

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

(A Thesis)

**By
WIDI ANDEWI**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree



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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.

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Student's Name : Widi Andewi

Student's Number : 1423042034

Study Program : Master in English Language Teaching

Department : Language and Arts Education

Faculty : Teacher Training and Education

APPROVED BY
Advisory Committee

Advisor

Prof. Dr. Cucu Sutarsyah, M.A.
NIP 19570406 198903 1 002

Co-Advisor

Ujang Suparman, M.A., Ph.D.
NIP 19570608 198603 1 001

Language and Arts Education Department
Chairperson

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

Chairperson : Prof. Dr. Cucu Sutarsyah, M.A.

Secretary : Ujang Suparman, M.A., Ph.D.

Examiners : I. Mahpul, M.A., Ph.D.

II. Dr. H. Muhammad Fuad, M.Hum.

Dean of Teacher Training and Education Faculty



Dr. H. Muhammad Fuad, M.Hum.
NIP 1590722 198603 1 003



Director of Postgraduate Program

Prof. Dr. Sudjarwo, M.S.
NIP 19530528 198103 1 002

4. Graduated on: April 01st, 2016

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Bandar Lampung, 25 April 2016
Yang membuat pernyataan,



Widi Andewi
NPM 1423042034

CURRICULUM VITAE

The writer's name is Widi Andewi. She was born on April 11th, 1991 in Kalirejo. She is the third daughter of Mr. Mulyono and Mrs. Isdiarti.

She began her formal educational institution for the first time at TK Fransiskus in 1995 and graduated in 1997. She continued her study at SD Fransiskus, Kalirejo and graduated in 2003. Then she continued her study at SMPN 1 Kalirejo and graduated in 2006. After that she continued her study at SMAN 1 Kalirejo and graduated in 2009. At the same year, in 2009 she was registered as a student of English Education Study Program, in Language and Arts Education Department of Teacher Training and Education Faculty at Lampung University for four years and finished in 2013. In 2014, she continued her study at Master in English Language Teaching Study Program in Lampung University and finished in 2016.

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I'd proudly dedicate this piece of work to:

- ❖ My beloved parents, Isdiarti and Mulyono.
- ❖ My beloved sisters and brother, Widi Astuti, Widi Andari, and Widi Aris Tiato.
- ❖ My beloved brothers in law, Purnomosidi, and Damar Wibisono.
- ❖ My beloved nephews and nieces, Agung Dias Aditama, Yudha Dias Dwiananta, Raissa Dias Duhita, Nadhifa Dias Pararta.
- ❖ My beloved partner, Achmad Irwanto.
- ❖ My fabulous friends of Master in English Language Teaching Study Program, Afini, Amel, Intan, Mba Putri, Mba Nanda, and Mba Ayie.
- ❖ My Almamater, Lampung University.

MOTTO

“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient.”

(Q.S Al-Baqarah: 153)

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The writer hopes this research would give a positive contribution to the educational development, and to the reader.

Bandar Lampung, April 25th 2016

The writer,

Widi Andewi

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I. INTRODUCTION

This chapter discusses certain issues: introduction which deals with background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, and scope of the research.

1.1 Background of the Problems

Reading is an activity to draw meaning or to take information from printed or written text. People who do reading activity are expected to know better after reading. Reading is an important part of learning because it is a fundamental requirement of any subjects. As stated by Grobe and Stoller (2001), reading can be regarded as specifically important because reading is assumed to be central means of learning new information. Moreover, reading is often referred to as the most important of the four language skills that can enhance to gain students' knowledge in academic context. Therefore, reading is always associated with academic success because the more students read, the more students gain knowledge.

Reading can improve the others students' skill in language learning, because the constant reading will helps students to improve their vocabulary and grammar, thus gives students an edge in improving their writing skill and their

reading comprehension. In reading process, the first point that students should do is comprehension of the text, so students can interpret the meaning from the text. There is no reading without comprehension. Students who have good capability in reading skill, they can comprehend a text effectively. It can be assumed that students' success in reading depend on how their capacity to comprehend the text.

