THE EFFECT OF RECIPROCAL TEACHING PROCEDURE ON EFL STUDENTS' READING COMPREHENSION ACHIEVEMENT

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ABSTRACT

The Reciprocal Teaching Procedure is a model originally developed aiming at using discussion to improve students' reading comprehension, develop self regulatory skills and achieve overall improvement in motivation. This study aimed at investigating the effect of the Reciprocal Teaching Procedure on students' reading comprehension achievement in English language compared to the Conventional Teaching Instruction. The study was carried out on two groups experimental and control groups-each of which consists of 31 students. An Independent samples t-test was applied in order to see whether there was a statistically significant difference or not between the groups. Additionally, a paired sample t-test was used so as to compare differences within each group. The results from the post-test displayed that statistically significant difference between the experimental and control groups, favoring the treatment group at p=.0.02, < 0.05 After the treatment, the experimental group students took an attitude questionnaire to illicit their thoughts about the effectiveness of using reciprocal teaching procedure on the reading comprehension strategies in EFL classes. The data collected from the attitude questionnaire analyzed through descriptive statistics including the mean and standard deviations. The results showed 3.45 grand mean score at 'Agree' level. Thus, students have positive attitudes towards using reciprocal teaching procedure on improving their comprehension.

Keywords: *The Reciprocal Teaching Procedure, Reading Comprehension*

INTRODUCTION

Reading is the process by which the meaning of a written text is understood (Richards & Schmidt (2010). The proceed include discovering meaning from written text in a social atmosphere through bottom-up (text-driven) processing and top-down (conceptually-driven) processing using strategies and skills (Gebhard, 2006). In this context, it can be claimed that strategies that develop comprehension should support the process of meaning structure, and therefore, cover the processes of students' mental structuring the text starting from pre-reading knowledge and experiences. Another important point in reading comprehension strategies is that the reader should be active during the process (Pressley, 2001.

The extracting of text as a tool to improve reading comprehension has an ultimate goal making readers aware of and capable of using various reading strategies as well as interpreting the information a reading text presents in a appropriate manner. Extracting also helps how readers conceive the text, what textual clues they attend to, how they make sense of it, and what they do when they do not understand it. Currently, Ethiopia is developing English language use for its citizens at different institutions and educations to communicate with other countries of the world through exchanging information (Yoosabai, 2008).

Anderson, (2003) defines reading comprehension as process. In comprehension, readers need to understand consciously the explicit and implicit meaning of words, phrases, and sentences. Therefore, L2 learners must develop using comprehension strategies to gather the required information to change the text into meaning. According to Duke and Pearson (2002),   this type of knowledge impacts the sense that readers construct through print. Readers easily comprehend text with familiar language but are less success at comprehending

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text with unfamiliar language. Pearson and Gallagher (1983) state that the term reading comprehension is an interaction between the reader and the text during reading in order to draw meaning that helps readers to understand the provided information of the text effectively and efficiently.

Sporer et.al (2009) explains that reciprocal instruction is a form of multiple comprehension strategy usage that combines four ordered strategies of 'predicting, clarifying, summarizing and questioning'. If students take the steps of reciprocal teaching systematically, they learn how to take control of their reading process and ultimately become independent readers. Thus, these components of reciprocal teaching strategies are the combination of reading comprehension and also known self-monitoring provides many opportunities for teaching. In this method, not only do students monitor their own comprehension: they also become active participants in their learning and learn from others in the process

According to (Omari and Weshah 2010 & Newman, 2010), predicting refers to the general idea of the text using the titles and the headings of the text. In the predicting strategy students put their hypothesis about the text to concept or reject during and after reading stage. The predicting strategy is achieved through activating background knowledge relating to prior knowledge with the given text. During the predicting stage learners should be encouraged by the teacher to use the titles, headings, subheadings and pictures as aids in order to predict the general idea of the text (Boottomley & Osborn, 1993).

Clarifying strategy is to simplify unclear words and the confusing parts of the text parts of the text. In this strategy the learners may ask for help when they get very difficult concepts through the process of clarifying the text and reread and look for implicit and idiomatic expressions. Clarification provides student to identify and question any unfamiliar, and ambiguous or inconsistent information contained in the text. If there are some misconceptions the readers can have a chance to reread the text or ask for help both during and after reading (Fielding & Pearson, 1994).

