



The Use of Reciprocal Teaching Technique on Students' Ability to Write a Summary Essay

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Abstract

English learners needed to master the four key skills: reading, writing, speaking, and listening. The writing skill was important for students to gather new information from reading and to express their thoughts in writing. Consequently, teaching students to write paragraphs effectively required a suitable technique. This research investigated the effect of the reciprocal teaching technique on students' ability to write summary essays. A Pre-Experimental method and One Group Pretest Posttest design were used in this research. The research targeted eleventh-grade students of a senior high school, with a sample of 29 students. Data collection involved pretests and posttests in the form of essay tests aimed at producing summary essays with an introduction, body, and conclusion. The analysis revealed a t-test value of 9, exceeding the t-table value of 2.05 at the 0.05 significance level, leading to the acceptance of the alternative hypothesis (H_a). It could be concluded that the reciprocal teaching technique had a positive effect on students' ability to write summary essays.

INTRODUCTION

According to Shodieva, (2023), summary essay is reducing text to one-third or one quarter its original size, clearly articulating the author's meaning, and retaining main ideas. It means writing a summary essay should be organized without changing the author's meaning. Summarizing an essay is to find the main idea that facilitates the students to understand the organization of an essay. Thus, students have to know the organization of an essay who has three parts such as introduction, main body, and conclusion.

Unfortunately, many students face difficulties in the process of making the summary essay because of some reasons (Lestari et al., 2018). First, they lack of the vocabularies, it makes them hard to understand what is written in the text. It affects their ability to extracting the information from the text and arrange the sentences. Second, they don't know how to write a summary essay correctly (Pratiwi & Ovilla, 2024). The teacher only teaches them how to summarize a text in general, so they find it difficult to do.

In this case, there's a solution needed to solve the problems. Based on some research, reciprocal teaching technique can be useful to help the students solve the problems mentioned. Reciprocal teaching technique combines reading and writing into a technique which has some strategies such as predict, clarify, question and summarize (Mafarja et al., 2022). So, the problems in reading and writing can be solved by applying this technique. It is also related to the current curriculum which inquires the teacher to have an integrated skill in teaching learning process.

Mafarja & Zulnaidi, (2022) also add that reciprocal teaching is an activity whereas students need to be more communicative in discussing a text among teachers and other students. The text is provided by the teacher and the students need to be comprehend the text before summarizing the text. It means that reciprocal teaching is an activity of making a summary from a text that was previously carried out several processes such as predicting, questioning, and clarifying the text.

Dew et al., (2021) also points out that reciprocal teaching is an effective teaching technique that can improve the kind of reading comprehension and it

also, for improvement a test score. It means that the technique more emphasizes in reading which also means that reciprocal teaching improves students to be a good reader.

According to Dadabhoy & Dadabhoy, (2021), there are four strategies in applying reciprocal teaching technique as follows.

- a. Predicting: Definition of predicting is that the students make predictions the text through knowing the topic, title, and clue for guessing. The reader can use text evidence and information from the text along with their prior knowledge to make logic predictions before and during reading (Dawal et al., 2024).
- b. Questioning: Questioning is a part of reciprocal teaching. The teacher asks the students in the group about the text. Then ask students about knowing the main idea and general information of the text (Taka, 2020). The student generates the question like themes, idea, and identification of information. Making the question helps the student become critical thinking. They can ensure the meaning of the question. Thus, all types of questions can be made by the student and it is the way how to treat understanding students about the text (Ningrum & Chakim, 2020).
- c. Clarifying: In this strategy, the students clarify the text that is sophisticated to understand, such as text which has unfamiliar structure, vocabulary, unclear references or sophisticated concepts to be understood. After the students find the difficulties of the text, students re-read the text and look for the meaning of vocabulary in the dictionary. The students also highlight the sentence or word which is unclear or no meaning. The students are allowed to help their friends. Clarifying strategy is a good step to make student improving their reading. It also makes the students aware about the text (Hwang et al., 2023).
- d. Summarizing: The last strategy, summarizing is defined as a way to present a long essay or text in a short form. The students put the main idea and key point of the text to get the information of the text (Wargadinata et al., 2023). The content of the summary needs accurately. Summarizing includes sentence, paragraph, or

passage of a whole. Before writing a summary, students must read and identify paragraphs, they must know the purpose of the paragraph. Thus, the students can understand the details. On the other hand, students can make good summaries.

To apply the technique, the guidance is needed so the teacher can apply it correctly. Here is the example of the fab four mat. The students can use fab four mat during discussion with their teacher and groups. Each mat is labeled with one of the four reciprocal teaching strategies such as predicting, questioning, clarifying and summarizing. The students can decorate the doors by sketching or drawings cartoon character that represent of the four characters.

Chang & Lan, (2021) stated that there is some guidance to apply reciprocal teaching technique as follow:

- a. Read and Discuss: The students are considering the questions and point during reading, before and after reading.
- b. Professional Development Discussion: The students are considering make a group, group discuss, and chart ideas.
- c. Teacher as Reader: The teacher should give an example of something happened that can be read. Teacher can bring article, magazine, newspaper to read and discuss in the classroom for the meeting.
- d. Before the Next Meeting: First, the students should read the next chapter, make questions, highlight the main idea and taking notes. The teacher teaches a lesson from the next chapter to be discussed in the meeting. The last is observe, the students use reciprocal teaching lesson observation form that is fab four mat.

