

ARTICLE

**THE INFLUENCE OF THE RECIPROCAL TEACHING
METHOD ON STUDENTS' READING
COMPREHENSION OF THE RECOUNT TEXT AT AN
INDONESIAN ISLAMIC SECONDARY SCHOOL**

By:

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**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TARBIYAH AND
TEACHER TRAINING
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**THE INFLUENCE OF THE RECIPROCAL TEACHING METHOD
ON STUDENTS' READING COMPREHENSION OF THE RECOUNT
TEXT AT AN INDONESIAN ISLAMIC SECONDARY SCHOOL**

Presented as a Partial Fulfillment of the
Requirements for the Degree of Sarjana
Pendidikan (S.Pd)
in English Education Department

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Sudah kami dapat setuju dan dapat diajukan untuk disidangkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.

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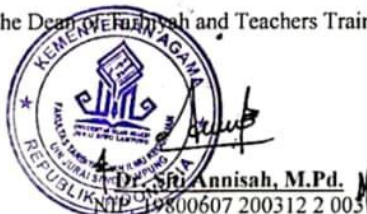
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden a soul beyond that it can bear.”

(Al-Baqarah: 286)

I always believe that every difficulty, trial, or hardship given by Allah is something that I am able to overcome, because Allah has promised it in Surah Al-Baqarah verse 286. With this belief and determination, I have been able to face and pass through all the challenges that Allah has given me. I also believe that whatever trials or hardships I may face in the future, I will be able to overcome them as well, because I have Allah as my Helper.

DEDICATION PAGE

With sincere gratitude, I wholeheartedly dedicate this article to:

1. My beloved parents, Mr. Suparno and Mrs. Ismiati, I dedicate this thesis to my beloved parents who have always supported, prayed for, and encouraged me from the beginning of my college journey until the completion of this thesis. Your endless love, sacrifices, and motivation have been my greatest strength. Without your support, I would not have reached this stage of my life.
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Alhamdulillah rabbil alamin, first of all, the researcher expresses all praise and gratitude to Allah SWT, because thanks to His grace, guidance, and blessings, the researcher can complete the article with the title “The Influence Of The Reciprocal Teaching Method On Students’ Reading Comprehension Of The Recount Text At An Indonesian Islamic Secondary School”. *Shalawat* and *salam* remain at the great prophet Muhammad Saw. Who always been a source of inspiration and the best example for mankind. The researcher realizes that many parties provide support, assistance, and useful suggestions in completing this article. Therefore, the researcher would like to express her sincere gratitude to:

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2. Dr. Siti Annisah, M.Pd. the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I the Head of the English Education Study Program of Tarbiyah and Teacher Training Faculty UIN Jurai Siwo Lampung.
4. Ahmad Madkur, Ph.D, my supervisor, has spent much time giving guidance, suggestions, and advice in accomplishing this article.
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Hopefully, this research can benefit readers and parties who contribute to the worlds of education. Therefore, the researcher is happy to receive criticism and suggestions for improvement for the sake of perfection of this research.

Metro, March 12, 2026
The researcher



Sevina Puti Pramesti
2201051025

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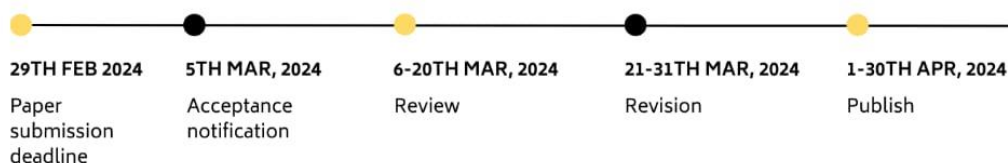
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The Influence of the Reciprocal Teaching Method on Students' Reading Comprehension of the Recount Text at an Indonesian Islamic Secondary School

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ABSTRACT

This quantitative pre-experimental study examined the influence of Reciprocal Teaching in tenth-grade students' reading comprehension of recount texts among the tenth graders at an Indonesian Islamic Secondary School namely MA Al-Fatah in the province of Lampung, Indonesia. This research used a one-group pre-test post-test design with 18 students and the instruments are test and documentation. After the implementation of the Reciprocal Teaching method, a post-test aligned with the four core strategies, namely: predicting, clarifying, questioning, and summarizing, was conducted. The Shapiro-Wilk normality test showed that the pre-test scores were not normally distributed (p -value = .020), while the post-test met the normality assumption (p -value = .139). A Wilcoxon test was then applied and revealed a highly significant improvement (p -value = .000), indicating that Reciprocal Teaching had a strong positive effect on students' reading comprehension. These findings support the use of Reciprocal Teaching as an effective strategy in teaching recount texts at tenth grade MA Al-Fatah.

KEYWORDS : Reciprocal teaching Method, Reading Comprehension, Recount text

ABSTRAK

Penelitian kuantitatif pre-eksperimental ini mengkaji pengaruh metode Reciprocal Teaching dalam kemampuan membaca pemahaman teks recount siswa kelas X sebuah Madrasah Aliyah yaitu Ma Al-Fatah di provinsi Lampung, Indonesia. Penelitian ini menggunakan desain one-group pre-test–post-test melibatkan 18 siswa dan untuk intrumen nya adalah test dan dokumentasi, post-test diberikan setelah penerapan empat strategi utama Reciprocal Teaching, yaitu: memprediksi, menjelaskan, menanyakan, dan merangkum. Uji normalitas Shapiro-Wilk menunjukkan bahwa skor pre-test tidak berdistribusi normal (p -value = .020), sedangkan skor post-test memenuhi asumsi normalitas (p -value =

.139). Uji Wilcoxon signed rank kemudian dilakukan dan menunjukkan peningkatan yang sangat signifikan ($p\text{-value} = .000$), menandakan bahwa Reciprocal Teaching memiliki pengaruh positif yang kuat dalam meningkatkan pemahaman membaca siswa terhadap teks recount.