Alder (2001) states that summarizing requires students to determine what is important in what they are reading and to put into their own words. Instruction in summarizing helps students identify or generate main ideas, connect the main and central ideas, illuminate unnecessary information and to remember what they read. Questioning strategy is generating ideas while reading and after

reading the text. This strategy assumes to be the most essential strategy that helps students to memorize and to check their understanding of

In light of these studies, reciprocal teaching is considered as one of the best strategic approaches to teaching reading because it is the combinations of strategic responses to texts appears to be more effective in supporting comprehension development (Grave, 2009).

Statement of the problem

Most of the preparatory school students still find unable in comprehending what they read. This difficulty might be due to the students' lack of knowledge of the reading strategies to improve their comprehension abilities. In addition, the researchers noticed that many of students suffer from low reading proficiency in general and in the use of reading strategies in particular. Scholars such as Block and Israel (2005) and Rampur (2011) reported that the low reading comprehension which students may refer the inappropriate use of reading strategies. In line with the problem statements discussed in this study, the following research questions were presented as follows:

1. Does reciprocal teaching strategy have significant result than the conventional method in achieving students' reading compression skill?
2. What are the attitudes of the treatment group students on the role of reciprocal teaching procedures on their reading comprehension skill?

METHOD

Design of the Study
In order to achieve the aim of the study, quasi-experimental design was used using the pre-and post-tests. Likert scale (RTP) questionnaire was also employed to identify the experimental group students' attitude. In Creswell (2003), this research method is likened to pragmatism and it is stressed that "mixed methods researchers look to many approaches to collecting and analyzing data rather than subscribing to only one data in order to provide the better understanding of a research problem."

Participants of the Study
The populations of the study were totally 620 EFL learners who were learning in grade 11 at Shre Preparatory School. The students were taking English language as one of the subjects. The school was selected purposefully, because it is the work place of the

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researchers, so this reason made it easily accessible because it could have a good chance to provide and guide all the needs in the process and observe the way activities practiced in the classrooms. The researchers assigned and gave orientation for the two teachers who have a Bachelor Degree in English language. The researchers gave training and agreed with the intervening teachers especially with the teacher who employed reciprocal teaching procedure in teaching reading comprehension and he coached and guided them all about the necessary things before and during the treatment program.

Sample Size and Sampling Technique

Dornyei, 2003 states that the most frequent question asked by novice researchers who are planning to use standard test and questionnaires in their investigation is "How many people do I need to survey?" or "Who shall my sample consists of?" Hence, the above mentioned scholars answered these questions that the required is the sample should have a normal distribution and it can be with a range of between 10% - 30% because of the statistical significance perspective. According to Marsgaret (2004), although the sample size is decided based on the total population, at least 10 % should be surveyed in all situations. The researcher used systematic sampling to select 62 samples out of the total 620 targeted population. The process was first preparing list of all the elements in the study population then determining the width of the interval (i.e. 620/62 =10).

Data Collecting Instruments

According to Dornyi (2007), using multiple data gathering instruments are very important to obtain relevant information about the study and it provides an opportunity to view the problem from many perspectives. The data for the present study was gathered using the data collecting instruments: pre-post tests on reading comprehension and attitudinal questionnaire for experimental and control groups. For this to happen the researchers used the Nelson Denny Reading Test (NDRT) to assess subjects' reading comprehension achievement before and after the (RT \P) sessions. Subjects completed pre-and post – questionnaires to record information about their general and EFL backgrounds as well as their attitudes to reading before and after the implementation of (RTP) sessions.

Reading Comprehension Test

The purpose of the administered pretest on reading comprehension was to measure the samples' reading comprehension ability before the treatment. And the 62

samples were divided equally in to two groups (31 as a treatment and the other 31 as a control) based on matching or comparing with their pair mates using the pretest scores. In addition, the administered post-test was given at the end of the intervention to assess the representatives' English reading comprehension ability after the RTPE sessions. Gardner (1994) says that these days, if a school's standardized test scores are high; people think the school's staff is effective however if a school's standardized test scores are low, they see school's staff as ineffective. Therefore, the reading comprehension test consisted 6 paragraphs in this study. And there were 5 multiple questions from each paragraph, totally 30 items with their one correct answer. That is why standard tests are assumed to be relatively better to measure students' skills in English language, and to evaluate school instructional programs.

