

**THE IMPLEMENTATION OF RECIPROCAL TEACHING
METHOD TO THE STUDENTS' READING COMPREHENSION
ON THE ELEVEN GRADES OF IPA 1 AT SMA
MUHAMMADIYAH PAMEKASAN**

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ABSTRACT: Many techniques can be applied to solve the problems above, including Reciprocal Teaching Method because many research findings say that this technique is effective to the students' reading comprehension. In this research, the researcher located at SMA Muhammadiyah Pamekasan. The approach of this research is qualitative and the data are gotten by observation, interview and documentation. Then, those data are analyzed with analysis qualitative- descriptive and all of data gotten are checked the validity of the data. Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: Predicting, Questioning, Clarifying and Summarizing. Reciprocal teaching is most effective in the context of small-group collaborative investigation, which is maintained by the teacher or reading tutor. The objectives of the study are (1) the researcher wanted to describe how the teacher implement reciprocal teaching method to the students' reading comprehension on the eleven grades of IPA 1 at SMA Muhammadiyah Pamekasan is. (2) And the researcher wanted to figure out the students' responses in studying reading by reciprocal teaching method. The result of the research shows that (1) The teacher implemented the reciprocal teaching well in the teaching and learning process. The teacher divided the class into five groups and gave the students worksheet, the teacher gave the students an analytical exposition text and asked them to do worksheet with their group, the teacher pointed the students one by one to read the result of the discussion and the teacher discuss together with the students about the material and giving the conclusions. (2) The reciprocal teaching method is able to make the students having more spirits to read and study reading comprehension because reciprocal teaching is an effective method to make the class more interesting. The result of the last research is questionnaire for the learners. Most of the learners were happy to study reading by using reciprocal teaching method.

Key words: Reading Comprehension, and Reciprocal Teaching.

A. INTRODUCTION

As everybody knows, language is a means to convey ideas, opinions, and feelings among the people. One of the languages which is often used as a means of communication is English. It becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. In our beloved country, Indonesia, English is a foreign language which is complicated enough to learn, especially for the student who has never known about English at all. As we know, English has four skills those are: listening, speaking, writing and reading. Actually, the students can learn it well but it is impossible for them to master it if they do not learn seriously. In fact, there are still many students in senior high school who have a poor reading ability. It is caused by many factors as stated by person. There are two general factors that influence the student's reading, intrinsic and extrinsic factors. Intrinsic factors are factor from inside of the readers, they are language competence, interest, motivation, and capability of reading. Meanwhile, the extrinsic factors are divided into two categories. The first category is element in the reading text and the text organization and the difficulty of words, the second element is reading environment (the teacher, the facility, the teaching model). Reading is a dynamic process to reconstruct a message graphically encoded by the author (Goodman 1996:2-3). In this process, the authors conduct a linguistic coding which is described by the reader to gain an understanding or

meaning. Authors encode thoughts into language.

The reciprocal teaching method of foreign language teaching is a dialogue between teacher and students "alternate" demonstrating their thinking and use of strategy. The teacher begins by modeling the use of the strategies and scaffolds the practice of this "monitoring" technique for students. Ultimately, the teacher relinquishes control to students so they can be responsible for their own learning.

Reciprocal teaching also known as Peer-to-Peer technique, students learn to be the "teacher" by helping each other clarify and predict what is in a text and by asking and answering questions of their friends. Reciprocal teaching is best represented as a dialogue between teachers and students in which participants take turns assuming the role of teacher (Annemarie Sullivan Palincsar). A reciprocal approach provides students with four specific reading strategies that are actively and consciously used to support comprehension: Predicting, Questioning, Clarifying and Summarizing. According to Palincsar (1986) believes the purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

Palincsar (1986) developed a series of reciprocal teaching learning activities and classroom interactions. These are represented in dialogues between the students themselves or between the students and the teacher who exchange roles according to the reciprocal teaching strategies which include predicting,

questioning, clarifying, and summarizing.