Teaching reading to students is not easy to do for teacher. The teacher often gets many problems in teaching reading. Based on pre-observation, the researcher found that sometimes teacher teaches students by using conventional technique. He/she just asks the students to read aloud a text and then answers the questions based on the text or asks students to make a group and discussion with their group for finding the main idea of the text without giving the example. This condition may be able to influence the students' capability in reading, because they will very bored and confused when they should read the text or only find the main idea on the text. Hence, the teachers should teach the students by using an interactive way, so that, they could be expected to present the material and the students can more active in teaching reading process.

In order to overcome those problems, finding reading strategies which can help to overcome students' problems in reading will be very helpful. Ahmadi (2012: 165) states that reciprocal teaching is one of the main important strategy and instruction which can help students' reading comprehension because it helps students to think and plan about their reading process, improve activities, monitor and evaluate their reading while reading a text in order to understand the content of the text. According to Palincsar and Brown (1984) reciprocal teaching is a teaching technique which aims to equip subjects with techniques to increase the

use of reading comprehension strategies. Palinscar and Brown add that reciprocal teaching is an instructional strategy based on teacher modeling and guiding practice and students practicing reading task by taking turns leading and conducting discussion in small group in order to bring meaning to the text.

Further, Ahmadi and Gilakjani (2012: 2057) claim that reciprocal teaching is one of the reading instruction methods which cover the necessary reading strategies: predicting, generating questions, clarifying, and summarizing. This happens in the form of a dialogue between teachers and students in small discussion. Besides, these strategies will help students monitor their reading so as to ensure that they really understand what they are reading and then the student can become independent readers. Moreover, Ahmadi (2012: 192) states that there are some approaches provided the background theories to reciprocal teaching in which: (1) the students learn the four instructional strategies and practice them; (2) the teacher models the entire process step by step using structured dialogues; (3) the teacher gives the students a chance to get involved and coaches them on how to ask appropriate questions, write adequate summaries, and so on; (4) the teacher's role as a leader decreases and the students take on greater responsibility to carry out the whole process. It can be assumed that the teacher will take more active role as the modeling strategy in the beginning and students will learn to take on more responsibility for their own and each others' learning.

Through reciprocal teaching, students may be more thinking and understand what they are reading. Students can comprehend a reading text such as main idea of the text and predict what will be discussed on the text easily by using the four instructional strategies of reciprocal teaching (predicting, questioning,

clarifying, and summarizing). As a matter of fact, many studies have been conducted to investigate reciprocal teaching with respect to students' reading comprehension (Palinscar and Brown, 1984; Sarasti, 2007; Choo et al., 2011; Sporer et al., 2009). Choo et al. (2011: 147-148) claim that reciprocal teaching has a significant impact on students' reading comprehension. They also suggested that teachers should be encouraged to model reciprocal teaching strategies in the reading class, providing an effective, alternative to learning how to construct meanings from the texts and how to work collaboratively in the context of group discussion. Considering the previous research above, it can be argued that reciprocal teaching has been successful to increase students' reading comprehension achievement (Palinscar and Brown, 1984).

Sporer et al. (2009: 284) state that the four instructional strategies of reciprocal teaching especially summarizing strategy play a central role for enhancing students' academic performance in reading comprehension. Thus, it can be argued that reciprocal teaching is an instructional strategy which can improve students' performance and achievement in reading because there are the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying, and summarizing) can help students in comprehending the text.

However, Leung (2005: 54-58) in his study investigates the effectiveness of the four instructional strategies of reciprocal teaching on improving reading comprehension: (1) predicting: the students seemed not to be confident enough when making their own interpretations and judgments in doing prediction, (2) questioning: they rarely asked themselves questions while reading, (3) clarifying: the students tended to rely on using an electronic dictionary or dictionary to find

the meaning instead of guessing unknown words because they were afraid to get meaning wrong, (4) summarizing: almost of the students still had difficulty in understanding what they were being asked to do, so they might interpreted the task wrongly. Thus, it can be assumed that students still have problems in applying the four instructional strategies of reciprocal teaching.

