

The Effects of Reciprocal Teaching Strategy on Writing Review Text by Using Short Stories

Millatina Randu Gupita
 Yogyakarta State University
 Yogyakarta, Indonesia
 millatina.randu2016@student.ac.id

Maman Suryaman
 Yogyakarta State University
 Yogyakarta, Indonesia
 maman_suryaman@uny.ac.id

Abstract—This research aims to understand the effect of Reciprocal Teaching Strategy on students' ability of writing review text. This activity used short stories as the works to be reviewed. This is a quantitative research with quasi experiments conducted in SMP Negeri 2 Mertoyudan. However, the chosen samples are only the students in class VIII E (33 students) as the control group and class VIII D (32 students) as the experiment group. These samples were taken using a random cluster technique. The data were collected by using descriptive questions about writing review text and analyzed using t-test for Independent Samples because there were two groups tested. From the results, it can be concluded that the performance of students who were taught with Reciprocal Teaching Strategy show improvement compared to those who were not. Get the post-test average score as 75.391 for the experiment group. The control group has 72.273 and Sig (2-tailed) < 0.05 that is equal to .014.

Keywords—writing review text, reciprocal teaching strategy

I. INTRODUCTION

One of the skills emphasized in 2013 Curriculum is writing skill. Writing can be considered as the utmost language skill after listening, speaking, and reading [1].

In 2013 Curriculum, one of the writing skills taught is how to write review text. Review text is a text containing comments on actual information. Generally, this topic only draws a little interest from students. This is in line with Sudaryanto in [2] who said that there are some obstacles in learning to write "first: being embarrassed of poor writing, second: does not want to write mediocre, third: unable to write well".

These obstacles are not only experienced by students. The teachers also realized that to teach how to write reviews, they need to create an innovative teaching strategy and master the topic. Besides, a teacher must be able to do their roles as initiator, inspiring figure, and facilitator in building students' criticism.

In order to overcome those obstacles, teachers can apply various teaching strategies, and one of them is Reciprocal Teaching Strategy. In this research, this strategy was applied using short stories as the learning media. The short stories were used as review targets to help students in writing their evaluation and criticism. Thus, the research question is how Reciprocal Teaching Strategy affects students' abilities in writing review text by using short stories.

The rest of this paper is organized as follow: Section II presents literature review. Section III describes material &

methodology of this research. Section IV presents the obtained results and following by discussion. Finally Section V concludes this work.

II. LITERATURE REVIEW

A. Teaching to Write Review Text

Mort, Hallion, and Downey in [3] proposed that a review is a text containing resume and evaluation of another text. The reviewed texts can be books, movies, poems, short stories, novels, etc. Writing a review usually demands the reviewer to read a certain text in detail and other related texts so that the evaluation will be fair and rational. Pardiyo in [4] states that the review text is a text that contains criticism, evaluation, or reviews of intellectual property. This text aims to provide criticism, evaluation results, on a scientific work, book, or artwork. Text review is writing that weighs or evaluates a work written or created by someone else. A review is not merely a simple resume, but an analysis and evaluation of a book, article, or other media [5]. Besides, a review text is a multi-generic product in a genre that uses opinions as a media to invite the readers to think about literary works perspective [6].

Mort, Hallion, and Downey in [3] mentioned that a review starts with orientation, summary, critique, and ends with conclusion. In the orientation section contains an overview of the literary works to be reviewed, for example, contains an overview of a work or object to be reviewed. The general description of the work or object can be in the form of names, uses, and so on. In addition, the orientation section explains the position of a literary work so that it gets considerable attention from various circles. In the interpretation section the contents contain their own views on the work or object being reviewed. This section is done after evaluating the work. In this section the author usually compares the work or object with works or similar objects. The author can also review the interesting or unique features of the work. In the evaluation section the author evaluates the work, appearance, and production. The evaluation section also contains an overview of the details of a work or object reviewed. This can be part, characteristics, and quality of the work. The author must be able to consider specific and balanced review criteria. A good evaluation also needs to include resources or references to support evaluation. If the evaluation includes other sources in the review text that were made, the source must be included in the reference list at the end of the review. In the summary

section, the author gives a final review containing the conclusions of the work by restating the overall opinion on the text. In the summary section, the writer is required to present recommendations in an explicit manner by including more in-depth explanations regarding his opinions so that criticism sounds fair and reasonable to the general public. In the summary section the writer can explain that a literary work is worth watching and reading or not.

