

ABSTRACT

THE STUDENTS' PERCEPTION OF RECIPROCAL TEACHING: STUDENTS' ANXIETY AND SELF-EFFICACY IN READING

By:

Widi Andewi

This research is aimed to explore the students' perceptions of 1) anxiety and 2) self-efficacy in applying the four instructional strategies of reciprocal teaching. This research is descriptive qualitative research. It was conducted in second grade of SMAN 1 Kalirejo in the year 2015/2016. The research participants of this research were XI MIA 1 class. The subjects of the research were 11 representatives of the students as the interviewees. It was chosen based on observation, genre, and the score of reading test. The data were taken from the observation and interview. The results showed that almost of the students felt anxious and unconfident in performing the four instructional strategies (predicting, questioning, clarifying, and summarizing) of reciprocal teaching. The students with high anxiety and low self-efficacy could not perform the four instructional strategies well because of a number of individual student characteristics, such as: their English proficiency level, prior knowledge, and linguistic and lexical knowledge. Thus, this does appear that language problems were the main aspects which influenced the students to have high anxiety and low self-efficacy while performing the four instructional strategies of reciprocal teaching. It indicates that reciprocal teaching is more appropriate to use for advance students than intermediate students. Therefore, this suggests for teachers should guide and control student in teaching reading process through reciprocal teaching because they play a prominent role in alleviating and controlling students' anxiety and self-efficacy. They can ask their students to use first language when they have difficulty in performing the four instructional strategies of reciprocal teaching, such as: telling prediction or arranging question in English.