

**THE APPLICATION OF RECIPROCAL TEACHING TO IMPROVE
BUSINESS TEXT READING COMPREHENSION OF BUSINESS
ADMINISTRATION STUDENTS OF BENGKALIS STATE POLYTECHNIC**

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Abstract: *Students at State Polytechnic of Bengkalis had problems in comprehending business texts. It seemed difficult for them to understand contents and to identify the inference from the text. They also had limited vocabulary mastery. Therefore, the researcher decided to apply Reciprocal Teaching Strategy to solve these problems. The research was aimed at finding out to what extent this strategy could improve the students' reading comprehension of business texts. The study is a classroom action research that was conducted in two cycles. Each cycle consisted of four meetings: three meetings for teaching reading comprehension of business texts and one meeting for the test. Participants were 25 students of Business Administration major. There were some instruments used in data collection: (1) observation sheets; students, teacher, and teaching steps (2) field notes (3) and reading comprehension tests. The research findings showed that Reciprocal Teaching could improve the students' reading comprehension of business texts. It could be seen from the improvement of the students' score in reading comprehension test. The average score of students score in cycle 1 was 63, 36 and improved slightly to 67, 68 in cycle 2. In conclusion, the implementation of Reciprocal Teaching could improve the students' reading comprehension of Business texts at Business administration Major of State Polytechnic of Bengkalis. It improved both students' score in reading tests and their interest in reading activities.*

Keywords: *reciprocal teaching, reading comprehension, business text.*

INTRODUCTION

Reading is a vital skill. Without reading it is difficult to gain knowledge. Almost every person can benefit from some type of reading. Reading is an important skill in most

jobs, whether it is a desk job or a marketing job, for an engineer, a researcher, a pilot or a doctor. It is an area which every professional should examine closely as by reading newspapers, journals, magazines they

get to know about the recent procedures, styles, trends and even the customer's requirements.

Proficiency of Reading comprehension is urgent for educational success as it provides the basis for a substantial amount of learning in educational career. In the past few decades, reading comprehension was an important goal research has been to find useful reading strategies that enhance students' comprehension (National Reading Panel, 2000).

Teachers of English are very concerned about their students' reading comprehension. Complaints exist that students are not engaged with texts and that they cannot remember what they have read. Reading research suggests an urgent need for educators to teach comprehension strategies at all grade levels from the very youngest children to high school students (Pearson & Duke, 2002). Many of our students could use a reading vitamin boost from reciprocal teaching (Palinscar & Brown, 1986), a research-based comprehension technique with years of success.

Proficiency in reading is still weak on Business Administration students of State Polytechnic of Bengkalis. This problem is due to several factors. One of the factors is that students do not know the right strategy in improving reading skills.

Based on the phenomena of reading skill of Business Administration students above, it is necessary to have the research that can provide a clear picture of the application of a strategy in improving the reading skills of students. In this case the application of the proper strategy is indispensable. Therefore, in this study the researchers implemented a strategy called Reciprocal Teaching. This strategy was applied to the students of Business Administration students of State Polytechnic of Bengkalis. The Application of Reciprocal Teaching strategy on research was expected to solve the problems faced by institutions to improve the quality of graduates.

REVIEW OF LITERATURE

Reading

Reading texts of the business is the ability that has to be owned by every student of Business Administration, as

a soft skill that support in the world of work. Finochiaro and Bonomo (1973:119) stated that reading was carrying and getting the meaning of written material. In line with it, Hornby (1987:1043) stated that the main purpose of reading is to know the meaning of a message written. Reading is an activity performed by a reader to get messages from a text that he reads. In addition, Burnes and Page (1991:25) also stated that reading is an interactive process where readers can perform exchange of ideas through the media.

Based on the above explanation, it can be inferred that reading is a process of knowledge construction, owned by readers in achieving their goal in the activity of reading itself.

As for in understanding a text, the reader has to be prepared by knowing some of the skills needed when reading, it is meant to let the goal of reading itself can be earned. Harris (1974:9) states that in reading with understanding has some necessary skills, among others: the vocabulary mastery, the ability to determine the meaning of a phrase, sentence, even a text, the ability to understand the main

idea, the sequel to an event, record and understand the details, understand the intent of the author, as well as the ability to evaluate and remember reading materials.