KATA KUNCI : Metode pembelajaran reciprocal, Reading comprehension, Recount text.

INTRODUCTION

Recent studies consistently show that Reciprocal Teaching (RT) is one of the most effective strategies for improving reading comprehension in EFL contexts. Many researchers have examined RT because it integrates predicting, questioning, clarifying, and summarizing in a structured way. Several articles report that RT increases student engagement and supports deeper comprehension across different text genres. Maryam, for example demonstrated that RT improved Indonesian students' comprehension of recount texts and increased class participation¹. Ginanjar, also found that RT significantly enhanced vocational students' reading comprehension². These findings highlight the importance of exploring RT further, especially in classrooms where students struggle with reading tasks.

One of the persistent challenges observed in EFL classrooms is students' low interest in reading English texts. Reading comprehension requires sustained attention, cognitive engagement, and curiosity; however, when learners demonstrate limited interest, they tend to avoid reading tasks or rely excessively on word-for-word translation strategies, often without achieving genuine comprehension. Insufficient reading interest restricts learners' exposure to key reading processes, including identifying main ideas, interpreting vocabulary and grammatical structures, and constructing coherent summaries. Previous studies in the Indonesian EFL context have shown that reading interest is significantly associated with learners' reading comprehension ability, indicating a direct relationship between affective engagement and cognitive performance. Rahmawati and Supriyadi reported that students with high reading interest demonstrated better comprehension strategies, such as predicting and summarizing, compared to students with low reading interest³. Ramadhianti and Somba reported that Indonesian EFL students experience various reading comprehension difficulties, particularly in understanding vocabulary, identifying main ideas, making inferences, and comprehending implicit information in texts. The study also highlighted that

¹ Siti Maryam, "The Effectiveness Of Reciprocal Technique On Students ' Reading Skill At 10 Th Graders In Sma Ma ' Arif Nu Karanganyar Purbalingga English Education Study Program Education Department Faculty Of Tarbiya And Teacher Training State Islamic University," 2025.

² Teten Ginanjar, Eka Nurhidayat, and Rama Dwika Herdiawan, "The Effectiveness of Reciprocal Teaching in Enhancing Reading Comprehension in Majalengka" 3, no. 2 (2025): 56–60.

³ Jihan Alfaizah and Wahyuddin Naro, "The Correlation Between Students ' Interest And Their," n.d., 129–36.

limited reading strategies and low engagement during reading activities contribute to students' inability to construct meaning effectively from English texts⁴. This finding suggests that instructional interventions should extend beyond the teaching of reading strategies alone and explicitly address learners' motivation, curiosity, and engagement with texts to foster more effective reading comprehension.

Another important factor is students' lack of enthusiasm for learning English. Enthusiasm strongly influences students' persistence and willingness to engage with difficult texts. Teachers at this research setting, namely MA Al Fatah, reported that many learners appear passive during reading sessions and complete assignments without a deep understanding. Aditya found that enthusiasm significantly impacts reading comprehension outcomes among Indonesian junior school students⁵. Therefore, instructional methods that enhance both enthusiasm and comprehension are highly necessary.

A further problem is students' weak reading ability, especially in understanding recount texts. These texts require identifying main events, organizing them chronologically, and recognizing their purposes. However, test results at MA Al Fatah show that students often struggle to summarize, find key details, or interpret meaning independently. Many students also have difficulty distinguishing between important and unimportant information, leading to confusion when interpreting the text's overall message. In addition, limited vocabulary and lack of exposure to various reading materials further hinder their ability to comprehend recount passages effectively.

However, successful implementation requires careful planning, suitable text selection, and consistent teacher guidance. Proper execution ensures the method's effectiveness in the classroom. Several empirical studies have supported the effectiveness of Reciprocal Teaching in improving students' reading comprehension. Ginanjar demonstrated that RT significantly enhanced vocational students' reading comprehension skills, with post-test scores showing substantial improvement after treatment⁶. Likewise, Dewi found that eleventh-grade students taught using RT outperformed those who received conventional instruction⁷. Similar findings were reported by Hutasoit who noted that RT effectively increased students' comprehension scores and classroom engagement in Jakarta⁸. These studies

⁴ Agustina Ramadhianti and Sugianti Somba, "Journal of English Language Teaching and Literature (JELTL) 1" 6, no. 1 (2023): 1–11.

⁵ Nugraha Aditya, "The Use Of Reciprocal Teaching To Improve Students' Reading Comprehension (A Classroom Action Research at the Eighth Grade of SMP Negeri 19 Surakarta in 2007 / 2008 Academic Year)," 2008.

⁶ Ginanjar, Nurhidayat, And Herdiawan, "The Effectiveness Of Reciprocal Teaching In Enhancing Reading Comprehension In Majalengka."

⁷ Novi Rina Dewi et al., "The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 Kandangan Kediri" 4, no. 2 (2018).

⁸ Mawar S Hutasoit, "Improving Students' Reading Comprehension By Using Reciprocal Teaching At

collectively indicate that Reciprocal Teaching provides structured scaffolding that helps learners understand texts more deeply and become more independent readers.