Attitudinal Questionnaire

In this study the purpose of the attitudinal questionnaire was to find out the attitudes of the two groups' on the roles of their reading instruction to their comprehension ability. The attitudinal questionnaires were adopted from the previous study. The validated questionnaires were taken mainly from (Panmanee 2009) and modified by the researcher in line with the aim of this particular study. Dornyi (2007) suggested that the main attraction of a questionnaire was its effectiveness in terms of researcher's time, effort, and resource. One can collect a huge amount of information in less than an hour. In this study there were two forms of attitudinal questionnaires: the experimental group's who were treated with Reciprocal Teaching Procedure (TP) and the control group's attitudinal questionnaires that were confined with Conventional Teaching Instruction.

Validity and Reliability

Validity means the extent to which a test measures what is intended to measure (Raheed, 2013). Furthermore, the test items were judged and reviewed by TEFL instructors. And the instructors agreed up on the reliability and validity of the test for the mentioned aim. The attitude questionnaires were also examined by the experts and by other EFL instructors for their content validity. Reliability is referred to the degree of consistency of the test measurement (Raheed, 2013) A pilot study was conducted in other related school at Koraro General Secondary and Preparatory School to examine the reliability and validity of the measurements. According to (Sudman and Bradurn, 1983), piloting is more essential in quantitative studies

and any attempt to short cut the piloting stage will seriously jeopardize the psychometric quality of the study. They exclaimed not to conduct a research if we do not have the resources to pilot-test our instrument.

Before administering the actual standard test and the attitudinal questionnaire, the researcher conducted a preliminary investigation to gather information about the topic of (RTP) (a pilot study was carried out before the main study). After piloting, the test was analyzed based on some characters like time needed to answer, clarity, item difficulty, and attractiveness of the destructors. Then, minor change was made on the little due to modifying of the lengthy and editions. And then, using the Alpha

Cronbach formula the result revealed 0.83 reliability coefficients. This indicated that the test was quite reliable and acceptable. Furthermore, the results of the attitude questionnaires were also analyzed and some minor changes like numbering and grammatical errors were corrected. The reliability of the attitude questionnaire was also 0.77.

RESULTS

This study subjected to assess and compare of the data in pre-and post-tests to determine the first research question of the present study: *"Does reciprocal teaching strategy have significant result than the conventional method in achieving students' reading compression skill?"*

Table 1: Independent T-Test Comparing the Performance of the Two Groups on the Reading Comprehension Pre-Test

Group	N	M	S/D	SEM	Std. Error difference	T	D/f	Sig.(two tail)
Control Experimental	31 31	16.13 16.06	6.79 6.83	1.22 1.22	1.73	.037	60	.970

*Confidence level =0.05

As displayed in Table 1, the researchers intended to find out the comparison results from the pre- test to determine the first research question: As it is evident, the mean scores of the control group and the experimental group in the pretest was (16.13 & 16.65) respectively which indicated the same results. The calculated t-value is .037, at 60 degree of freedom is not significant at p= 970, which is > 0.05. Based on this result it can be concluded that the first research question which states that there is no significant difference between the control and experimental groups in the pre-test.

Table 2: Independent T-Test Comparing the Performance of the Two Groups on the Reading Comprehension Post-Test

Group	N	M	S/D	SEM	Computed t-value	Tabulated t-value	D/F	Sig. (two tail)
Control	31	16.65	7.88	1.22				
Experimental	31	20.16	5.66	1.01	2.82	2.000	60	0.02

* Confidence level = 0.05

As can be seen in Table 2, the experimental and control groups' mean scores in the post-achievement test were (16.65 and 20.16) respectively, favoring the experimental group after using Reciprocal Teaching Procedure. Thus, the treatment group students have shown a significant progress in post-test at (p= 0.02, which is < 0.05) in their reading comprehension. This justified that the experimental group who had treated with Reciprocal Teaching Procedure intervention have shown significant improvement over those who were treated with Conventional Reading Instruction.

Table 3 Paired T-Tests Comparing the Performance of Each Group on the Reading Comprehension Pre-and-Post Tests

Group	N	Pre-test			Post-test			M/D	Comp.t-value	Tabu. t-value	D/F	Sig. (two tail)
		M	S/D	EM	M	S/D	EM					
Con.	31	16.13	6.79	1.22	16.65	6.84	1.22	0.35	1.64	2.042	30	0.111
Exp.	31	16.06	6.83	1.22	21.16	5.66	1.01	5.10	13.01	2.042	30	0.001

*Confidence level =0.05

Table 3 showed that the paired t-test comparing results of the pre- and post-tests scores of the control and experimental groups. In this regard, the mean difference between pre- and post-tests of the experimental group students is highly significant; the mean score of the pre test was 16.65 and the mean in the post was 21.16. Entering a t-table at 30 d/f, the t-value is found to be 13.01, which is more than the tabulated value 2.042 at P= 0.001<, 0.05. This indicated that RTP could create a significant change on the experimental group students in their reading comprehension achievement.