There are several types of text included into business texts, among others: advertisements, business correspondences, forms, charts, and graphs articles and reports, announcements and paragraphs.

Reciprocal Teaching

Reciprocal teaching strategy, was evolved by Palincsar and Brown (1984), this strategy is a systematic teaching activity. It involves strategies that reinforce reading, such as predicting, clarifying, questioning and summarizing (Palincsar & Brown, 1984). Applying this strategy enables students take a more active role in controlling and managing group dialogues, it also make them take on teachers' role in asking questions about the text, and this way load more meaning to the text at cognitive level (Pressley, 1998; Mastropieri & Scruggs, 1997). The basic approach of this strategy is the assumption that knowledge and comprehension appear as a result of creative socializing that is formed through talks and

negotiations between teachers and students or students and students. Furthermore, (Palincsar & Brown, 1984) Carter (1995) States that Reciprocal Teaching is a dialogue between a professor and his student (or a student leader and a member of the group that put students build meaning from when they are in a situation where they are gathered in one place (for example in a test or assignment). Carter (1995) also stated that there are several stages of Reciprocal Teaching strategies:

Summarizing

Summarizing a text will give readers clue to identify, paraphrasing and brings together the key points in a text.

Generate-question

Making inquiries that will help readers in grouping information that is important in a text.

Clarifying

Clarify a text that will make the reader's attention fixed on the multitude of reasons to question why a text difficult to understand. Including an explanation of the new vocabulary, references as well as the concept of an obscure or difficult.

Predicting.

Predicting with a hypothesis that will help readers to guess the topic that will be discussed by the author in the text that follows. Predicts will help readers to relate the knowledge they had with the text they are reading.

Carter (1995) States that Reciprocal Teaching is a dialogue between a professor and his student (or a student leader and a member of the group that put students build meaning from when the students are put in a particular situation where they are gathered in one place (for example in a test or assignment).

Reciprocal Teaching in Learning

On Reciprocal Teaching, a lecturer starts by giving away four (4) instructional strategies that will be used by the student body by doing the following things, namely:

1. Summarizing

Lecturer collects important information most of every important part of the text that has just been read out by the lecturer and students

2. Question-Generating

Lecturer asks questions relating to sections of a text.

3. Clarifying

Lecturer clarifies or request an explanation to the students about a

confusing thing of each section in a text.

4. Predicting

A lecturer predicts information that may be contained in the next section in a text.

Reciprocal teaching is based on four principles:

1. Reciprocal teaching aims at improving reading comprehension by helping the students through strategies needed to monitor comprehension and construct meaning.
2. Teacher and students share responsibility for acquiring the reading strategies. After initially assuming major responsibility for teaching these strategies, the teacher gradually shifts responsibility to the students.
3. Every student is expected to participate in discussions. The teacher provides assistance as needed to support student participation.
4. The teacher regularly tries to turn control of the dialogues over to students (Palincsar, Ransom & Derber, 1988/89)

Reciprocal teaching are beneficial to make the students more actively engaged in learning; reading strategies are used in an integrated, coordinated way in a meaningful context; students enjoy working together and being "teacher"; students are able to learn with the benefit of repeated tutor modeling and learn to take responsibility for both of their own and each other's learning process.

Stages of reciprocal teaching

There are five stages of reciprocal teaching:

1. Teacher Demonstration

The four reading strategies (predicting, clarifying, questioning and summarizing) are modeled and explained by the instructor.

2. Student Learning and Practice

The four strategies and their coordinated use are directly instructed by the instructor. Students get guided practice and feedback from the instructor.

3. Teacher-Student Groups

In a small groups, dialogues about text is led by Instructor then, they repeatedly modeling the strategies. Students take turns leading dialogues, getting feedback from the instructor.

4. Student Groups

Students are taking turns in leading dialogues by using the four strategies in small groups with other students. Students give each other feedback on strategy use. The Instructor keeps moving from one group to another group to observe progress and provide assistance as needed. Instructor phases out.