Additional research highlights the positive impact of RT in various Indonesian contexts. Parameswara found that RT improved students' ability to interpret meaning and increased their participation during reading lessons⁹. In a different study, Nasution reported that RT successfully improved junior high school students' comprehension across multiple cycles of classroom action research¹⁰. The consistency of these findings reinforces that RT is an effective method for teaching reading comprehension in EFL classrooms and can be applied across different grade levels. Thus, implementing RT may help address the challenges faced by students at MA Al-Fatah in understanding recount texts.

Previous studies like Ginanjar¹¹, Maryam¹², Nasution¹³, Nurdianti¹⁴, Pilten¹⁵ and many others have widely examined Reciprocal Teaching in improving students' reading comprehension, especially in descriptive, narrative, and general expository texts. Many researchers have focused on how RT enhances students' strategy use, engagement, and overall comprehension performance using various types of texts and classroom settings. However, studies specifically investigating the use of Reciprocal Teaching to improve reading comprehension of recount texts particularly within the tenth-grade Indonesian EFL context remain less explored. Moreover, most previous research employed action research designs or compared RT with conventional methods, while few studies have used a pre-experimental one-group pre-test post-test design to measure students' improvement quantitatively. Therefore, this research addresses this gap by implementing Reciprocal Teaching through recount texts of the researcher and examining its statistical effect on students' reading comprehension using a pre-experimental design at MA Al-Fatah.

SMP YADIKA 2 Tegal Alur, Jakarta Barat," *JET (Journal Of English Teaching)* 3, No. 3 (2017): 214–28.

⁹ Camelia Parameswara, Andri Wicaksono, And Destia Herlisya, "Reciprocal Teaching Strategy To Improve Students ' Reading Comprehension : Action Research" 5, No. 1 (2022): 53–59.

¹⁰ Mora Kartika Sari Nasution, Eka Sustris Harida, And Sojuangon Rambe, "Improving Students' Reading Comprehension By Using Reciprocal Teaching In Descriptive Texts At Grade VIII SMP," *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 5, No. 1 (2019): 107–22.

¹¹ Ginanjar, Nurhidayat, And Herdiawan, "The Effectiveness Of Reciprocal Teaching In Enhancing Reading Comprehension In Majalengka."

¹² Maryam, "The Effectiveness Of Reciprocal Technique On Students ' Reading Skill At 10 Th Graders In Sma Ma ' Arif Nu Karanganyar Purbalingga English Education Study Program Education Department Faculty Of Tarbiya And Teacher Training State Islamic University."

¹³ Nasution, Harida, And Rambe, "Improving Students' Reading Comprehension By Using Reciprocal Teaching In Descriptive Texts At Grade VIII SMP."

¹⁴ Santi Nurdianti, Resti Rosita, And Odo Fadloeli, "Improving Students' Reading Comprehension Through Reciprocal Teaching Strategy On Narrative Text," *PROJECT (Professional Journal Of English Education)* 2, No. 2 (2019): 30–39.

¹⁵ Gulhiz Pilten, "The Evaluation Of Effectiveness Of Reciprocal Teaching Strategies On Comprehension Of Expository Texts.," *Journal Of Education And Training Studies* 4, No. 10 (2016): 232–47.

LITERATURE REVIEW

Reading Comprehension

Reading comprehension can be understood as an active process in which readers construct meaning by interacting with the text while drawing on their goals, background knowledge, and the surrounding social and cultural context. Snow explains that comprehension occurs when readers engage with the text and form a mental representation of what they read¹⁶, while Butterfuss emphasize that this process is shaped by the reader, the text, and the purpose for reading¹⁷. Because of this, reading involves more than receiving information, it requires making connections, forming conclusions, and monitoring understanding. According to Kendeou comprehension is one of the most complex cognitive tasks, involving attention, memory, prior knowledge, and language skills¹⁸. Duke adds that understanding text requires decoding, recognizing sentence structure, knowing vocabulary, using contextual clues, and checking for coherence¹⁹. According to Septiyana reading is viewed as an interactive process in which readers actively construct meaning from written texts by integrating textual information with prior knowledge, cultural context, and instructional guidance, particularly through well-structured reading materials²⁰. In line with this view, Harya defines reading comprehension as the reader's ability to understand, interpret, and identify essential information in a text, such as the main idea, which requires not only vocabulary knowledge but also cognitive skills to process and organize textual meaning effectively²¹. In EFL contexts, readers must also navigate differences between their own linguistic and cultural knowledge and those assumed by the text. In this study, reading comprehension refers to how effectively students understand and interpret recount texts through these interactive processes. In addition to understanding how scholars define reading comprehension, it is also important to clarify how this skill is assessed in the context of EFL learning. Assessment indicators help determine the specific aspects of comprehension that students successfully achieve and the areas in which they continue to struggle.

According to Brown assessment criteria, reading comprehension can be evaluated through several key indicators, including identifying main ideas,

¹⁶ Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Rand Corporation, 2002).

¹⁷ Reese Butterfuss, Jasmine Kim, and Panayiota Kendeou, "Overview of Models and Theories of Reading," no. February (2020): 1–24, <https://doi.org/10.1093/acrefore/9780190264093.013.865>.

¹⁸ Panayiota Kendeou, Kristen L McMaster, and Theodore J Christ, "Reading Comprehension: Core Components and Processes," *Policy Insights from the Behavioral and Brain Sciences* 3, no. 1 (2016): 62–69.

¹⁹ Nell K Duke, Alessandra E Ward, and P David Pearson, "The Science of Reading Comprehension Instruction" 74, no. 6 (2021): 663–72, <https://doi.org/10.1002/trtr.1993>.