Further, it can be seen that there are some students who still feel afraid and unconfident when they should apply the four instructional strategies of reciprocal teaching. It is argued that students' success in doing the four instructional strategies of reciprocal teaching cannot be separated from two affective individual differences: anxiety and self-efficacy. From this reason, anxiety and self-efficacy are believed to be as individual characteristics which are very potential to affect students' success in English learning, especially students' performance and achievement in reading when they are practicing the four instructional strategies of reciprocal teaching. Anxiety has negative correlation with students' performance and achievement, whereas self-efficacy has positive correlation with students' performance and achievement.

Moreover, students who have high anxiety and low self-efficacy often lack confidence, embarrassment, and not motivated to try to explore and enjoy reading articles and stories in English. Meanwhile, students who have good capability in reading usually have low anxiety and high self-efficacy. They can perform successfully in reading, because they feel confident and not get embarrassed to complete difficult tasks. They do not feel stress or nervous when they should apply some strategies in teaching reading process. Therefore, anxiety and self-

efficacy require a special interest in reading since it is very difficult to cope with these two affective factors sufficiently in language learning, especially in reading.

As stated by Salari and Monzaide (2015: 210), when the level of anxiety increases the students may lose concentration, and then they may experience difficulty in reading comprehension. Wu (2012: 292) also claims that students' with higher anxiety associated with lower reading performance and vice versa. Thus, it can be assumed that when students have low anxiety, they cannot perform successfully in reading because they prefer to avoid difficult or complex tasks in order not to get embarrassed in front of the class.

Then, Kargar and Zamanian (2014: 321) claim that self-efficacy is essential to students' willpower because it will influence on students' performance. This occurs because self-efficacy encourages students to make educated guesses while reading a passage. Boakye (2015: 9) also states that self-efficacy seems to occupy a significant role in determining reading proficiency and thus should not be ignored in programmes aimed at improving students' reading proficiency. She suggested that the teacher should be a focus on addressing strategy use and self-efficacy levels in order to improve both cognitive and affective dimensions involved in reading development. It is reasonable to conclude that self-efficacy is a factor which helps students to gain enough confidence in order to successful of language learning. Students who have low level of self-efficacy may not be believed to execute tasks better than those high level of self-efficacy.

Moreover, many studies have investigated the effect of students' anxiety and self-efficacy on reading comprehension. For instance, Jafarigohar (2012: 159) in his study found that there was significant negative relationship between anxiety and reading comprehension. Then, Yogurtcu (2013: 375) who conducted a research to know the impact of self-efficacy perception on reading comprehension on academic achievement claims that there is positive significant between high achievement and self-efficacy. From a review of previous studies, it is quite obvious that anxiety and self-efficacy are one of important factor that can be assumed as a direct effect on language performance, successful learning experience and achievement, because how successful a student in language learning is also related to how much he or she can perform and achieve a language as well.

Seeing this, the researcher has been inspired to carry out the present study with a view to explore the students' perceptions of anxiety and self-efficacy in applying the four instructional strategies. Besides, there were many studies which have conducted reciprocal teaching in quantitative research, so the present study would be conducted reciprocal teaching in qualitative research. It is needed because some students still have problems in applying the four instructional strategies of reciprocal teaching. So, it is possible that there are some students who feel anxious and unconfident while performing the four instructional strategies of reciprocal teaching. Then, by finding the students' perceptions of anxiety in performing the four instructional strategies of reciprocal teaching, it will help the teacher to make the students perform these instructional strategies better.

1.2 Identification of the Problems

Based on the background of the problems above, the researcher would like to identify the problems as follow:

1. Students feel afraid and unconfident to share their ideas.
2. Students feel afraid and unconfident to formulate question based on the text that they are reading.
3. Students feel afraid of getting meaning wrong in clarifying unknown words.
4. Students feel afraid of interpreting the text wrongly.
5. Students feel afraid when they are asked by teacher about the content of a text.
6. Students feel unconfident to answer the questions of the text.

1.3 Limitation of the Problems

In line with the identification of the problems, this study limits the problems concerning to explore students' perceptions of anxiety and self-efficacy in applying the four instructional strategies of reciprocal teaching, namely: predicting, questioning, clarifying, and summarizing.

1.4 Formulation of the Problems

Based on limitation of the problems mentioned previously, the researcher formulated the research problems as follow:

1. What are the students' perceptions of anxiety in applying the four instructional strategies of reciprocal teaching?
2. What are the students' perceptions of self-efficacy in applying the four instructional strategies of reciprocal teaching?

