

TEACHER'S PERSPECTIVE IN TEACHING READING COMPREHENSION USING RECIPROCAL STRATEGY

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ABSTRACTS

The Indonesian government has determined that English is a compulsory subject in junior high schools, senior high schools, and universities. English in junior high school includes four mandatory skills: listening, reading, speaking, and writing. In the teaching process, teachers are expected to be perfect. The teacher must be "perfect"; it means they have to be active, creative, innovative, interesting, and achievers so that students can focus on the lessons in class. However, most students have difficulty learning English, especially reading or understanding texts. This research was conducted with the aim of describing the Teacher's Perspective in Teaching Reading Comprehension Using a Reciprocal Strategy. This research was conducted at SMPN 1 Jabon using qualitative methods, data obtained from interviews and observations. The subject in this study is an English teacher at SMPN 1 Jabon. The results of this study indicate that mastery of good learning strategies is an important component of education in supporting the professional duties of teachers as educators. Teachers use reciprocal teaching as a strategy in their learning. Reciprocal strategies can improve students' reading comprehension because students know the essence of what they read globally. In addition, the teacher can also assist students in understanding the meaning contained in the reading text material that has been explained during the reading class.

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INTRODUCTION

Language is a system of vocal symbols used to communicate. In addition, language is also a tool to communicate with other people. language is like ideas, emotions and desires that can be generated by several symbols. According to Verderber (1999) language is a body of words and a system for use in communication that is common to people in the same geographical area or the same culture and traditions. The similarity of the language used in communicating does not necessarily lead to the same meaning. In other words, we can understand their language. Because communication is important, we must learn how to communicate properly and correctly. Communication will be easy if the sender and receiver

understand the information or meaning that has been conveyed.

Language as a human communication tool that has a dynamic nature, it means that language develops following human development in various aspects. Cross-country communication is a factor in creating harmony between countries in this era of globalization. The development and spread of religion, science, and technology are highly dependent on the communication process. This communication process must also be able to connect people from different nationalities and languages. Therefore, there is a need to be able to communicate and understand each other by establishing English as an international language.

English is widely spoken all over the world. Therefore, the Indonesian government has decided that English is the foreign language of Indonesia. In addition, Indonesia's junior high schools, senior high schools, and universities all take the first foreign language as a compulsory course. Junior high school English courses include four compulsory skills: listening, reading, speaking, and writing. Speaking and writing are related to productive skills, while reading and listening are related to receptive skills (Harmer, 2001). When teaching a foreign language, teachers must be able to find materials that match their students' abilities. Teaching is a series of activities carried out by teachers and students in the classroom, whose purpose is not only to impart knowledge but also to improve students' knowledge and performance. In the teaching process, teachers are expected to be perfect. Teachers need to be "perfect"; that means they need to be active, creative, innovative, engaging, and performing so students can focus on the lessons in the classroom. Teachers also need a lot of brain knowledge to support their activities well. Lewis (2008: 138) points out that teachers focus on the learner, the learning process, and teaching, and these perceptions are central to teacher practice. This shows that the teacher's responsibility is not only to prepare the material but also to believe in how to build good relationships to encourage students to learn

Teaching is a highly complex and challenging ability and just as learners need the support of students, so do teachers who need support from parents, managers, governors, and others (Cooper & McIntyre, 1996). It showed that teaching is hard work that needs support from others. Parents are needed able to control their children in doing homework. From the government what teachers expected are textbooks for each student and the appropriate curriculum for increasing students' knowledge.

However, most students have difficulty learning English, especially reading. Here's what happens when students still can't identify the subject of the text, one of the indicators of reading ability in the middle school curriculum. In order to determine the content of the text, students must first identify the terms in the text. Reading is one of the skills examined in the national high school entrance examination, indicating that reading skills must be mastered by students. Because of the importance of reading to students, it is necessary to teach students how to read.

They are so many theories of approaches and methods that can be adapted and implemented in classroom activities. When teaching a lesson, teachers should know about the methods and techniques. A technique is an implementation that actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective (Richard & Rodger, 2005). Perspective defines as a particular attitude towards or ways of regarding something; a point of view (Cross, 2014). The teacher's perspective on teaching reading comprehension to students is important to observe because the teacher's perspective can influence the strategies and the way they deliver the material. In other words, teachers use a variety of strategies depending on their perspective of what is interesting and appropriate for their students. Each strategy can produce a different response from students. Thus, the teacher's teaching strategy is important in teaching reading comprehension. So, students can understand the content of what they read, as well as be interested in the topics

presented through interesting strategies. Every teacher has their own ways of teaching and uses many strategies in order to attract students' motivation and interest, and serve the materials as easy as possible so that the students are able to master the lesson optimally.

