easiest one, most of the students said that prediction was important for them to encourage them to read the text or

next paragraph, to motivate them to keep reading (Lenski & Lewis, 2008). In accordance with clarification, most of them thought that this strategy was important as by learning clarification they know how to clarify words which helped them in comprehending a text. Most of them felt that asking friends and consulting to dictionary were easier ways to clarify words than resounding them as presented in this quotation:

S21: I can **know** how to clarify words which is not only by asking friend and consulting to dictionary but also sounding the words but it was quite difficult...

This can be seen in the classroom observation (see teaching program), most of them preferred clarifying the words by asking their friends and consulting the dictionary than resounding them. This might happen as they did not have background knowledge of those words. Furthermore, most of the students said that by asking friends to clarify the words their vocabulary was enriched as supported by some previous research (Freihat and Al-Makhzoomi, 2012) which reveal that reciprocal teaching strategy could develop readers' vocabulary.

In applying questioning, most of the students stated that this strategy was important and good in monitoring their comprehension. However, some of the students also felt that this strategy was very difficult as they did not have sufficient knowledge in structuring a question such as the use of modal auxiliaries. This finding supports the data from the classroom observation (see teaching program) that some of them got difficulty in generating questions. This finding argues the previous study (Hasney and Connor, 2003) that found out most of the students were able to generate questions since the second phase.

Moreover, they could mention the right question in *Bahasa Indonesia* but when translating it into English, sometimes they missed use of modal auxiliaries. This indicates their awareness of the importance of questioning in comprehending the text but they did not have capability in constructing the question in English. This might happen because of the difference of language elements between Indonesia and English (Ridha, 2012, p.33), as in this study, the participants are Indonesia and English is foreign language for them.

In applying summarizing, most of them stated this is the most difficult strategy to be applied as they have to know the general idea of the text. They have difficulty in figuring out the main points and supporting idea of the text as mentioned in:

S19: By summarizing we can know whether we have understood or the passage as when someone has a good understanding the idea of the text, he can summarize it but ma'am this is the **most difficult strategy**, perhaps because of my limited vocabulary knowledge.

The student expressed that summarizing is figuring out the main points of the passage. By summarizing, she can know the idea of the text which monitored her comprehension. This statement indicates she knew how to make a good summary but in practice she got difficulty. The students' difficulty in summarizing found in this study supports the previous research (Tsong, 2012, p.219) that summarizing is the most difficult strategy compared to prediction, clarification, and questioning. Thus, providing more practices in the use of this strategy is suggested.

5.3 Concluding Remarks

This chapter has presented the findings from the tests and questionnaire and the discussion related to the effects of Reciprocal Teaching strategy and students' attitudes toward its implementation.

The next Chapter will discuss conclusions and recommendations of the study. It will summarize the findings and discussion of previous chapter and describe probable future investigation to compliment this study.