B. Reciprocal Teaching Strategy

Reciprocal Teaching Strategy is a strategy developed by Annemarie Sullivan Palincsar and Ann L. Brown in 1983. It was proposed by Palincsar and Brown in early 1980s and was considered as the most effective teaching model to help students understanding a text and its contents [7]. This strategy is constructed for a specific purpose in language learning, in which it allows the students to participate in making resources and questions to understand a written text better [8].

Palincsar and Brown in [9] proposed that there are four learning activities in this strategy. The first one is question generating, in which the students are given opportunities to make questions about the discussed materials. Those questions are expected to show their understanding of the topic. The second is clarifying, an important activity especially for those who find difficulties in understand materials. The students can ask their teachers about the concept they do not understand or unable to solve with their groups. Besides, the teachers can also clarify the concept by giving questions to the students. Thirdly, predicting, an activity where the students make hypothesis or prediction on the concept discussed later by the presenter. The last one is summarizing, in which the students are given opportunities to identify and integrate information contained in the materials.

Reciprocal Teaching Strategy has three components namely reading strategy, dialogues between teachers and students as well as students to students, and learning responsibility transfer from teacher to students. Therefore, this strategy should be done in small groups [10].

Thus, the strengths of the Reciprocal Teaching Strategy are as follows: (1) Train the ability of students to learn independently so that the ability in independent learning can be improved. (2) Train students to re-explain the material learned to other parties. Thus, the application of this learning can be used by students in presenting their ideas. (3) The orientation of learning is investigation and discovery. By finding and investigating the concepts that are being discussed, students will be easier to remember a concept. Students' understanding of a concept is an understanding that is truly understood by students. So, the reciprocal learning strategy is a learning strategy in which students are given the opportunity to learn material first. Then, students re-explain the material learned to other students. The teacher only serves as a facilitator and guide in learning, namely straightening or giving explanations about material that students cannot solve independently.

C. Short Stories

Short story belongs to fictions, which means that the story is written in prose, with relatively long descriptive sentences, and full-margin format [11]. Sayuti in [12] said that a short story is a fictional prose that can be finished in one go and the story can trigger a certain effect on the readers. A short story is a fictional story that can be finished in one go, contains emotional problems, has a few main characters, and the overall contents form a unity. Wiyatmi in [13] proposes that a short story is built of intrinsic elements (characterization, plot, setting, theme, message, title, point of view, style, and tone) and extrinsic elements (values, author background, social condition during the story writing).

D. Relevant Research

There are several studies that are relevant to this study. Research relevant to this research is a research entitled "EFL Reciprocal Teaching of Comprehension Strategies Improvement Learners' Writing Abilities" by Mohammad Reza Ghorbani, Atefeh Ardeshir Gangeraj, Sahar Zahed Alavi. The research was published in Current Issues in Education in 2013. Based on these studies the Reciprocal Teaching Strategy can be used to improve writing skills. In addition, the Reciprocal Teaching Strategy in improving the writing skills of EFL students is better. The research is relevant to this because they together discuss the Reciprocal Teaching Strategy in writing skills in students.

In addition, research relevant to this research is a research entitled "Reciprocal Teaching and Comprehension of Struggling Readers" by Humaira Raslie, Damien Mikeng, and Su-Hie Ting. The research was published in the Macrothink Institute International Journal of Education in 2015. Based on these studies it can be concluded that Reciprocal Teaching Strategy can help and improve reading comprehension for beginner readers. The research is relevant to this because it together discusses the Reciprocal Teaching Strategy.

III. METHODOLOGY

This research is a quantitative research with quasi experiment. The samples are students of class VIII SMP Negeri 2 Mertoyudan in which the control group is class VIII E (33 students) and experiment group is VIII D (32 students). The research was conducted from April to May. The data were collected with descriptive questions on how to write reviews. The contents validity was checked by consulting the questions with an expert (*expert judgment*).

The data analysis technique is *t-test* for independent samples because this research involved two different groups. Parametric analysis test uses normality test with *Kolmogorov-Smirnov technique* and homogeneity test to see the uniformity of the sample variance taken from the same population.