²⁰ Linda Septiyana et al., "Development of Islamic Text-Based Reading Materials with a Genre-Based Approach," *Pedagogy: Journal of English Language Teaching* 10, no. 2 (2022): 169–82.

²¹ Trisna Dinillah Harya, "An Analysis of Students' Difficulties on Reading Text in Finding Main Idea at the Tenth Graders of SMK Darul A'mal Metro," *Bulletin of Science Education* 3, no. 1 (2023): 46–59.

understanding vocabulary in context, recognizing supporting details, making inferences, and interpreting grammatical relationships within the text. Brown classifies students' comprehension performance into different proficiency levels: Scores ranging from 90–100 are categorized as Excellent. At this level, students are able to identify the main ideas, vocabulary meanings, and detailed information from the text with a high degree of accuracy. All elements are clearly connected to one another and directly relevant to the task, providing strong and sufficient textual support. Scores between 70–89 are classified as Good. Students in this range can recognize main ideas, vocabulary, and supporting details accurately, and the information remains connected to the task. However, the support they provide may be limited, incomplete, or not fully appropriate for the assigned task. Scores from 50–69 fall into the Average category. Responses at this level often fail to fully address the task. Students provide minimal or partially inaccurate details, and the information included tends to be irrelevant or only loosely related to the requirements of the task. Scores ranging from 30–49 are considered Fair. These responses generally do not address the task at all. Students provide no accurate details from the text, and the information presented is unrelated or fails to demonstrate comprehension of the passage. These rubric levels reflect Brown's emphasis on evaluating comprehensive textual understanding through both literal and inferential skills²².

Reciprocal Teaching Method in EFL Teaching

Reciprocal Teaching (RT) is a way of teaching that was created by Palinscar and Brown in 1984²³. It helps students understand what they read better by having conversations between the teacher and the students. This method is based on Vygotsky's idea that learning happens through social interaction and support, especially when a teacher helps a student gradually take on more responsibility. Oczkus says that RT uses four main strategies: predicting, asking questions, clearing up confusion, and summarizing²⁴.

Ahmadi notes that RT is especially helpful for EFL learners because it gives them a structured way to practice comprehension strategies that they might not use naturally²⁵. Overall, RT is a process where students get support through repeated practice and guided discussions, helping them learn how to understand what they read on their own. Juhkam and Jogi found that RT helped students improve their

²² H Douglas Brown, "Language Assessment: Principles and Classroom Practices,," 2010.

²³ Aannemarie Sullivan Palinscar et al., "Reciprocal Teaching of Comprehension- Fostering and Comprehension-Monitoring Activities Reciprocal Teaching of Comprehension- Fostering and Comprehension- Monitoring Activities," no. February 2015 (2009): 37–41, <https://doi.org/10.1207/s1532690xcio102>.

²⁴ Lori D Oczkus, *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension*. (ERIC, 2003).

²⁵ Mohammad R Ahmadi, Abbas Pourhosein Gilakjani, and Lahijan Branch, "Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension," no. June (2017), <https://doi.org/10.4304/tpls.2.10.2053-2060>.

understanding and ability to read more fluently, even those who have learning challenges²⁶. By talking about their thinking, students become better at managing their own learning and using reading strategies. The idea of RT also includes reciprocity, which means teachers and students take turns in leading the learning process. At the start, the teacher shows how to use the strategies, and later, students take on the role of "teachers" by helping their classmates. Vuong and Steklacs explains that this back-and-forth approach encourages teamwork and shares the thinking work among group members. This kind of interaction is based on the idea that people learn better through social interaction, where they actively build meaning together²⁷. The teamwork aspect makes the learning experience more exciting and motivating, since students are not just listened but they are actively creating meaning through their discussions.

Reciprocal Teaching is an instructional approach originally developed to improve students' reading comprehension through structured group dialogue. This method consists of four key comprehension strategies: predicting, questioning, clarifying, and summarizing²⁸. Predicting involves activating prior knowledge and anticipating what will happen next in the text, giving readers a purpose before reading. Questioning encourages learners to generate meaningful questions about the main ideas to monitor their understanding. Clarifying focuses on identifying confusing vocabulary, phrases, or sentences and resolving misunderstandings through discussion or rereading. Summarizing helps students identify essential information and restate the main ideas using their own words. Together, these four strategies guide students to become active, reflective, and strategic readers. The teacher first models the processes, and gradually the responsibility is transferred to students, who take turns leading the discussion using all four components of Reciprocal Teaching. In English as a foreign language (EFL) setting, RT is especially helpful for learners who don't get much exposure to English naturally. It gives them structured opportunities to practice reading comprehension through interaction.

Recount Text

A recount text is a type of writing that told about past events or experiences in the order they happened. It is used to share information, entertain, or reflect on what happened. In the Indonesian education system, recount texts are a key part of the curriculum at the secondary level because they help students learn how to organize events and use past tense correctly. Situmorang and Panggabean says that recount

²⁶ Maris Juhkam and Anna-liisa Jõgi, "Development of Reading Fluency and Metacognitive Knowledge of Reading Strategies during Reciprocal Teaching : Do These Changes Actually Contribute to Reading Comprehension ?," no. August (2023), <https://doi.org/10.3389/fpsyg.2023.1191103>.

²⁷ Tuyet Linh Vuong and János Steklács, "Trends in Research on Reciprocal Teaching : A Systematic Review," *Cogent Education* 12, no. 1 (2025), <https://doi.org/10.1080/2331186X.2025.2491963>.