One way to maximize student mastery of this skill is to teach students reading strategies, as described by Hoein & Lundberg (2000), Grabe and Stoller (2002), and Pressley (2002), when students learn to read, you need to learn How to use certain strategies to understand the text. One of the strategies used in the classroom setting is the reciprocal strategy. Reciprocal teaching is a strategy that asks students and teachers to share the role of the teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing, and clarifying. Reciprocal Teaching is a great way to teach students how to determine important ideas from reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with a textbox and non-fiction text.

Reciprocal Teaching (Palinscar & Brown 1984) is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarise, question, clarify, predict and respond to what they are reading). Teachers and students then take turns (Pressley & McCormick in Westwood, 2001) and integrate four reading strategies in dialogue (Palinscar & Brown, 1984; Rosenshine & Meister, 1993; Klingner, Vaughn & Boardman, 2007) to internalize the text. This strategy also highlights explicit instruction which is needed to achieve reading comprehension (May, 2010; see also Palinscar and Brown, 1984; Rosenshine and Meister, 1993).

Reciprocal teaching has been found as a successful teaching strategy in improving students' reading comprehension not only English as first language (see Palinscar and Brown, 1984; Ozckus, 2003). To sum up, According to the explanation above, Regarding its importance and necessity for the students to learn reading in the Junior high level, the writer employs a reciprocal teaching technique to help the student struggling with reading comprehension. The author concludes that reciprocal teaching practices can assist teachers in teaching reading comprehension successfully.

RESEARCH METHOD

Research Design

Research design purposes in planning to collect and cultivate data in order to reach the goal of research. This researcher employs a method called qualitative descriptive in collecting the data. All data were collected through interviews and questionnaires toward English teacher at SMPN 1 Jabon. The researcher uses a qualitative descriptive method because the research is focused on certain phenomena in the school environment. The case of this phenomenon focuses on teaching and learning activities in English. Researchers have not to give treatment to the object of research. Researchers only observe and describe phenomena without manipulating them. According to Sugiyono (2008), the descriptive method is used to examine the status of human groups, an object, a state, mind, and events that will occur. The research method is an attempt to find, develop, and test the truth of knowledge scientifically. Therefore, the method used in a study must be appropriate. Based on the approach and the type of data used, this research is classified as qualitative research, so it will process descriptive data in the form of words. The data were analyzed in descriptive and not in the form of numbers as in quantitative research.

Population and Sample

The participant in this study was an English teacher at SMPN 1 Jabon, Mr. F started teaching English at SMPN 1 Jabon in 2008, the total classes he teaches are 10 classes, 4 from

8th grade, and 6th from 9th grade. As a teacher, he also said that we must have the right strategy so that students are not easily bored when following the learning process in class. The selection of the right strategy can also make students happy and excited during the learning process. F chose to use the reciprocal strategy in grade 8 or grade 9 on reading comprehension material because in this strategy students were given the material first, then students were asked to explain what material they had learned to other students. In applying the reciprocal strategy, the teacher only serves as a facilitator and guide in learning, namely straightening or providing explanations and opinions regarding material that cannot be broken down independently by students. According to Mr. F reciprocal strategy is a strategy that is suitable to be applied in learning reading comprehension for grade 8 or grade 9 students, because by using this strategy students will be active and creative during the learning process in class.

Instruments

This research is research using the interview and observation method, the interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewer who gave the answer to the question, Meleong L (2010). here the researcher as the interviewer who asked the questions, and Mr. F is the interviewer who gave the answer to the question. In the interview instrument, the questions are already based on indicators that are in accordance with the research title. Then the questions are collected or validated to the experts. Likewise, with observation, observations are carried out in order to collect data related to the problem of the researcher through the process of direct observation in the field. The researcher only observes directly the state of the object, but the researcher is not active and the participant is directly involved. This data collection technique is done by observing a phenomenon that exists and occurs. The observations made are expected to obtain data that is appropriate or relevant to the research topic

This study uses an instrument interview, the questions of the interview can be seen in table 1.