Approaching the problem from the perspective of Cognitive Strategy Instruction (Slater & Horstman, 2002), reciprocal teaching attempts to train students in specific and discrete strategies to prevent cognitive failure during reading. Palincsar and Brown (1984) identified four basic strategies that may help students recognize and react to signs of comprehension breakdown: Predicting, Questioning, Clarifying and Summarizing. These strategies serve dual purposes of being both comprehension-fostering and comprehension-monitoring; that is, they are thought to enhance comprehension while at the same time affording students the opportunity to check whether it is occurring. The leader follows these four steps in this specific order:

1. Predicting

The prediction phase involves readers in actively combining their own background knowledge with what they have gathered from the text. With a narrative text students imagine what might happen next. With an informational text, students predict what they might learn or read about in subsequent passages.

Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated

hypotheses (Doolittle et al., 2006).

The *Predictor* can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be. As Williams points out, predictions don't necessarily need to be accurate, but they need to be clear (2011).

The sequence of reading, questioning, clarifying, summarizing, and predicting is then repeated with subsequent sections of text. Different reading strategies have been incorporated into the reciprocal teaching format by other practitioners. Some other reading strategies include visualizing, making connections, inferencing, and questioning the author.

2. Questioning

When using the questioning strategy, readers monitor and assess their own understanding of the text by asking themselves questions. This self-awareness of one's own internal thought process is termed "metacognition."

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for

exploring the text more deeply and assuring the construction of meaning (Doolittle, Hicks, Triplett, Nichols, & Young, 2006)

The *Questioner* will pose questions about the selection:

- Unclear parts
- Puzzling information
- Connections to other concepts already learned

3. Clarifying

The clarification strategy focuses on training students in specific steps to help with decoding (letter-sound correspondence, "chunking," spelling, etc.), as well as fix-up strategies to deal with difficult vocabulary and lapses in concentration.

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus) (Doolittle et al., 2006). The *Clarifier* will address confusing parts and attempt to answer the questions that were just posed.

4. Summarizing

Summarization requires the reader to perform the task of discriminating

between important and less-important information in the text. It must then be organized into a coherent whole (Palincsar & Brown, 1984).

Summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text (Doolittle et al., 2006).

The *Summarizer* will use his/her own words to tell the main idea of the text. This can happen anywhere in the story, and it should happen often for those students who are at-risk. It can happen first at sentence level, then paragraphs, then to whole text.

The researcher thinks that the problem above happens because the teacher does not have an effective method to teach English. According to Drs. Saiful Bahri Djamarah (2006:76) "teacher must have a good method to make students learn effectively and efficiently." It means that the teacher must use good method in teaching and learning process in the class. The teacher still uses the conventional method where the teacher is as the main actor and students are as just minor actor in the class it will not be effective.

The researcher has a method which is expected to be able to solve the students difficulty in reading a text, that is reciprocal teaching

method. According to Annemarie Sullivan Palincsar (1986), Reciprocal teaching is best represented dialogue between teachers and students in which participants take turns assuming the role of teachers. It's also known as peer-to-peer technique, the students learn to be a teacher by helping each others to clarify and predict what in a text is by asking and answering questions of their friends. A reciprocal approach provides students with four specific reading strategies that are actively and consciously used to support comprehension: Predicting, Questioning, Clarifying and Summarizing. According to Allen (2003), Reciprocal teaching is a cooperative learning instructional method in which natural dialogue models and reveals learners' thinking processes about a shared learning experience. Teachers foster reciprocal teaching through their belief that collaborative construction of meaning between themselves and students leads to a higher quality of learning.

There are many researchers related studies for previous students who have a discussion or a material that is almost similar. Another researcher by Selvi Dwi Riyanti, Madura University (2011), she had observed teaching reading, that is "A Study On GTM (Grammar Translation Method) in Teaching Reading for Advanced Level at ZEMA English Study Center Course Pademawu. In her study, she explained about The Implementation of GTM (Grammar Translation Method) technique in teaching reading. It can help students learn to be active as they could practice courage in reading English. On the other hand she is limiting the topic of

learning. It can make the students getting bored.