RESEARCH METHODOLOGY

Based on the topic investigated, the writer used quantitative approach and pre-experimental method. Pre-experimental was used to investigate possible cause and effect by reciprocal teaching technique for three meetings of treatments and One Group Pretest Posttest design applied in this research to know the effect of the treatments by comparing the result of pre-test and post-test. The

method and design were adapted from Sugiyono (2015:75).

To observe the result after the treatment on students' reading comprehension had been given, t-test was used to calculate it. The t-test was also used to analyze data of pretest and posttest result. The following formulas are taken from Supardi (2013:325) as follows:

$$t = \frac{M_d}{\sqrt{\frac{\sum d^2}{n(n-1)}}}$$

Writing a summary essay was used to find out the effect of using reciprocal teaching technique on students' ability to write a summary essay. The pretest was used to measure the students' write a summary essay. After that, the students were given some treatments. Then, the post-test was used to measure them after the treatments. The result of writing test was scored based on content, grammar, vocabulary, paraphrase, and mechanics. In measuring students' writing, the writer used scoring rubric to signify of their ability. The scoring method that was suitable for writing test was analytical scoring. There are two types of analytical scoring. First, the scoring rubric adapted from Indrawati et al., (2023), there are five-dimensional rubric. However, in this research, the writer only used four-dimensional rubric such as content, paraphrase, vocabulary, and grammar. Moreover, the mechanics category was adapted from Brown (2010:284) which states that analytical scoring had several assessment categories and each category had a point and criteria. The category were mechanic and the range of 1 until 4 points depended on the criteria students' writing.

RESEARCH FINDINGS AND DISCUSSION

In conducting this research, the writer applied reciprocal teaching technique on students' ability to write a summary essay. It was suggested by Lestari et al., (2018) who stated that reciprocal teaching provided students learning in cooperative groups and pairs with reading practice. This technique would increase their achievement in the lesson. It meant that the reciprocal teaching technique motivated the students in the writing lesson with reading practice (Wale

& Bogale, 2021). Therefore, the writer collected the data pre-test and post-test.

The students were given pre-test in the first meeting while the treatments were applied three times. Lastly, the writer gave a post-test in last meeting. Then, the data from the pre-test and post-test were gained the result. The students were asked to write a summary of why learning English is important (pretest) and learning English through music (posttest) in analytical expiation text. The result of post-test showed the increasing score in students' writing a summary essay.

In applying reciprocal teaching technique, there were four steps that were given by teacher. First, students were divided into seven group. Each group consisted of five and four students. Each student in a group played a role as a predicator, a questioner, a clarifier, and a summariser. Next, the students were given a text to read. Afterward, the students were asked to discuss related to their own roles. The last, students were asked to write the result of prediction, clarify, question, and summarize in exercise. According to the data calculation, the result of t-calculated was 9 with degree of freedom is 28. Meanwhile, the df of 28 at significant level of 0.05 is 2.05. Based on the calculation, the t-calculated was $9 > 2.05$. It meant that t-calculated was higher than t-table. So, it could be described that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected because t-table was lower than t-calculated. Thus, the result showed that there was an effect of using reciprocal teaching technique on students' ability to write a summary essay. On the other hand, using reciprocal teaching technique had an effect on students' ability to write a summary because the posttest score was higher than pretest after applying reciprocal teaching technique.

According to Hidayah et al., (2021), the reciprocal teaching technique was an effective technique to improve the students' writing ability. It was proved by the research entitled 'Reciprocal Teaching of Comprehension Strategies improves EFL Learners' Writing Ability' which was conducted by Wuryaningtyas & Irsadi, (2023). The result of the research showed that the reciprocal teaching technique was effective to improve learners' writing ability. This research finding also showed the differences of the students' score between pretest and posttest scores which could be concluded that the reciprocal technique could improve students' writing

ability.

CONCLUSION AND SUGGESTION

This research was intended to investigate the use of reciprocal teaching technique on students' ability to write a summary essay. The writer conducted this research in *SMA Rimba Madya* with 29 students as the total of samples.

Based on the data calculation, the writer found that reciprocal teaching affected students' ability to write a summary essay. It could be seen from the differences of the students' result between pretest and posttest scores. In the pretest, it was found that the highest score was 70 and there were five students who got the score. Then, the student who got the lowest score was a student on score 35. However, in the post-test, the lowest score was 55 and the highest score was 90. It was the proof that the use of reciprocal teaching technique on students' ability to write a summary essay was effective to increase students' writing ability.

The result of study indicated the t-test value is higher than t-table. It could be seen from the t-test value was 9 with the degree of freedom (df) was 28. Furthermore, the t-table of (df) at the level significant of 0.05 was 2.05. It meant that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

Based on the data analysis, it could be concluded that using reciprocal teaching technique affected students' ability to write a summary essay. This technique made the students improve their writing a summary essay. Therefore, the reciprocal teaching technique could facilitate students learning to be more active and easier to interpret the meaning or information from the text.

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