IV. RESULTS AND DISCUSSION

A. Results

Experiment class is the class where Reciprocal Teaching Strategy was applied. Experiment class is VIII D SMP

Negeri 2 Mertoyudan with 32 students. The experimental class conducts pre-test and post-test activities. The pre-test activity was used to determine the students' initial abilities in writing review texts. Pre-test activities are held on Monday, April 16, 2018. In addition to the pre-test activities, the experimental class also carried out post-test activities. The experimental class that has been given treatment then carries out the post-test activity. Post-test is a final ability test carried out by students, in this case related to the ability to write review text. The experimental class post-test activities that use the Reciprocity strategy are held on Monday, May 14, 2018. The pre-test and post-test activities were carried out after the teaching and learning activities were completed so that they did not interfere with learning activities at school. Their pre-test and post-test results in Table I below:

TABLE I. DESCRIPTIVE STATISTICS

		Pre-test Experiment	Post-test Experiment
N	Valid	32	32
	Missing	0	0
Mean		62.344	75.391
Std. Error of Mean		.6635	.9399
Median		61.250	75.000
Mode		60.0	75.0
Std. Deviation		3.7534	5.3169
Variance		14.088	28.270
Skew		.357	-1.162
Std. Error of Skew		.414	.414
Kurtosis		-.500	3.276
Std. Error of Kurtosis		.809	.809
Range		15.0	25.0
Minimum		55.0	60.0
Maximum		70.0	85.0
Sum		1995.0	2412.5

Control class is the class where conventional strategy was applied. The control class of this research is VIII E SMP Negeri 2 Mertoyudan with 33 students. The control class also carries out pre-test and post-test activities. The pre-test activity was used to determine the students' initial abilities in writing review texts. Pre-test activities are held on Monday, April 16, 2018. The control class is a class that is not treated or continues to use conventional strategies, namely strategies that are applied daily to learning activities in school. Control class post-test activities are held on Monday, May 14, 2018. The pre-test and post-test activities are carried out during learning activities, this is because the control class is an untreated class so that the implementation of research activities is adjusted to the class schedule in the class. This class was not given any strategy, and the results of the pre-test and post-test in Table II as follow:

TABLE II. DESCRIPTIVE STATISTICS

		Pre-test Control	Post-test Control
N	Valid	33	33
	Missing	0	0
Mean		62.344	63.333
Std. Error of Mean		.6635	.4306
Median		61.250	62.500
Mode		60.0	62.5
Std. Deviation		3.7534	2.4738
Variance		14.088	6.120

Skew	.357	.496
Std. Error of Skew	.414	.409
Kurtosis	-.500	.253
Std. Error of Kurtosis	.809	.798
Range	15.0	10.0
Minimum	55.0	60.0
Maximum	70.0	70.0
Sum	1995.0	2090.0

Beside pre-test and post-test, normality and homogeneity tests were also conducted. The results are presented in Table III:

TABLE III. ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST

		Pre-test Experiment	Post-test Experiment	Pre-test Control	Post-test Control
N		32	32	33	33
Normal Parameters ^{a,b}	Mean	62.344	75.391	63.333	72.652
	Std. Deviation	3.7534	5.3169	2.4738	5.0752
Most Extreme Differences	Absolute	.234	.221	.208	.185
	Positive	.234	.158	.208	.140
	Negative	-.141	-.221	-.174	-.185
Kolmogorov-Smirnov Z		1.323	1.249	1.193	1.063
Asymp. Sig. (2-tailed)		.060	.088	.116	.208

- a. Test distribution is Normal.
- b. Calculated from data.

TABLE IV. TEST OF HOMOGENEITY VARIANCES

	Levene Statistic	df1	df2	Sig.
Pre-test	3.006	2	65	.054
Post-test	.045	2	65	.956

Based on the Table IV, it can be concluded that the data of this research is normal and homogeny. This is because of the sig value. (2-tailed) greater than alpha level 5% (sig. (2-tailed) > 0.050), it can be concluded that the data comes from populations whose distribution is normally distributed and homogeneous.

B. Discussion

Experiment group is a group where the Reciprocal Teaching Strategy was applied. This application uses short story as a media to write review text.