And the second previous study is "Improving reading comprehension by using short story at the 8th grades of MTS Al-Islah Pagentenan Pamekasan, by Tatik Zainiyah, Madura University (2011). In her study, she explained about the uses of short story media to improve student's reading skill during teaching reading in the classroom. So based on the problem and the previous study above, the researcher is interested to analyze " The Implementation of Reciprocal Teaching Method to the Students' Reading Comprehension on the Eleven Grades of IPA 1 at SMA Muhammadiyah Pamekasan".

B. RESEARCH METHOD

In conducting this study, the researcher applies a descriptive-qualitative method because this research explains and describes the real condition which is found of the research location. Qualitative research method is a research procedure that represent the descriptive data such word in written or oral from the people the behavior that can be observed (Bodgan and Taylor in Moleong 2005:4).

According to Ary *et.al* (1979), a descriptive qualitative research is designed to obtain information concerning current conditions of phenomenon and directed toward determining the nature of a situation as it exist at the time of the study. In the exploratory stage, the writer looked around the situation and general condition of teachers, students, and the class. This was done in order to find guides to be presented in the form of descriptive stages which was conducted to collect and

describe the data that are relevant to the problems. This was obtained through observed the English reading activities and conducted interviewed, and then all the data were analyzed.

The data in the descriptive stage combined with those obtained in the explanatory stage are developed, formulated, and generalized. The researcher analyzed and described the data in the form of phenomenon description, not numeral or coefficient of cause and effect relationship. Then the result of analysis was described in the form of words, sentences or paragraphs relating to the text, which the researcher find during the process of the study.

In this study the writer uses observation, interview, field notes and documentation as the instruments of the research. To collect the data dealing with the technique being used in teaching reading, the writer did an observation. In this study, the researcher used non-participant observation was to get the data about the students' response toward reading as a basic knowledge to enhance their reading ability and the English teacher in teaching reading by using Reciprocal Teaching.

The writer interviewed some of the students and the English teacher. For the interview, she prepared only general question to be asked. Other specific questions were composed as she was interviewing them. The questions were constructed around the application, the advantages of teaching reading through Reciprocal Teaching, difficulties that are found during the process of teaching reading for the eleven grades of IPA 1 students and the problem solutions.

Field note is one important technique used to collect the data. Field notes contains the description of what has been observed. It records such basic information such as where the observation took place, who was present. What the physical setting was like, what social interaction occurred, what activities took place the other descriptive information that permit the reader evaluate the findings (Sugiyono, 2009:328).

This step is conducted to complete the data. Documentation is conducted by collecting the books and papers that used the English teacher in teaching learning process, the pictures of the students and teacher during teaching and learning process took place, or collected the other documents of the institution (Moleong, 2010:216).

Analysis involve working with the data, organizing them into manageable units, synthesizing, searching for pattern, discovering what was the important and what was to be learned (Bodgan, 1992:153). Those were used in analyzing the data they are: (1) Describe the reading. The researcher would describe the criteria of selecting reading activity for the Eleven Grades of IPA 1 at SMA Muhammadiyah Pamekasan. (2) Describe the activities when the teacher taught reading through Reciprocal Teaching (RT) to achieve the students' ability in reading. (3) Analyzing the data, based on the observation and interview guidelines. (4) After analyzing the data, the researcher will described the data by classifying them into parts based on the problems of the study. (5) After the researcher finishes analyzing then she wrote down the result.

C. FINDING AND DISCUSSION

The researcher asked permission to the teacher to join with the class. The researcher used a mobile phone to take a picture the activities and the condition during the teaching and learning process. Before starting the lesson, the teacher greeted the students and checks the students attendant list. Then the teacher explained to the students about analytical exposition text, the meaning, the function, the generic structure, and also language features of analytical exposition text.

In teaching and learning process, the teacher used English and also combine with Indonesian language when the students did not understand with the meaning. During the class, the students paid attention to hear the explanation which is given by the teacher. But, the students who sit behind, still joking with their friends. After the teacher giving explanation clearly about analytical exposition text, the teacher asked the student to make a group. The group consists of four until five person. In that class there are five groups. After that, the teacher giving a worksheet about analytical exposition text.