Table 1. The Question of Interview

Item Number	Question
1.	<i>Mengapa Bapak/ibu lebih memilih menggunakan atau menerapkan strategi tersebut ?</i>
2.	<i>Bagaimana cara Bapak/Ibu guru menerapkan strategi tersebut?</i>
3.	<i>Apakah strategi reading yang Bapak/Ibu guru gunakan dapat meningkatkan pemahaman membaca siswa? Kenapa?</i>
4.	<i>Bagaimana respon atau pendapat siswa ketika Bapak/Ibu guru menerapkan strategi tersebut?</i>
5.	<i>Bagaimana cara Bapak/Ibu guru mengetahui bahwa strategi yang Bapak/Ibu terapkan dapat dengan mudah dipahami oleh siswa?</i>
6.	<i>Efisienkah strategi yang Bapak/Ibu guru terapkan?</i>
7.	<i>Bagaimanakah pendapat Bapak/Ibu guru tentang kelemahan dan kelebihan pada saat menerapkan strategi tersebut ?</i>

Data Analysis

In analyzing the data, the researcher used qualitative description to describe the teacher's perspective in teaching reading comprehension by using a reciprocal strategy. In addition, the use of qualitative description is to give the general truth according to the data which were collected by the researcher.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Based on interviews and observations that researchers have done. one of the English teachers at SMPN 1 Jabon uses a reciprocal strategy to teach reading comprehension to students. This is because the reciprocal strategy is a suitable strategy to make students more active, creative, and independent in learning.

"biasanya saya menyiapkan materi terlebih dahulu terkait dengan reading, kemudian saya informasikan kepada siswa untuk membentuk kelompok yang terdiri dari 5 sampai 6 orang setiap kelompoknya. setelah itu saya meminta siswa untuk mendiskusikan bacaan tersebut bersama dengan teman kelompoknya. jika sudah, salah satu siswa dari masing-masing kelompok saya minta untuk menjelaskan hasil dari apa yang sudah mereka pelajari di depan kelas. selain itu, saya juga melakukan sesi tanya jawab dengan siswa, sesi tanya jawab ini saya lakukan apabila diantara mereka masih ada yang merasa kesulitan dalam memahami bacaan. kemudian, saya meminta siswa untuk mengerjakan soal latihan namun secara individu, soal yang saya berikan juga terkait dengan bacaan yang telah mereka pelajari, terakhir biasanya saya ingin mereka menyimpulkan isi dari materi yang sedang kita bahas."

Reciprocal strategies can improve students' reading comprehension, as said by Mr. F :
"insyaAllah meskipun itu tidak 100%, selama anak tertarik, kemudian enjoy ketika membaca, otomatis mereka akan berusaha untuk memahami teks tersebut. Jadi bisa terwujud apa yang kita inginkan"

Student responses when teachers use reciprocal strategies are very good, some of them are interested and become more enthusiastic when learning reading. In addition, the teacher can also see directly whether the reciprocal strategy can be more easily understood or not by students through the tasks the teacher has given.

"Dari hasil tugas mereka, terkadang kita penilaiannya bukan cuma sedekedar tulis. Tapi juga bisa secara langsung pada saat proses pembelajaran"

The strategy is also very efficient, not only that, when implementing it there are also advantages and disadvantages, as said by Mr. F :

"kelebihannya siswa mampu mengembangkan kreativitasnya, serta mampu bekerjasama dengan siswa yang lainnya, menumbuhkan bakat dan keberanian untuk lebih aktif berbicara didepan kelas, sedangkan kelemahannya, siswa yang berperan aktif biasanya cuman siswa itu-itu saja, sehingga kita sebagai guru juga harus bisa membantu siswa yang lainnya untuk lebih berani dalam berbicara di depan kelas pada saat menyampaikan hasil kelompoknya , terkadang juga ada siswa yang tidak berperan sering menertawakan siswa yang lainnya dan akhirnya merusak suasana"

Discussion

Based on the results above, it can be interpreted that strategy has an important role in learning. Learning strategies require a very broad scientific scope. Not only that, learning strategies also cover various kinds of teaching methods, various theories, various concepts, various learning models and various classroom management models. Gerlach and Ely (in Syahputra, 2014) state that learning strategies are the chosen ways to deliver learning material in a particular learning environment, which includes the nature, scope and sequence of activities that can provide a learning experience to students. When implementing a learning strategy, an educator should not carry out arbitrarily or deviate from pedagogical and educative rules, it can be said that human resources, especially educators without having a strategy in learning, then the learning process will be nil. Initially, the strategy was only used in the military circles to develop war strategies. Over time the term strategy is also used in the world of education to develop strategies for learning. Strategy formulation is useful for determining the direction of learning that will be targeted as desired. So that it can achieve the

desired expectations.