The steps of the learning activities carried out in the experimental class are carried out in accordance with the Learning Implementation Plan (RPP) that has been prepared. There were three activities here, namely introduction, main activity, and closing. During introduction, the teacher prepared and motivated the students before starting the learning activities. Information about competence, material, aims, and benefits of the activities were presented to the students.

The next is main activity, in which the teacher delivers materials with the strategy. There are four steps here, namely *question generating, clarifying, predicting,* and

summarizing. In question generating step, students were told to make questions related to the materials. This is to identify their understanding about the discussed materials. The second step, clarifying, is where students had to clarify the discussed materials by asking about the difficult parts they unable to solve with their groups. Teachers could do question and answer section to know how much students have understood the concept. The third step, predicting, is where students made hypotheses or prediction about the concept, they would discuss by answering questions individually, including questions that refer to their ability to predict the development of the materials. The last step is summarizing. In this step, students drew conclusion of the materials. In closing, teacher reflected on the overall activities and gave information about the continuation of the activities, which then ended with greeting.

The second group is control group, a class that did not receive Reciprocal Teaching Strategy. In this class, the teacher used conventional teaching method. There were three activities carried out, namely introduction, main activity, and closing. During introduction, the teacher prepared and motivated students before starting the learning activities. Information about competence, material, aims, and benefits of the activities were presented to the students.

In the main activities, the steps used were based on Curriculum 2013, namely examining, questioning, collecting data, associating, and communicating. In the examining activity, students examined and read examples of review texts displayed by the teacher. In questioning part, students asked about the review texts and then discussed them with their friends or teacher. In collecting data, the teacher distributed short story examples and the students collected information related to the review text based on the short stories. In the fourth step, associating, the students built a context by discussing the reviews, processing the collected information, and wrote reviews of the short stories. The last step is communicating, in which students had to present their results in front of the class and other students gave responses. In closing, teacher reflected on the overall activities and gave information about the continuation of the activities, which then ended with greeting.

This research aims to prove the hypothesis whether Reciprocal Teaching Strategy makes significant difference on students' ability to write review texts compared to those with conventional method. The hypothesis proposed is an alternative hypothesis (H_a). The rule is when Sig value (2-tailed) < 0.050 with significant value of 5%, the H_0 will be rejected and H_a is accepted. The data processing results in Table V as follows:

TABLE V. GROUP STATISTICS

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experiment	32	75.391	5.3169	.9399
	Control	33	72.273	4.6504	.8095

TABLE VI. INDEPENDENT SAMPLES TEST

	Posttest	
	Equal varian	Equal varian

		ces assumed	ces not assumed
Levene's Test for Equality of Variances	F	.004	
	Sig.	.953	
t-test for Equality of Means	T	2,519	2,513
	Df	63	61,348
	Sig. (2-tailed)	.014	.015
	Mean Difference	3,1179	3,1179
	Std. Error Difference	1,2379	1,2405
	95% Confidence Interval of the Difference	Lower	.6442
Upper		5,5916	5,5981

Based on the results, the hypotheses testing conclusions are as below:

- H_0 = Null Hypothesis, there is no significant difference between students who get Reciprocal Teaching Strategy and those with conventional strategy in writing review text, *rejected*.
- H_a = Alternative Hypothesis, there is significant difference between students who get Reciprocal Teaching Strategy and those with conventional strategy in writing review text, *accepted*.

V. CONCLUSION

Writing review text is a learning activity where students analyze and evaluate other peoples works. Reviewing can be done by giving opinion, criticism, strength, and weakness of the reviewed works. Using Reciprocal Teaching Strategy can help the students to learn writing reviews. This can be seen from the scores improvement of students who learnt using this strategy. Reciprocal Teaching Strategy can help them because it contains systematic and detailed steps. Furthermore, using short stories as media can help the student to write reviews more easily and enhance their awareness and criticism toward literary works. Therefore, the alternative hypothesis in this study was accepted which said there was a significant difference between the ability to write a review text of groups of students who participated in the study using the Reciprocal learning strategy with a group of students who took learning using Conventional strategies. This is indicated by the difference in the average score in the posttest activity that the experimental group 1 obtained an average score of 75,391 while the control group obtained an average score of 72,273. In addition, the value of Sig (2-tailed) < 0.050 is equal to, 014.

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