The teacher asked the students to arrange the paragraph into a good text by used a reciprocal teaching method with their group and answers the questions in worksheet. The teacher is given 20 minutes to arrange the paragraph. On the other hand, the researcher filled the observation form. The students look very active and harmonious in doing activity. After 20 minutes, the teacher asked the students to stop and then asked them to read the result of their discussion. All of the groups have to present their result of discussion by reading a text.

In reading the text, some of them still afraid to make a mistake. But, the group helped to correct them. After that the teacher asked the students to read an analytical exposition text in test reading and answers the questions from number 1 until 5. The teacher is given 10 minutes to doing test reading. The Bell was ringing when they discussed the lesson. It meant that the lesson was over. Then the teacher closed the meeting by giving the conclusion about the lesson. There were 4 answer or 80% by using “yes”, it means that the teacher was good in explaining the material, implements a reciprocal teaching method to teach, giving feedback and attention to the students and 1 answer or 20% by using “no”, it means that the teacher was not using good media when the teacher taught in the class because it's too monotonous, the teacher should find a better media to make the students interested to study.

So the researcher can make conclusion from the first observation by using checklist for the teacher on the criteria that the result was good, it means that the teacher could teach analytical exposition text well in the class.

There were 4 answer or 80% by using “yes”, it means that the students could pay attention to the teacher, understand the material, join teaching learning actively, and enjoy the teaching learning process well and 1 answer or 20% by using “no”, it means that the students didn't discuss the material with their friend. So it is better for them to share with others, so that they won't feel bored or lazy if there is material that they do not understand.

Camera was used by researcher to take a picture the

activities and conditions of the class. Just like the previous observation. The researcher accompanied by his friends who observed in that school too. Before begin the lesson, like usual, the teacher greeted the students and checks the students attendant list. After that, the teacher continued the discussion about the previous material to students, analytical exposition text. The teacher started explaining clearly about part of analytical exposition text. The students have understood to the explanation given. After explaining the part of analytical exposition text, the teacher explained the generic structure of analytical exposition text. During the teacher giving explanation, all of the students paid attention. Most of them did not shy to ask when they find difficulties. When the teacher asked the student to read, they read it although the wrong pronunciation. After giving explanation, the teacher asked the students to sit with their groups, at that time the teacher asked the students to find out the generic structure from the text their brought.

The students were given 10 minutes to do it. After that, the teacher pointed the students one by one to read the result of the discussion. Most of them can answer the question correctly. So, each group got the prize from the teacher, and they were so happy. The bell was ringing when the teacher giving the conclusion and evaluation about the material that day.

The students can easily understand the materials given by the teacher if the teacher's technique is good. The teaching technique can also influence the students' understanding the lesson. Some of the students would be interesting in paying attention or listen to the teacher's

explanation if the teacher's technique was appropriate.

1. Greetings

Generally, in SMA Muhammadiyah Pamekasan Salam (Assalamu'alaikum Wr. Wb) and good morning . it is used in greeting between the teacher and the students. Such as following short conversation :

Teacher : .Assalamu'alaikum Wr. Wb?.

Students : .Wa'alaikummussalam Wr. Wb, Sir.

Teacher : .Good morning students.

Students : .Good morning, Sir.

Teacher : .How are you today ?.

Students : .I am fine, thank you and you ?.

Teacher : .I am fine too, thank you.

2. Presentation Stage

a. Starting lesson by asking them about the meaning of analytical exposition text

b. The teacher giving explanation about analytical exposition text

c. The teacher giving explanation about generic structure of analytical exposition text

d. The teacher giving example of analytical exposition text on the book

3. Practice Stage

a. The teacher giving the instruction to the students to making a group

b. The teacher giving a text of analytical exposition then asked them to find the generic structure

c. The teacher giving a limited time for each group

d. The teacher giving support to each group

4. Production Stage

a. The teacher asked the students to presented their result in discussing

b. The teacher giving a comment about the student's in reading text

5. Closure

a. The teacher concludes about the material in the last time

b. The teacher giving the students some questions about analytical exposition text

c. The teacher ask their comments about the implementation reciprocal teaching method in the class

d. The teacher closes the lesson by saying Wassalammu'alaikum Wr. Wb

The conclusion about the teaching procedures above is the teacher did the teaching and learning process well and also he applied the discussion method in teaching reading very good. Reciprocal teaching is a strategy used to help the students develop a better understanding of what is presented in any given text. It encourages interactive dialogue or discussion between teacher and learners and is mostly used with students who have adequate reading ability. A benefit of reciprocal teaching includes helping pupils to read and strategically learn textbook material in a systematic manner. The developmental stages and ages of students determine the role that the teacher plays in modeling the strategy or actively facilitating the interactive dialogue or discussion.