²⁸ Annemarie Sullivan Palinscar and Ann L Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities," *Cognition and Instruction* 1, no. 2 (1984): 117–75.

texts answer questions like who, when, where, and what happened, making them simple for learners to follow²⁹. Mustofa and Kurniawan adds that recount texts are not just about telling a story but also involve a clear structure and logical flow³⁰. In this research, researcher chose recount texts because they fit well with the curriculum for tenth-grade students at MA Al Fatah and provide clear structures for testing reading comprehension.

According to Hartono, there are three common types: personal recounts, which describe personal experiences; factual recounts, which talk about real events or history; and imaginative recounts, which are fictional stories³¹. All types use a chronological order, but they vary in purpose and the way they are written. For instance, personal recounts may include feelings and emotions, while factual recounts are more objective. Situmorang and Panggabean explains that learning to recognize these different types helps students choose the right words, verbs, and writing style. In your study, you will probably focus on personal or factual recounts since they are often found in high school textbooks³². From a language perspective, recount texts have specific features that help identify them.

In short, recount texts are stories that tell about past events in order, and there are three main kinds: personal, factual, and imaginative. They have certain language features, like past tense and time markers, and they are valuable for helping students link reading and writing. Their clear structure makes them useful for testing how well students understand text, and their connection to everyday life helps increase their interest. In this research, recount texts are the type of text used in comprehension tests, giving a steady way to check if teaching methods like reciprocal teaching improve students' understanding. The researcher used two recount texts from the researcher's past experiences, which was the first recount text was entitled "Study Tour SMK Muhammadiyah Sekampung", and the second recount text was entitled "Visited My Brother on Bandung".

METHOD

This study was conducted to explore and understand how using Reciprocal Teaching (RT) can help students better understand recount texts at MA Al Fatah. It also aimed to find out how interested and motivated the students were during the learning process. The research used a quantitative and pre-experimental approach.

The participants were tenth grade students at MA Al Fatah during the 2025/2026

²⁹ Agnes Wiana Situmorang and Himpun Panggabean, "Improving Students Ability in Writing Recount Text by Using Topical Approach at Second Grade of Junior High School" 1, no. 1 (2022): 21–34.

³⁰ M Ibnu Mustofa and Eri Kurniawan, "Theme and Thematic Progression in a Recount Text by an Advanced Student" 7, no. 2 (2023): 481–94.

³¹ Firstanti Nuriska Hartono, "Writing Competence Mapping of the Students' Writing Skill in Recount Text" (Brawijaya University, 2015).

³² Situmorang and Panggabean, "Improving Students Ability in Writing Recount Text by Using Topical Approach at Second Grade of Junior High School."

academic year. The researcher selected one class with 18 female students as the sample and the sampling is a probability sample which is a purposive sampling. This class was chosen on purpose because the English teacher recommended it, and the students had difficulty understanding recount texts. To collect data, the researcher used several tools: the test are a pre-test and post-test, and documentation.

In this study, the researcher employed a quantitative research approach according Cresswell because the objective was to measure the effectiveness of the Reciprocal Teaching method numerically through statistical analysis. Quantitative research is a type of inquiry that “tests objective theories by examining the relationship among variables and analyzing numerical data using statistical procedures”. Similarly, Sugiyono explains that quantitative research is a method used to examine a population or sample by using numerical data, statistical tests, and structured instruments³³. Both definitions show that quantitative research is appropriate when the researcher aims to determine whether a treatment produces measurable changes in students’ performance.

The design of this research is pre-experimental, which according to Sugiyono is a research design that provides treatment but lacks full control over external variables, meaning there is no comparison group to validate the results. Sugiyono also emphasizes that pre-experimental design is used when the researcher aims to observe whether a treatment causes an effect but is unable to use a more rigorous design such as true experimental research. The use of this design is suitable for school settings where class randomization is not possible and where researchers must work with existing classes.

According to Sugiyono, there are three types of pre-experimental designs, namely: One-Shot Case Study, One-Group Pre-test Post-test Design, and Intact-Group Comparison Design. For this research, the researcher used the One-Group Pre-test Post-test Design, which involves giving a pre-test before the treatment and a post-test after the treatment. Sugiyono also explains that this design allows the researcher to see differences before and after treatment, making it suitable for measuring improvement or change caused by an instructional method.

This design was chosen because the aim of the study was to determine whether Reciprocal Teaching improved students’ reading comprehension. The one-group pre-test post-test model enables the researcher to directly compare students’ initial reading ability with their ability after receiving the treatment. Furthermore, Sugiyono states that this design is appropriate when it is impossible to form control groups due to school policy or class structure. Therefore, this method aligns well with the practical conditions at MA Al-Fatah and provides valid statistical evidence using pre-test and post-test results.

³³ Prof Dr Sugiyono, “Metode Penelitian Kuantitatif Kualitatif Dan R&D (M. Dr. Ir. Sutopo. S. Pd,” ALFABETA, Cv, 2019.

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher presents and discuss the results of the significant influence of the Reciprocal Method on students' reading comprehension of recount text at the tenth grade of MA Al Fatah.

The Shapiro-Wilk normality test was used in this research because the number of respondents was relatively small, consisting of only 18 students. According to common statistical guidelines, Shapiro-Wilk is appropriate for samples under 50 participants, as it helps determine whether the data follow a normal distribution before applying parametric or non-parametric tests. Using this test allowed the researcher to verify whether the pre-test and post-test the required assumptions for further analysis. Therefore, the choice of the Shapiro-Wilk test ensured that the statistical procedures used in this study were accurate and suitable for the sample size.