1.5 Objectives of the Research

In relation to the research questions the objectives of this research are

1. To explore the students' perceptions of anxiety in applying the four instructional strategies of reciprocal teaching.
2. To explore the students' perceptions of self-efficacy in applying the four instructional strategies of reciprocal teaching.

1.6 Uses of the Research

The findings of this research are expected to be beneficial both theoretically and practically, as follows:

1. Theoretically, the results of this research are expected to verify the previous theory and to give contribution to the theory of teaching as a reference for the next researcher who will identify students' perceptions of anxiety and self-efficacy in applying the four instructional strategies of reciprocal teaching in reading. Besides, the next researcher can implement, revise, and complete this research. The researcher expects that the result of this research will be beneficial for the next researcher.
2. Practically, the results of the research can be used for English teacher as a source in teaching reading through reciprocal teaching. Therefore, English teacher can provide students with appropriate scaffoldings when they use reciprocal teaching in reading comprehension to minimize students' anxiety and increase students' self-efficacy.

1.7 Scope of the Research

This research was descriptive qualitative. It would be conducted by administering observation and interview to explore the students' perceptions of anxiety and self-efficacy in applying the four instructional strategies of reciprocal teaching. Anxiety and self-efficacy require a special interest in reading since it is very difficult to cope with these two affective factors sufficiently in language learning, especially in reading. Reciprocal teaching would be used in this research because it was believed to be useful technique for enhancing students' performance and achievement in reading. However, it is also assumed that there are some students cannot perform the four instructional strategies of reciprocal teaching successfully.

The data would be collected from the students in the second grade students of senior high school as the subject of the research. The researcher chose them as the participant of this research is they may have difficulty in reading textbooks written in English. They also still need much attention and preparation in reading because reading test is the most dominant item in English exam, careful attention should be paid to their reading. The impact of this situation also will influence on English teaching in the universities because many high school graduates have difficulty in reading textbooks written in English. Moreover, the most important reason is some students seemed feeling anxious and unconfident in teaching reading process.

II. FRAME OF THEORIES

This chapter presents the theories used in the research. It covers three aspects, such as: review of related literature, review of previous research, and theoretical assumption.

2.1 Review of Related Literature

The purpose of in this study is aimed to explore the students' perceptions of anxiety and self-efficacy in applying the four instructional strategies of reciprocal teaching. Hence, review of related literature discusses some aspects which related to the purpose, as follow: reciprocal teaching, anxiety, self-efficacy, and the relationship between reciprocal teaching and students' anxiety and self-efficacy.

2.1.1 Reciprocal Teaching

Reciprocal teaching was originally developed by Palincsar in 1982. It refers to an instructional strategy that takes place in the form of a discussion between teachers and students regarding segments of text which is structured by the use of four strategies: predicting, questioning, clarifying, and summarizing. He also states that during reciprocal teaching, the teacher and the students take turns assuming the role of the teacher in leading discussion, which leads to an

interesting group learning experience. Later, Palincsar and Brown in 1984 refined and conducted reciprocal teaching. It refers to instructional strategy based on teacher modeling and guiding practice and students practicing reading task by taking turns leading and conducting discussion in small group in order to bring meaning to the text.

From the definition above, Yoosabai (2009: 25) claims that reciprocal teaching is a scaffold discussion method that is based on reading comprehension strategies, scaffolding and modeling, and social interaction. Yoosabai also states that teaching reading through reciprocal teaching will develop the students' reading comprehension and promotes the students to be better in reading and helps them reach the most important goal of reciprocal teaching, becoming independent readers. This occurs because the students who are taught by using reciprocal teaching may be more aware of their own thinking and reading process because of the four instructional strategies of reciprocal teaching.

Further, the four instructional strategies of reciprocal teaching are useful strategies for students not only to help construct meaning from the text but also to help monitor their reading so as to ensure that they really understand what they are reading (Leung: 2005). Palincsar and Brown (1984) identify the four instructional strategies that may help students recognize and react to signs of comprehension breakdown. In specific order, each strategy is selected as follows:

- 1. Predicting-** this first strategy is to provide a background knowledge to students about what they have gathered from the text such as the topic or concept. With background knowledge, the students will know what the author will discuss next in the text. Furthermore, it will give the

opportunity for the students to link between the new knowledge acquired through reading and knowledge they already process.