1. Predicting

The students further discuss the selection in the text and make predictions about what will follow in the text. The students rely on prior knowledge at this point and attempt to make meaningful connections related to what they are reading and what they already know.

2. Questioning

After reading and summarizing the selection in the text, questions are formulated related to the information. These questions are meant to help students further understand the selection that has been read.

3. Clarifying

Any concepts or vocabulary that is troublesome or difficult to understand is discussed. Attempts are made to clarify the concepts or words either by the teacher or by utilizing available resources to help bring meaning and clarification to the passage or selection in the text.

4. Summarizing

The students tell or explain what they have read from any given selection from a text. The students summarize and highlight (can be in the form of an outline) the important information in the text.

1. A selection of any given text is distributed or assigned to students individually or in a group (a teacher can also be included in the reading of the text depending on the ages and stages of students).
2. A discussion then takes place between teacher and students (or between the students assigned to small groups) about the selection.
3. If small groups are used, a group leader is assigned. In any case, a discussion leader leads the discussion on a given passage or selection and creates a summary of what was read, generates a question or set of questions to explore,

identifies concepts or terms that need clarification, and leads the discussion that will ultimately determine a prediction about what will be discussed next in the text.

This discussion elaborates interaction process between English teacher and the students in teaching reading to comprehend the text by using reciprocal teaching method at the eleven grades of IPA 1 at SMA Muhammadiyah Pamekasan.

In teaching reading especially in SMA Muhammadiyah Pamekasan, it needs more attention from the teacher to teach the students. Because reading is as central component of language. The English teacher of SMA Muhammadiyah Pamekasan implementation reciprocal teaching method to the students' reading comprehension on the eleven grades of IPA 1 students at SMA Muhammadiyah Pamekasan to create new atmosphere of study in order to the students are enthusiastic and interested in reading English. The implementation of this technique can improve students' interest to comprehend reading English because the strategies of teaching reading which English teacher uses firstly is give topic prefaces simply even the teacher gives topic preface in easy language, the important thing is the students get the point of topic. The strategies can make topic easily understandable so that the students can read the text and comprehend about the analytical exposition text.

When some students find the difficult word in the analytical exposition text, the English teacher helps them to find the meaning of the word, because most of students of the eleven grades of IPA 1 students is low in vocabulary, so that the English

teacher still help if the students find the difficult word. The most important thing the students can be easy to read English with the analytical exposition text and they are not only can know how to read in English but also can increase their vocabulary.

When the teacher gives the analytical exposition text, the students read it directly many times, after that the students will translate the analytical exposition text by reciprocal teaching method and if the students find the difficult word they ask the teacher to help them and the teacher will help the students to find the meaning of the difficult word, after that the students will comprehend the analytical exposition text quickly and can answer the question about the analytical exposition text which is given by the teacher.

Based on the data of the observation by using checklist, the researcher can conclude that the result was good. It is proven by the result from table 1 which has shown that 50% of the answering using good, it means that the teacher could explain the material when he taught in the classroom, he conveyed the material perfectly. So, the students felt interested to learn analytical exposition text by using reciprocal teaching method.

The use of this method was started by explaining how this technique would be implemented. The teacher uses this method because he thinks that this method is suitable for teaching reading and can get result from the process teaching at class itself. The researcher believe that with this method the students in the classroom more active. The students by this method could improve their reading comprehension and make the

students did not afraid to make mistake when they read.

