

FOSTERING STUDENTS' COMPREHENSION AND QUESTIONING ABILITY IN LEARNING ECOSYSTEM THROUGH RECIPROCAL TEACHING

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Abstrak

Penelitian ini bertujuan untuk menginvestigasi *reciprocal teaching* yang dapat membantu pemahaman siswa dan kemampuan bertanya dalam pembelajaran ekosistem. Metode yang digunakan dalam penelitian ini adalah metode quasi eksperimen dengan membandingkan hasil pretest-posttest dari dua kelas (kontrol dan eksperimen). Pemilihan kelompok sampel secara acak (*Cluster random sampling*) dipilih sebagai teknik pengambilan sample di kelas eksperimen (n= 28 siswa) dan kelas kontrol (n= 30 siswa) dimana partisipan berasal dari siswa kelas 7 SMP swasta di Jakarta Timur. Data kuantitatif yang didapatkan dalam penelitian ini berasal dari test objektif, sedangkan data kualitatif diperoleh dan dianalisis menggunakan rubrik *Question Category System for Science* (QCSS). Berdasarkan hasil penelitian, data analisis dari pemahaman siswa dan kemampuan bertanya siswa, kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Nilai normal gain untuk pemahaman dikelas eksperimen adalah 0.364 sedangkan untuk kelas kontrol adalah 0.201. Oleh karena itu, berdasarkan kategori Hake secara berurutan kelas eksperimen termasuk dalam kategori sedang dan kelas kontrol termasuk dalam kategori rendah. Sedangkan untuk kemampuan bertanya siswa pada kelas eksperimen menyebar rata pada setiap tingkat di QCSS dibandingkan kelas kontrol. Akan tetapi dari kedua kelas tidak ada yang mencapai tingkat *evaluative thinking operation*. Kelas eksperimen lebih banyak mengajukan pertanyaan di tingkat *divergent thinking operation* (34.39%) dibandingkan kelas kontrol (22.86). Hasil penelitian ini menunjukkan ekosistem dapat dipahami dengan baik oleh siswa setelah menggunakan strategi dari *reciprocal teaching* terutama strategi bertanya. Maka, *reciprocal teaching* dapat membantu kemampuan pemahaman dan kemampuan bertanya siswa.

Kata Kunci: *Reciprocal Teaching*, Pemahaman Siswa, Kemampuan Bertanya Siswa, Ekosistem.

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ABSTRACT

This study was investigating the reciprocal teaching to foster students' comprehension and questioning ability in learning ecosystem. The method used in this research was quasi-experimental method with pretest-posttest comparison group design. Cluster random sampling was chosen as a technique to select the samples in experimental class (n=28 students) and in control class (n=30 students) from 7th grade students in a private school in East Jakarta. The quantitative data of this research obtained through objective test, while the qualitative data was analyzed through a rubric based on Question Category System for Science (QCSS). The result and the data analysis the students' comprehension and questioning ability in the experimental class is higher than the control class. The normalize gain results for students comprehension are 0.364 (experiment class) and 0.201 (control class), respectively. Therefore, based on Hake's category both the experiment class and control class were categorized into medium improvement and low improvement, respectively. Meanwhile, the questioning ability in experiment class was spread more evenly in each level in QCSS than the control class. However, both classes did not attain evaluative thinking operation. The experiment class proposed question more than control class at level divergent thinking operation (this level quite high level in QCSS) experiment class 34.39% and control class 22.86%. The result indicated that the concept of ecosystem is well understood by student after the strategies of reciprocal teaching especially in questioning strategy were implemented. It was concluded that the reciprocal teaching was able to foster students' comprehension and questioning ability.

Keywords: Reciprocal Teaching, Students' Comprehension, Students' Questioning Ability, Ecosystem.