5. Student Self Regulation

The four reading comprehension are competently used by the students in the strategies on their own and provide their own feedback.

METHODOLOGY OF STUDY

This classroom action research was aimed at improving students' reading comprehension by applying Reciprocal Teaching to Business Administration students of Bengkalis State Polytechnic.

This research began with pre-test, identification and formulation of problems. The result of pre-test was important to specify the group in the implementation of learning. The results of the pre-test were also useful in determining the success of this research. Pre-test was used as a comparison post data-test at the end of the research cycle. Study of the

literature of some of the research that had been done previously was also carried out to strengthen the identification problem. This research was conducted in two cycles. Gay (2000), States that the class action research consists of two or more cycles. One cycle consists of 4 meetings and at the end with one post-test. Kemmis and Taggart (2005) states that each cycle consists of a plan, action, observation, and reflection. In addition the data was collected through some other things: (1) observation checklists from students and lecturers, and teaching, (2) field notes, (3) interviews, and (4) the test it self. On the final stage was data processing, analysis of conclusion and withdrawal.

FINDINGS AND DISCUSSION

Findings and discussion of the research discuss data description and analysis as well as discussion of the research results. The findings are expected to answer questions stated in the formulation of the problem is to what extent can Reciprocal Teaching improve the students' reading comprehension of Business Texts at State Polytechnic of Bengkalis. Based

on the data which were collected from the result of the test, the extent to which Reciprocal Teaching strategy can improve students' reading comprehension.

Cycle one

At the beginning of the treatment in cycle one, the teaching and learning process in comprehending text was explained to the students. The process in comprehending text texts by using Reciprocal Teaching strategy start from the cycle one and was done in four meetings; three meetings for treatments and one meeting for comprehension test. The researchers prepared the thing such as: the lesson plans in teaching reading comprehension by using Reciprocal Teaching strategy, teaching materials in teaching reading through Reciprocal Teaching strategy, sample of texts, the instruments for gathering the data, test, observation checklist sheets in teaching reading comprehension by using Reciprocal Teaching Strategy and scoring system for the test.

In the cycle one, the researcher explained in detail by giving some examples about texts. The strategy was explained to the students in order to make the students of Business

Administration of State polytechnic of Bengkalis understand how to use this strategy. The procedures and some example about how to use Reciprocal Teaching strategy were explained. After that, the students' understandings about procedures were checked by asking question. Then, the researchers implemented this technique during teaching and learning activities in the classroom.

The researcher gave the students test of reading comprehension of business texts at the end of the cycle. The students score of reading comprehension of business texts test in cycle 1 can be seen in the following table:

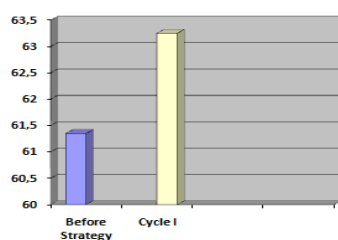
Table 1. The students' Score of Reading Comprehension Test cycle 1

No	Students' code	Correct Answer	Score	Criteria
1	1	60	60	passed
2	2	58	58	passed
3	3	48	48	failed
4	4	70	70	passed
5	5	66	66	passed
6	6	55	55	failed
7	7	68	68	passed
8	8	52	52	failed
9	9	65	65	passed
10	10	56	56	passed
11	11	53	53	failed
12	12	67	67	passed
13	13	54	54	failed
14	14	70	70	passed

15	15	67	67	passed
16	16	70	70	passed
17	17	52	52	failed
18	18	59	59	passed
19	19	70	70	passed
20	20	75	75	passed
21	21	65	65	passed
22	22	85	85	passed
23	23	66	66	passed
24	24	63	63	passed
25	25	70	70	passed
Total			1584	
averag eScore			63,36	

At the end of the cycle the researcher gave comprehension test to the students. The data showed that the class average score of students' reading comprehension of business text increased.