1. Normality Test Pre-Test and Post-Test

The results of this study begin with the analysis of the pre-test administered to 18 students before the implementation of the Reciprocal Teaching method. The pre-test consisted of five tasks that assessed students' ability to identify main ideas, find difficult vocabulary, create and answer questions, and summarize a recount text titled "Visited My Brother in Bandung". The Shapiro-Wilk normality test was used because the sample size was below fifty participants. The first analysis conducted in this study was the normality test of the pre-test and post-test scores.

Below are the students' scores after taking the pre-test, post-test and the normality test.

Tables 2. Student Pre-Test and Post-Test Scores

NO	NAME	SCORE	
		PRE-TEST	POST-TEST
1.	S1	26	65
2.	S2	38	80
3.	S3	26	65
4.	S4	26	65
5.	S5	38	71
6.	S6	38	76
7.	S7	26	73
8.	S8	26	73
9.	S9	26	71
10.	S10	40	82

11.	S11	34	70
12.	S12	34	70
13.	S13	34	71
14.	S14	40	82
15.	S15	40	82
16.	S16	36	76
17.	S17	36	76
18.	S18	36	73

Tables 4. Normality test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Test	Statistic	df	Sig.	Statistic	df	Sig.
Reading Comprehension	pre-test	.224	18	.017	.873	18	.020
	post-test	.150	18	.200*	.922	18	.139

The pre-test obtained a significance value of $p\text{-value} = .020$, which is lower than the threshold of $p\text{-value} = 0.05$ and therefore indicates a non-normal distribution. Meanwhile, after the application of Reciprocal Teaching, a post-test was administered using tasks aligned with the four RT strategies: predicting, clarifying, questioning, and summarizing and also distinguishing the structure of recount text titled “Study Tour SMK Muhammadiyah Sekampung”. The post-test resulted in a significance value of $p\text{-value} = .139$, which exceeds $p\text{-value} = 0.05$ and suggests that the data were normally distributed. Because one dataset was normal while the other was not, the assumption for using the Paired Sample t-test was not fulfilled.

As recommended in statistical methodology, a non-parametric test must be used when the normality assumption is violated. This is consistent with Ghasemi and Zahediasl who state that a Shapiro-Wilk significance value below $p\text{-value} = .05$ indicates deviation from normality³⁴. Therefore, this study employed the Wilcoxon Signed-Rank Test to analyze the effect of Reciprocal Teaching on students’ reading comprehension of recount texts.

2. The Wilcoxon Test

The Wilcoxon Signed-Rank Test is a non-parametric alternative used to compare two related samples when normality is not met. This test evaluates differences in paired data by ranking the magnitude of score changes between two measurements. According to Santoso in the SPSS 25 manual, “The Wilcoxon Signed-Rank Test is

³⁴ Asghar Ghasemi and Saleh Zahediasl, “Normality Tests for Statistical Analysis: A Guide for Non-Statisticians,” *International Journal of Endocrinology and Metabolism* 10, no. 2 (2012): 486.

applied when paired data do not meet the normality assumption, making it the appropriate replacement for the paired t-test”³⁵. This explanation strongly supports the use of Wilcoxon in the present study. In addition, Pallant states that “the Wilcoxon test is suitable for determining whether a significant change occurs between two related conditions”³⁶. These scholarly viewpoints confirm that the Wilcoxon test is methodologically correct for the current research design. Below is the Wilcoxon test:

Tables 5. Result of The Wilcoxon Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	18 ^b	9.50	171.00
Test Statistics^a				
		Post-test - Pre-test		
Z				-3.729 ^b
Asymp. Sig. (2-tailed)				.000

The Wilcoxon Signed-Rank Test is a non-parametric alternative used to compare two related samples when normality is not met. This test evaluates differences in paired data by ranking the magnitude of score changes between two measurements. According to Santoso in the SPSS 27 manual, “the Wilcoxon Signed-Rank Test is applied when paired data do not meet the normality assumption, making it the appropriate replacement for the paired t-test”³⁷. This explanation strongly supports the use of Wilcoxon in the present study. In addition, Pallant states that “the Wilcoxon test is suitable for determining whether a significant change occurs between two related conditions”³⁸. These scholarly viewpoints confirm that the Wilcoxon test is methodologically correct for the current research design.

The Ranks table shows that all eighteen students demonstrated higher post-test

³⁵ Singgih Santoso, *Menguasai SPSS Versi 25* (Elex Media Komputindo, 2019).

³⁶ Julie Pallant, *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (Routledge, 2020).

³⁷ Santoso, *Menguasai SPSS Versi 25* (Elex Media Komputindo, 2019).

³⁸ Pallant, *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS*.

scores compared to their pre-test scores. The Positive Ranks value of 18 indicates that every participant experienced an improvement after receiving the instructional treatment. The Negative Ranks value of 0 confirms that no student scored lower in the post-test than in the pre-test. Likewise, the Ties value of 0 indicates that no student maintained the same score. These results show a consistent pattern of improvement across all participants. Therefore, the ranking distribution provides strong preliminary evidence that the Reciprocal Teaching method substantially influenced students' reading comprehension performance.

The Test Statistics table revealed that the Wilcoxon test generated a Z -value = -3.729 and a significance value of p -value = .000. The negative Z -value is typical in Wilcoxon analysis and reflects the direction of ranking, not the direction of effect. The significance value being lower than p -value = .000 indicates an extremely strong difference between the pre-test and post-test scores. According to I. Santoso and Madiistriyanto "when the Asymp. Sig value is below 0.05, the null hypothesis must be rejected because a significant difference exists between the paired data"³⁹. This statement provides a clear criterion for interpreting the test result. Therefore, the Wilcoxon findings confirm that the improvement observed in students' scores is statistically meaningful.