2. **Questioning-** this second strategy is to help students identify important information, themes, and ideas from the text. With questioning, the students will be more explore deeply ideas and information students got from the text.
3. **Clarifying-** this strategy is particularly important for the students who have a history of comprehension difficulty. Clarifying will help them to identification and clarification of unknown words, phrases or sentences from the content of the text.
4. **Summarizing-** this is the last strategy which is designed to find the important information, themes and idea in the text, and then integrating these into a clear paragraph.

Therefore, it can be assumed that reciprocal teaching focuses on the four instructional strategies (predicting, questioning, clarifying, and summarizing). As stated by McAllum (2014: 26), reciprocal teaching is an amalgamation of reading strategies that are believed to be used by effective readers and follows a dialectic process to enable metacognitive thinking and to empower students to take ownership of their learning in a systematic and purposeful process. Thus, it is clearly that the goals of reciprocal teaching are for students to learn the reading comprehension strategies, learn how and when to use the strategies, and become self-regulated in the use of these strategies (Doolittle et al., 2006: 107).

2.1.1.1 Advantages and Disadvantages of Reciprocal Teaching

Here are three following advantages and disadvantages of Reciprocal Teaching according to Palincsar and Brown (1984):

1. Advantages of Reciprocal Teaching

There are some advantages of using reciprocal teaching:

1. Making the students enjoy learning to read because they can work in group, allows them to help each other fathom the text and reflect directly on their own and other performances.
2. Helping the students to develop a positive attitude towards reading. It improves the students' motivation to read since it guided them how to achieve the meaning of the text. Furthermore, through this technique the students can learn to concentrate on important ideas rather than translate meaning word, it forces them to be more critical.
3. Improving students' accuracy and fluency of oral reading and makes gain in word identification and comprehension. Finally, it builds on students' knowledge and experience, makes students spend the majority of their time in academic discussion and enhance students' inherent ability.

2. Disadvantages of Reciprocal Teaching

There are three disadvantages of reciprocal teaching:

1. Can be time consuming because it needs longer time to implement the whole strategy instructions included in reciprocal

teaching. Hence, teacher should manage time effectively when they apply this technique.

2. Noisy because dialogue or discussion happens during learning for all groups in class.
3. Needs more control from the teachers because teacher do not teach directly or just monitor.

Based on the explanation above, reciprocal teaching might be able to help the students in teaching reading comprehension, because it makes the students enjoy learning to read, improve the students' motivation to read and makes the students to gain in word identification and comprehension. But, reciprocal teaching also has disadvantages which have to be considered and also be solved in order to make students' reading comprehension mastery improve such as, the teacher should try to implement reciprocal teaching with proper preparation and planning and then the teacher should be more control the class and not just monitor it.

2.1.1.2 Teaching Reading through Reciprocal Teaching

There are some instructional procedures which developed by Palincsar and Brown (1994) in their pilot study for reciprocal teaching:

I. Pre-Activities:

- Explaining the technique which students will be used in the meeting.
- Introducing the lesson procedure to the students (predicting, clarifying, questioning, and summarizing).

- Asking the students to make some groups.
- Giving the students a reading text along with all the visual clues, cue card and learning logs. (Learning logs is a written documentation of learning used by the students to notice what they have done in each steps/strategies of reciprocal teaching during the process of learning).

II. Main Activities:

1. Predicting

In the first steps, the teacher encourages the students to predict about what the students think regarding what will be discussed next in the text.

- Asking the students to predict about what the students think they will be reading about and what they think might happen next based on the title and visual clues on the passage:
 - Looking at the title and all the visual clues on the page. What do you think we will be reading about?
 - Thinking about what we have seen at the title and visual clues on the page, what do you think might happen next?

When predicting:

- Use the prediction languages;

I predict..., I think..., I image..., I suppose...

- Checking the predictions to see whether it makes sense or not.
- Asking the students to read the first paragraph or section.

2. Questioning

In the second step instruction, the teacher encourages the students to generate an appropriate questions for the passage to monitor how deep their comprehension is.