Graph 1. The comparison between average score of students of reading comprehension before using reciprocal teaching strategy and cycle I



Based on the result of the students' reading comprehension of business texts test in cycle I, the students' average score in reading comprehension test cycle I was 63.25 or increased 1.9 points comparing with the students' average score before

using Reciprocal Teaching strategy (61.35). It could be concluded that the students' average score in reading comprehension test in cycle I has increased comparing with the students' average score before using Reciprocal Teaching strategy. Based on the data, there were 11 of 25 students who could not achieve the minimum standard criteria of achievement (41-55) and the other students had Higher score than it. The researcher assumed that the students still had problems in reading comprehension of the text.

Cycle two

In the second cycle, the same activities are still used as the first cycle, with some modification emphasis due to the revised plan. The researcher did not only ask the students to write their work on their worksheet, but also asked some students to write their work on the whiteboard. This cycle also consisted of four meetings, which consisted of one hundred minutes for each meeting. The first up to the third meeting were for the teaching and learning reading comprehension of the text by using Reciprocal Teaching strategy and reading comprehension task was given

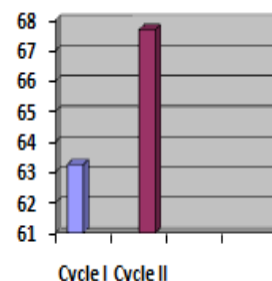
at the end of each meeting. Then, at the last meeting of the second cycle the researcher conducted the reading comprehension of texts test.

Table 2. The students' Score of Reading Comprehension of Business Texts Test cycle 2

No	Students' code	Correct Answer	Score	Criteria
1	1	65	65	Passed
2	2	55	55	Failed
3	3	56	56	Passed
4	4	78	78	Passed
5	5	60	60	Passed
6	6	59	59	Passed
7	7	75	75	Passed
8	8	55	55	Failed
9	9	68	68	Passed
10	10	65	65	Passed
11	11	57	57	Passed
12	12	66	66	Passed
13	13	70	70	Passed
14	14	72	72	Passed
15	15	77	77	Passed
16	16	70	70	Passed
17	17	54	54	Failed
18	18	66	66	Passed
19	19	75	75	Passed
20	20	78	78	Passed
21	21	73	73	Passed
22	22	90	90	Passed
23	23	68	68	Passed
24	24	65	65	passed
25	25	75	75	passed
Total Score			1692	
Average Score			67.68	

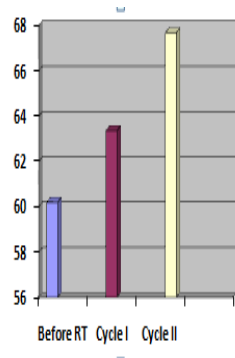
At the end of the cycle the researcher gave comprehension test to the students. The data showed that the class average score of students' reading comprehension of the text increased

Graph 2. The comparison between Students' Average Score of Reading Comprehension Test in Cycle I and Cycle II



Based on the result of the students' reading comprehension of texts test in cycle II, the researcher found that the students' average score in reading comprehension of the texts test cycle II was 67.68 increased 4.32 points comparing with the students' average score in cycle I (63.36). It could be concluded that the students' average score in reading comprehension test in cycle II has increased comparing with the students' average score before using Reciprocal Teaching strategy. Based on the data, all of the students could achieve the minimum standard criteria of achievement.

Graph 3. The Improvement of the Students' Reading Comprehension of Business Texts



Based on the graph above, it could be inferred that the average score of the students' reading comprehension of business texts after using Reciprocal Teaching strategy in cycle one and two were better than before applying Reciprocal Teaching strategy. There was a significant improvement from cycle one up to cycle two. The average score of students' reading comprehension of texts before applying Reciprocal Teaching was 60.2, then it increased to 63.36 in the cycle 1 and also increased 4.32 points in the cycle 2 became 67.68. It meant that Reciprocal Teaching strategy could improve the students' reading comprehension of business texts.

Finally, the researcher thought that the students' reading comprehension of texts through Reciprocal Teaching strategy had been improved until the second cycle, because there was significant improvement of students' average score of reading

comprehension of business texts. The implementation of Reciprocal Teaching until second cycle had achieved the minimum criteria of students' achievement. So, it was not necessary to move to another cycle.

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