B. Discussion

The findings of this study clearly demonstrate that Reciprocal Teaching significantly improved students' reading comprehension of recount texts. This improvement supports the theoretical framework of Reciprocal Teaching, which emphasizes collaborative learning and structured cognitive strategies that promote deeper text understanding. The development observed in students' abilities to predict content, clarify unfamiliar words, formulate questions, and summarize information aligns with sociocultural theory, which highlights the importance of guided interaction in learning by Vygotsky⁴⁰. The improvement also shows that students became more active readers who engaged with the text instead of relying solely on teacher explanation.

The normality test results provide meaningful insights into students' progress. The pre-test scores, which did not meet the normality assumption, indicated inconsistent and varied reading abilities among students. In contrast, the post-test met the normality assumption, suggesting that students responded more systematically and uniformly after receiving Reciprocal Teaching instruction. This supports Oczkus who explains that RT helps struggling readers by offering repeated practice and structured scaffolding. The more consistent post-test results indicate

³⁹ Imam Santoso and Harries Madiistriyatno, *Metodologi Penelitian Kuantitatif* (Indigo Media, 2021).

⁴⁰ Lev Semenovich Vygotsky, *The Collected Works of LS Vygotsky: The Fundamentals of Defectology*, vol. 2 (Springer Science & Business Media, 1987).

that students gained clearer strategies and improved reading stability⁴¹.

The extremely significant p-value ($p\text{-value} = .000$) found in the Wilcoxon signed rank test further confirms the effectiveness of Reciprocal Teaching. Such a small significance value indicates a very strong effect, meaning the likelihood of the improvement occurring by chance is extremely small. These findings align closely with previous research in Indonesian EFL settings, particularly those conducted by Maryam⁴², Dewi⁴³, and Ginanjar⁴⁴, who all reported that RT effectively enhances comprehension and classroom engagement. These similarities strengthen the validity of the findings in the present study and confirm that Reciprocal Teaching is suitable for Indonesian students learning English as a foreign language.

In addition to statistical improvements, classroom observations revealed positive behavioral changes in students who participated in Reciprocal Teaching activities. Students became more confident in sharing their ideas, more active in group discussion, and more capable of applying reading strategies independently. These behavioral changes demonstrate development in metacognitive awareness, which is one of the main goals of RT according to Palinscar⁴⁵. Thus, the discussion supports the conclusion that Reciprocal Teaching not only improved test scores but also enhanced learning attitudes and independent reading behaviors.

CONCLUSION AND RECOMMENDATION

This study concludes that the Reciprocal Teaching method has a significant and positive influence on students' reading comprehension of recount texts at MA Al-Fatah. The statistical analysis showed that although the pre-test scores did not follow a normal distribution and the post-test met the normality assumption. This indicates that students' reading comprehension improved significantly after the implementation of Reciprocal Teaching. The overall results suggest that Reciprocal Teaching effectively enhances students' ability to identify key information, clarify meaning, formulate questions, and summarize recount texts. These findings are supported by previous studies, reinforcing the effectiveness of Reciprocal Teaching in EFL contexts. Additionally, classroom observations revealed increased student engagement, confidence, and participation, showing that the method impacts not only academic performance but also students' motivation and behavior. Therefore,

⁴¹ Oczkus, *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension*, 2003.

⁴² Siti Maryam, "Examining the Reciprocal Technique in Enhancing Students Reading Comprehension : An Experimental Research Examining the Reciprocal Technique in Enhancing Students Reading Comprehension : An Experimental," 2025, 90–99.

⁴³ Dewi et al., "The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 Kandangan Kediri."

⁴⁴ Ginanjar, Nurhidayat, and Herdiawan, "The Effectiveness of Reciprocal Teaching in Enhancing Reading Comprehension in Majalengka."

⁴⁵ Palinscar et al., "Reciprocal Teaching of Comprehension- Fostering and Comprehension-Monitoring Activities Reciprocal Teaching of Comprehension- Fostering and Comprehension- Monitoring Activities."

Reciprocal Teaching can be considered a highly effective teaching strategy for improving reading comprehension in senior high school students.

The study highlights the importance of using structured, strategy-based instruction to support student comprehension. Students benefited from guided practice, teacher modeling, and collaborative engagement, demonstrating that Reciprocal Teaching fosters both cognitive and social growth. Furthermore, the method helped students develop greater independence and awareness of reading strategies, which are essential skills for academic success. Thus, the implementation of Reciprocal Teaching can contribute meaningfully to improving the overall quality of reading instruction.

This study recommends for teachers to apply Reciprocal Teaching consistently during reading lessons, especially when teaching complex texts such as recounts. Schools should provide training or workshops to help teachers implement the four RT strategies effectively. Future researchers are encouraged to use larger samples, compare RT with other reading methods, or explore its effectiveness on different genres of text. Students should also be given frequent opportunities to practice predicting, questioning, clarifying, and summarizing so that these skills become internalized and can be applied independently across various reading tasks.

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Assalamu'alaikum Wr. Wb.

Berdasarkan surat dengan Nomor: B-3085/In.28/J/TL.01/08/2025. Perihal Izin Prasurvey,
TANGGAL 01 Agustus 2025. Atas nama :

Nama : SEVINA PUTRI PRAMESTI
NPM : 2201051025
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF RECIPROCAL TEACING METHOD
TOWARDS STUDEBTS READING COMPEREHENSION OF
RECOUNT TEXT AT TENTH GRADE MA AL FATAH.