- Asking the students to do questioning by guiding with cue card:

- What questions can you ask about what you have read?
- Make some questions that have answer in the text.

When questioning:

- Use the wh-questions:

who, what, where, when, why, and how.

- Ask some questions that can be inferred.

- Asking the student to ask his/her friends in his/her group by using his/her question that he/she has made.

3. Clarifying

In this step instruction, the teacher encourage the students to identify what makes a given text difficult and seek an understanding of difficult new vocabulary, unclear reference words or unfamiliar words.

- Asking the students to do clarifying by looking at cue card:

- What parts were hard to understand?
- What words or ideas do not you understand?
- Do you know, what does this sentence mean?
- What word can replace the original word?

When clarifying:

- Rereading the sentence and look for key ideas to help you understand the word
- Looking for prefix or suffix in the word
- Breaking the word apart into smaller words.
- Identifying difficult words for pronunciation and meaning.

4. Summarizing

In the last instructions, the teacher asks for students to indentify and intergrate the most important information (idea and message) in the text.

- Asking the students to do summarizing:

➤ What is the most important information in this passage?

When summarizing:

- Use the language summarizing:

The most important ideas of this text are....

- Rereading to summarize main events or important ideas from the text.
- Containing only main events or important ideas.
- Telling main events or important ideas in order.
- Asking the students to read the passage and do the four strategies of reciprocal teaching (predicting, questioning, clarifying, and summarizing) with all the paragraph or sections in the passage. In this section, the teacher decreases his/her role as discussion leader, and then the students take turns as discussion leaders in small group.

III. Post Activities:

- Giving the students a quiz based on the text.

- Asking the students whether they have some difficulties on lesson or not.

2.1.2 Anxiety

In psychology, Alrabia (2014: 82) states that anxiety is a state characterized by the sensation of vague fear, nervousness, discomfort, and apprehension that is not linked to a specific cause or situation. Then, it can be assumed that anxiety related to fear, panic, and worry of person. According to MacIntyre and Gardner (1991), there are three different types of anxiety: trait anxiety (a personality trait), state anxiety (an emotional state), and situation specific anxiety (anxiety in a well-defined situation). According to Spielberger (1983) in MacIntyre and Gardner (1991), trait anxiety is conceptualized as a relatively stable personality characteristic, whereas state anxiety is seen as response to a particular anxiety-provoking stimulus such as an important test. More recently the term situation-specific anxiety has been used to emphasize the persistent and multi-faced nature of some anxieties (MacIntyre and Gardner, 1991).

Awan et al. (2010: 34) state that a feeling of nervousness associated with language learning is termed as language anxiety (LA). Horwitz et al. (1986: 127-128) developed an instrument items reflective of anxiety in three categories: (1) communication apprehension is type of shyness characterized by fear of or anxiety about communicating with people, (2) test anxiety is a specific form of psychological disorder that involves extensive amounts of fear, worry, and fear of negative evaluation during or in anticipation of performance or evaluative situations, (3) fear of negative evaluation is similar of test anxiety, foreign

language learning requires continual academic evaluation by the teacher who may be the only fluent speaker in the class. Thus, three major aspects of foreign language anxiety can be used to identify and measure the concept of foreign language anxiety.

According to Young (1991: 427), there were six various potential sources of language anxiety: (1) personal and interpersonal anxieties, (2) learner beliefs about language learning, (3) instructor beliefs about language teaching, (4) instructor-learner interactions, (5) classroom procedures, and (6) language testing. Among these factors, Young (1991) adds that perceived learner beliefs about language learning are tends to be a strong contributor to anxiety language. Then, it can be argued that students beliefs seem to be the most important to consider because they may be among the most susceptible to teacher discovery (Horwitz et al., 1986).

For decades, language anxiety has been one of the most tantalizing areas in second language acquisition (SLA) research (Yang, 2012: 184). As stated by Awan et al. (2010: 34), foreign language researchers and linguists have long been trying to associate anxiety with language learning, in general, as well as in a classroom situation. The anxiety experienced in a classroom is called Foreign Language Classroom Anxiety (FLCA). Further, Horwitz et al. (1986) consider FLCA to be a situational anxiety rather than a trait anxiety which learners experience in the well-defined situation of a foreign language classroom. So, it can be argued that foreign language anxiety refers to the situation specific anxiety.