Talking about use of reciprocal teaching as a method to increase the students' reading comprehension. Researcher also observed that this method has influence the students ability in English reading. In this study they learned how to read correctly to what they read. So, from the observation who have been done for twice in that class. The researcher also interviewed some students to get respons about the use of reciprocal teaching as validity research and from the interviewed which have done. The researcher conducted the interview after the lesson in the second meeting to the students. She asked about their responses after teaching used reciprocal teaching method. The responses were very satisfied to the researcher. Almost 75% of the students agree with this method to be applied both in English class and the other. This method helped them to understand the text and improve their reading comprehension.

By learning with the other students, they can finish the task fast. Because to read the passage alone is different with read together. When they find difficulties both the pronunciation and comprehension the other students who have high ability will help to correct them and the teacher if needed. The class also became more active; they concentrated to their group and the task given. So everybody was getting involved to this lesson. But there were some problem which face by the students. Some of them did not notice the group; it may because there were no interest to the lesson and their group. As we see in the observation data, both the teacher and the students

looked enjoying the lesson. Because, this method was not teacher centered but students center. The teacher as the facilitator and controller in the class, so the students were insisted to be more active in this reciprocal teaching so that they can express their opinion.

Based on the observation the researcher knows that the use of reciprocal teaching method of analytical exposition text in teaching reading comprehension on the eleven grade of IPA 1 at SMA Muhammadiyah Pamekasan. The researcher observed the students by joining the class and record all the activities. One of the factors, which influence the successful of teaching and learning English, is technique used by the teacher. The students can easily understand the materials given by the teacher if the teacher's technique is good. The teaching technique can also influence the students' understanding the lesson. Some of the students are interested in paying attention or listen to the teacher's explanation if the teacher's technique is appropriate to the students.

In teaching and learning English, especially when the teacher teaching reading, she tried to use a method which called reciprocal teaching method. The reciprocal teaching method is a dialogue between teacher and students "alternate" demonstrating their thinking and use of strategy. The teacher begins by modeling the use of the strategies and scaffolds the practice of this "monitoring" technique for students. Ultimately, the teacher relinquishes control to students so they can be responsible for their own learning. For instance, a student who participates in a discussion lesson learn to support his

views rationally, based on facts, too. He appreciates the need to argue logically, define clearly concepts and terms, and examine, critically rules, principles and constructs. Such a student learns to develop value processing skills in relation to changes that occur in his society.

Considering what has been discussed in this research, the researcher draws a conclusion about the implementation of reciprocal teaching method of student's reading comprehension on the eleven grades of IPA 1 at SMA Muhammadiyah Pamekasan".

Based on the result of observation and interview, before the teacher ordered the students to read the analytical exposition text, the teacher reminded some strategies by giving them some ways. So that it will make students easy and can comprehend the analytical exposition text quickly. In implementation of reciprocal teaching method of student's reading comprehension here, the English teacher uses interesting method.

In fact there are still some students feel difficult in arrange the generic structure of analytical exposition text because some factors, such as, the students feel confused to read the analytical exposition text, the students can not translate the analytical exposition text well. The students find difficult to comprehend the analytical exposition text.

The teacher gave them exercise whether in written or orally to make the students accustomed to comprehending the analytical exposition text. Even the teacher always asked the students before continuing the program as brainstorming for the students so that

they will not find any difficulties to comprehending the text anymore.

Implementation of reciprocal teaching method of student's reading comprehension on the eleven grades of IPA 1 at SMA Muhammadiyah Pamekasan can make the students hard to read English, because the English teacher takes an English standard and teach students how to convey their thoughts and purpose efficiently. In additional, by using reciprocal teaching method to improve reading comprehension, students can comprehend the text easily.

The English teacher prepares how to design various activity of teaching reading as interestingly as possible in order to the students are enthusiastic to read the text and they reach competence especially in reading.

Based on the observations which have done in the eleven grades of IPA 1 SMA Muhammadiyah Pamekasan, the way of teacher in implementation reciprocal teaching method are:

1. The teacher divided the class into five groups and give the students test of reading
2. The teacher giving the students a analytical exposition text and asked them to do it with their group
3. The teacher pointed the students one by one to read the result of the discussion
4. The teacher discuss together with the students about the material and giving the conclusions.

D. CONCLUSION

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