Dengan ini kami memberikan Izin kepada nama tersebut di atas untuk melakukan
prasurvey dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian Surat ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan
terima kasih.

Wassalamu'alaikum Wr. Wb.

Sekampung, 19 Oktober 2025

Kepala MA Al Fatah


Hanam Apriama, S.Ag.



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Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

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Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Februari 2026
Kepala Perpustakaan,



Aan Gufroni, S.I.Pust.
NIP. 19920428 201903 1 009



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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telepon 088286920894



**KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA
 PROGRAM STUDI TADRIS BAHASA INGGRIS
 UIN JURAI SIWO LAMPUNG**

Nama : *Sevina Putri P.*

Program Studi : TBI

NPM : 2201051025

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
1.	27/June 2025	-Supervision Contract -Brainstorming of title Skripsi or Jurnal?		
2.	02/July June 2025	Konsultasi Introduction		

Mengetahui

Ketua Prodi



Dr. Much Deiniatur, M.Pd. B.I
 NIP. 197506102008011014

Dosen Pembimbing

Dr. Ahmad Madkur
 NIP. 1987 12 06 202321 1018



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Nama : Sevina Putri P
 NPM : 2201051025

Program Studi : TBI
 Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
1.	17/09 2025	- BAB I ACC. oke !! - Konsultasi Metode BAB II		
2.	27/09 2025	- BAB II ACC. oke !! - Konsultasi BAB III !!		

Mengetahui,
 Ketua Prodi



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Nama : Sevina Putri P

Program Studi : TBT

NPM : 2201051025

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
1.	25/Nov 2025	- BAB III ACC, Oke!!!		
2.	02/1025 /12	ACC for Seminar!		

Mengetahui,
 Ketua Prodi



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 UIN JURAI SIWO LAMPUNG

Nama :

Program Studi :

NPM :

Semester :

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
1.	11/10 2025	Konsultasi revisi dari dosen-dosen Penguji setelah Sempro.		
2.	12/10 2025	ACC Sempro Revisi Sempro		

Mengetahui,

Ketua Prodi



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 UIN JURAI SIWO LAMPUNG

Nama :

Program Studi :

NPM :

Semester :

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
1.	13/01 2024	Acc Chapter IV & V		
2.	14/01 2024	The instruments have been checked & revised ACC APD		

Mengetahui,

Ketua Prodi



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Dosen Pembimbing

Dr. Ahmad Madkur, M.Pd.

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 UIN JURAI SIWO LAMPUNG

Nama :

Program Studi :

NPM :

Semester :

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
11.	10/02 2026	Review Artikel yang udah di submit		
12.	11/02 2026	ACC (Approved) for Munasosyah (Examination)		

Mengetahui,

Ketua Prodi

Dr. Much Deiniatur, M.Pd. B.I
 NIP. 197506102008014014

Dosen Pembimbing

Dr. Ahmad Madkur, M.Pd.
 NIP. 1987 1206 202321 1018



Address: Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sultan Aji Muhammad Idris Samarinda
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Email: borneolanguagedu@gmail.com

BENJOLE
Borneo Journal of Language and Education

CERTIFICATE OF PUBLICATION

Dear **Sevina Putri Pramesti and Ahmad Madkur**

On behalf of the committee of Borneo Journal of Language and Education (e-ISSN: 2775 4790), published by the Faculty of Education and Teacher Training of Sultan Aji Muhammad Idris State Islamic University Samarinda, Indonesia, a peer-reviewed journal in the field of Language and Education, I am glad to inform you that your manuscript:

Entitled : **The Influence of the Reciprocal Teaching Method on Students' Reading Comprehension of the Recount Text at an Indonesian Islamic Secondary School**

Author 1 : **Sevina Putri Pramesti**
Affiliation : Universitas Islam Negeri Jurai Siwo Lampung
e-mail : pramestisevina20@gmail.com

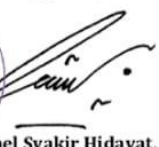
Author 2 : **Ahmad Madkur**
Affiliation : Universitas Islam Negeri Jurai Siwo Lampung
e-mail : ahmadmadkur@metrouniv.ac.id

HAS BEEN ACCEPTED to be published in Borneo Journal of Language and Education, April Vol 6 No 1 (2026).

Congratulations!

Samarinda, 2 Februari 2026
Sincerely yours,




Dr. Ahmad Padhel Syakir Hidayat, M.Pd.
Editor-in-Chief

Link-access: <https://journal.uinsi.ac.id/index.php/bjle/index>

BIOGRAPHY



Sevina Putri Pramesti was born and raised in Jadimulyo Village, Sekampung District, East Lampung Regency. She lives with her parents and grew up in Jadimulyo. The researcher is the second child of Suparno and Ismiati, with one older brother, Tio Jumbara, and one younger brother, Adit Putra Ilhami. The researcher completed her kindergarten education at Dharma Wanita Trimulyo in 2007, then continued her elementary school education at MIM Trimulyo in 2008. The researcher completed her Junior High School (SMP) at SMP Muhammadiyah Sekampung in 2014, then pursued her Senior High School (SMK) education at SMK Muhammadiyah Sekampung in 2017. The researcher then continued her higher education in 2022 at Universitas Islam Negeri (UIN) Jurai Siwo Lampung in the Faculty of Tarbiyah and Teacher Training, majoring in English Language Education. During her studies, the researcher became one of the members of HMPS English Language Education organization.