A teacher is certainly a very noble job because the teacher has the task of educating the nation's next generation. This of course requires great responsibility. If you want to grow the forerunner of a quality generation, then as an educator you must plant the seeds of sincerity and patience in the learning process. Teaching is a job that requires professionalism and is not an amateur job that can be done by just anyone.

As a teacher, you must have a good personality so that your students can imitate it. As a teacher, you must also have a strong passion and commitment to service, be mature in thinking and acting, improve and develop your knowledge, and be sincere, and honest, which must be practiced and proven in the form of thoughts and actions in real everyday life. Good mastery of learning strategies is an important component of education in supporting the professional duties of teachers as educators. Mastery of teachers as educators on learning strategies greatly affects the success of the implementation of education.

Each teacher has their own way of teaching and uses many strategies to attract students' motivation and interest, presenting the material as easy as possible so that students are able to master the lesson optimally. There are so many theoretical approaches and methods that can be adapted and implemented in classroom activities. While teaching, the teacher should know about methods and techniques. Techniques are implementations that actually happen in the classroom. It is a particular trick, ploy, or use of a tool to achieve an immediate goal (Richard & Rodger, 2005). Reading strategies are also varied and interesting, one of which is the reciprocal teaching strategy which is used to improve students' reading comprehension. Each strategy can produce a different response from students. Thus, the teacher's teaching strategy is important in teaching reading comprehension. Thus, students can understand the content of what they read and are interested in the topics presented through interesting strategies

Teachers use reciprocal teaching as a strategy in their learning because this learning strategy already includes certain understandings, namely summarizing readings, asking questions, predicting problem-solving or solving a question, and clarifying terms that are difficult to understand. In line with Palinscar & Brown (1984), reciprocal teaching aims to guide students while learning reading comprehension strategies that encourage students to develop skills performed by effective readers and learners automatically (summarizing, questioning, clarifying, predicting, and responding to what they are learning). read.). In addition, reciprocal teaching is a learning strategy that requires students to learn independently, acquire knowledge in their own way, and not rely too much on teacher explanations. according to Hasney in Ahmadi et al, Ismail and Abdullah, (2013) explain that in the use of reciprocal teaching strategies students can increase their self-confidence. And also the advantage of using this strategy is that it can improve students' reading comprehension, the learning process does not get bored quickly, students can add new words, the time needed is also more efficient, and students give each other opinions or exchange ideas. when in a group. This finding is in accordance with previous research by Palinscar and Brown (1984) that during the discussion students were given the opportunity to have different points of view which helped and developed their understanding.

In this section, the researcher also compares the previous findings that there are differences of opinion from the findings made by Muhammad Reza Ahmadi (2012), he also analyzes the reciprocal strategy and its impact on students' reading comprehension. The results showed that reciprocal teaching had a significant positive effect on English reading comprehension and use of the four main metacognitive reading strategies of EFL students. The second research was conducted by Satriani (2022) who examined the impact of using reciprocal teaching strategies on reading comprehension by teachers. The results of this study indicate that the Reciprocal Teaching Strategy is appropriate in teaching reading comprehension in the fourth semester of IAI As'adiyah Sengkang's English education. The

reciprocal teaching technique can be used as an alternative strategy in the teaching and learning process by English teachers and other scholars.

From the two previous studies, it was found that the strategy that had been applied by the teacher was aimed at helping students understand a reading. The difference between this research and previous research is the background, subject and place of research. While the similarities between the results of this study and previous studies indicate that the reciprocal teaching strategy is the right strategy to be applied when learning reading comprehension.

In accordance with the results of the study. This study shows that the reciprocal teaching strategy is an effective and efficient strategy, because it can help students understand reading and make students more active and creative. It is also mentioned by (De Melendex, & Beck, 2018) that teachers need to provide media, strategies, and interesting activities so that young students will learn things easily because they are happy during the learning process.

CONCLUSION

As depicted in the research finding and discussion the Reciprocal strategy implemented by teachers in SMPN 1 Jabon it can improve students' reading comprehension because students know the core of the reading they read globally. Furthermore, teachers use a reciprocal strategy to assist students in locating the main ideas. In addition, teachers can also assist students in comprehending the meaning which contained in the reading text's material that has been explained during reading class. As a result, students are expected to grasp the contents of the reading text more easily.

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