On the other hand, there was no mean difference between the mean score of the pretest and post test of the control group. The calculated t-value 1.64 is less than the tabulated t-value 2.042. It means, despite the significance level for social sciences studies was set as less than or equal to 0.05, the significant level is P= 0.111 > 0.5, so, it is possible to say that the mean sores were not significantly different at the level of probability.

Table 4: Descriptive Statistics from the Experimental Group Students' Attitudes on the Roles of Reciprocal Teaching Procedure to their Reading Comprehension

The purpose of the experimental group's attitudinal questionnaire items was to analyze the students' attitudes on the roles of the reciprocal teaching strategies to their reading comprehension. Hence, table 4. showed that the descriptive statistics for students' use of strategies in comprehending reading texts in English.

Items	Mean	SD	L.A
1. I enjoy reading texts in English when I read with friends.	4.58	0.45	S.A
2. I could comprehend texts better when I read with friends.	4.41	0.67	S.A
3. **Predicting** encourages me to think the content in the texts.	2.73	0.97	M. A
4. Predicting activates my prior knowledge before reading.	2.88	0.91	M. A
5. Prediction doesn't help me comprehend the texts.	3.46	0.81	M.A
6. **Clarifying** helps me to solve the difficulties sections in the texts.	4.58	0.64	S.A
7. I could guess meanings of the unknown words, phrases, or sentences.	4.08	0.73	A
8. **Summarizing** focuses my attention on the main ideas texts.	4.18	0.71	A
9. I usually have problem in finding the main ideas.	1.93	1.09	Dis.
10. **Generating questions** helps me to check the main idea in the texts.	4.43	0.53	D.A
11. The reciprocal teaching procedure is complicated.	2.58	1.03	D.

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12. I don't think reciprocal strategies help me comprehend the texts.	1.78	1.15	S.D.
13. Using reciprocal strategies are fun.	3.98	0.77	A
14. The more I practice reciprocal teaching procedure, the easer I can understand the texts.	3.28	0.85	M.A
15. After reciprocal teaching procedure training, I become better at reading comprehension.	3.88	0.78	A
16. I don't know the reading strategies and I am not a good reader	2.16	1.07	Dis.
17. I think other teachers should use reciprocal teaching procedure in reading classes.	4.18	0.69	A
Average	3.45	0.81	A

*Levels of statement Indicator
1) 0.00-1.80 = Strongly disagree, 2) 1.81- 2.60 = Disagree, 3) 2.61-3.40 = Moderately agree, 4) 3.41-4.20 = Agree, 5) 4.21–5.00 = Strongly agree

The findings from the above table 4, items 1, 2, 6 and 10 showed that the respondents "strongly agreed" with the statements for they enable them at ease when they read texts with their friends. In addition, they reported their beliefs that 'Clarifying' strategy helps them to solve the difficulties sections in the texts. Furthermore, students revealed that the 'Generating questions' support them to check the main idea in the texts. Students also "agreed" with the statements 7, 8, 13, 15, and 17 respectively; displayed that the mentioned item statements supported them to guess meanings of the unknown words, phrases and sentences. They also indicated that 'summarizing' strategy focuses their attention on the main ideas of the text. It was further demonstrated by students as RTP strategies are fun for them in reading comprehension. Finally, Students disclosed that their reading comprehension were better after training given on attitudinal intervention. Moreover, students' level lied on the "moderately agreed" with the statements of item 3, 4, 5 and 14 respectively. In this regard, students' attitude showed that 'Predicting' strategies encourage them. Then, they added that 'predicting' strategies activates their prior knowledge before the reading. In contrast, students told that 'prediction' did not help to comprehend the text. Finally, students' confirmed that as the more they practice RTP the easier they can understand the text. On the other hand, the respondents "disagreed" with the statements of item, 9, 11, and 16 revealing they usually have problem in finding the main ideas, the RTP is complicated, and they do not know the reading strategies and they are not good

readers, while they responded 'strongly' statement in item 12.

In sum, the results from the above descriptive statistics of the experimental group's attitudes on the role of Reciprocal Teaching Procedure showed that the respondents have positive attitudes toward it. The average means score was "3.45", indicating the "agree" level. Therefore, the strategies had benefited students' attitude in developing their reading comprehension achievement.

DISCUSSION

Reading comprehension skill pre-test and post-test
The motivation for this study was to provide the best possible reading comprehension experience for preparatory students. The pre-and post-tests were used to determine whether Reciprocal Teaching Procedure had an impact on students reading comprehension. Based on this premise, the first quantitative research question of this study is *"Does reciprocal teaching strategy have significant result than the conventional method in achieving students' reading compression skill?"*

Table 1 demonstrates the Independent pre-test did not show any marked results between the control and experimental groups due to comparison of the mean scores were (16.13 and 16.06) respectively. The calculated t-value is .037, at 60 degree of freedom is not significant at p= 970, which is > 0.05. Whereas, table 2 indicated that the average scores in the pre-and-post tests

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of the control and experimental groups were (16.65 & 21.16) respectively. This confirmed that the experimental group's of students after RTP instructional intervention, the computed t-value=2.82, which is greater than the tabulated t-value,= 2.000 at p= 0.02.< 0.05, Thus, in answer to the first question, the study result suggests that the Reciprocal Teaching Procedure has a positive effect on preparatory students' reading comprehension ability. Table 3, demonstrated the paired sample t-test result differences between pre-and post-test of the experimental group and control groups of students. Therefore, the treatment group has shown significant progress; the mean of the pre test was 16.65 and the mean of the post test was 21.16. Entering a t-table at 30 d/f the t-test value is found to be 13.01, which is more than the tabulated value 2.042 at P=0.001 < 0.05. This justified that reciprocal teaching procedure could create a significant change on the experimental group students' reading comprehension skill.

These results are consistent with the previous studies (Akkakoson, 2013; Gurses & Adiguzel, 2013) which have also found strategy-based reading instruction to be instrumental in developing students' meta-cognitive awareness of reading strategies and increasing their use while reading a text. But, there was no mean difference between the mean score of the pretest and post test of the control group. The calculated t-value 1.64 is less than the tabulated t-value 2.042. This meant that the significance level for control group was set as P=0.111 > 0.05, so that it can be possible to say that the means were not significantly different at the level of probability.

The second research question is "What are the attitudes of the treatment group students on the role of reciprocal teaching procedures on their reading comprehension skill?

Table 4. indicated that the average mean score of the students who were treated by Reciprocal Teaching Procedure attitudinal strategies questionnaire ascertained from the above descriptive statistics of the experimental group's showed that "3.45" grand mean score that pointed out the level of "agree" and respondents have positive attitudes toward RTP. Thus, this strategy had much benefit in developing students' comprehension performance and they were also very interested in performing the English reading comprehension tasks. This finding in line with (Song, 1998; Seymour & Osana, 2003) support pointing out that engaging students in the four strategies of the (Reciprocal Teaching Procedure),

i.e. predicting, questioning, clarifying and summarizing encourages them to monitor their own reading comprehension behavior.

Though the RTP is time-consuming strategies that demands preparation and implementation involved, the researchers of this study took into account that the teaching technique provided the students in the study considering an invaluable technique provided students with ample opportunity to take their own learning. Therefore, Reciprocal Teaching Procedure encourages the EFL students to be independent learner and explore of knowledge with the EFL teacher as a facilitator. Thus, the result of this study is in line with foreign studies such as (Martines, 2002; Seymour & Osana, 2003; McNamara& Scott, 2009) support this Reciprocal Teaching Procedure pedagogical implication for EFL reading.

CONCLUSION

The purpose of this study was to investigate the effect of the Reciprocal Teaching Procedure instructional technique on the preparatory school reading comprehension achievement. The findings of the study showed that the treatment group who took the Reciprocal Teaching strategies intervention effectively shown significant improvement in their reading comprehension in the post-test. Comparing the mean scores of the experimental group attitudinal questionnaires, and particularly those constituent strategies such as predicting, clarifying, questioning, summarizing had contributed a lot than 'Conventional Reading Instruction. Therefore, the finding demonstrated that the Reciprocal Teaching Procedure strategies were more profitable to develop students' reading comprehension achievement. Based on the conclusions, English teachers should implement Reciprocal Teaching Procedure strategies as one of the active learning methods in reading comprehensions. Training also should be given to all educational level students on the importance of RTP to promote their reading comprehension skill. Finally, it could be interesting if other researchers conduct on the area by taking intact classrooms in various preparatory schools which may include other disable learners to know how much Reciprocal Teaching Procedure strategies are helpful.

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