Language anxiety is important in language learning classroom. Many studies believe that language anxiety has relation to the students' achievement

(Cheng, 2001; Horwitz et al., 1986; MacIntyre & Gardner, 1991). Those studies find that there is a negative correlation between students' achievement and their anxiety levels. Moreover, MacIntyre and Gardner (1991) also state that anxiety affects at least five domains in second/foreign language learning and performance: academically, socially, cognitively, personally, and communication output. Therefore, anxiety is very influential in enhancing students' performance and academic achievement in second/foreign language learning.

Alrabia (2014: 82) states that one significant reason behind the low competence of learners in English could be the feelings of anxiety that is often prevalent in English language classes. For evidence, most learners often appear reluctant to participate in classroom discourse, are unwilling to provide responses, seldom ask questions, are unwilling to engage in class discussions, and are overly dependent on their teacher. Abu-Rabia (2004: 718) states that anxiety had a strong relationship with all aspects of foreign language tested in his study. Further, Abu-Rabia emphasizes anxiety is closely related to spelling because it is a productive skill that demands higher levels of creativity than reading, which demands recognition-level knowledge. It is assumed that students with high anxiety showed poor spelling results in their reading.

In summary, anxiety is one's feeling that related to fear, panic, and worry. Anxiety has an important role in second/foreign language learning. This happens because anxiety will affect students' performance in language learning, such as: academically, socially, cognitively, personally, and communication output. Hence, students' performance and academic achievement in language learning are very closely related to high and low level of students' anxiety. Students' with low

anxiety may be able to perform successfully in language learning, while students' with high anxiety may not be able to perform successfully in language learning.

2.1.3 Self-efficacy

Many studies have proposed different concepts of self-efficacy from different perspectives. According to Busse and Walter (2013: 436), self-efficacy in language learning is considered as perception of whether students can cope with the language learning demands in higher education and they may embark on and continue learning. Moreover, perceived self-efficacy refers to beliefs in one's abilities to organize and execute the course of action required to manage prospective situations (Bandura and Locke, 2003: 88).

In line with Bandura and Locke, Kivilcim et al. (2013: 164) states that Self-efficacy can be defined as individual's personal self confidence in whether or not he/she will be successful against a situation or a problem or how he/she will tackle with it. Thus, it can be argued that self-efficacy is individual perception about her/his competence or level of belief concerning her/his capability in finishing a task to achieve her/his goal. Besides, it also can be assumed that self-efficacy also can affect how people behave in facing a problem and finishing a task.

Self-efficacy differs conceptually and psychometrically from closely related constructs in self concept (Zimmerman, 2000: 84). He states that self concept measures emphasize *self esteem* reactions by posing self evaluative questions, such as "How good are you in English?" By contrast, self-efficacy items focus exclusively on task specific *performance expectations*, such as "How

certain are you that you can diagram this sentence?” Additionally, self-efficacy provides students with a sense of agency to motivate their learning through use of such self regulatory process as goal setting, self monitoring, self evaluation, and strategy use (Zimmerman, 2000: 87). It assumed that the greater motivation and self regulation of learning of self efficacious students produces higher academic achievement according to a range of measures.

Self-efficacy also has important role in academic motivation. This is evidence (Zimmerman, 2000: 86) that self-efficacy has also shown convergent validity in influencing such key indices of academic motivation as choice of activities, level of effort, persistence, and emotional reactions. In terms of *choice of activities*, he states that self efficacious students undertake difficult and challenging tasks more readily than do inefficacious students. Then, he also claims that self-efficacy is predictive of two measures of students' *effort*: rate of performance and expenditure of energy. Meanwhile, Bandura (1997) in Zimmerman (2000) states that student's beliefs about their efficacy to manage academic task demands can also influence them *emotionally* by decreasing their stress, anxiety, and depression. Further, Pajares (2003: 140) state that judgments of personal efficacy affect what students do by influencing the choices they make, the effort they expend, the persistence and perseverance they exert when obstacles arise, and the thought patterns and emotional reactions they experience.

The sense of belief or self-efficacy might obtain from some process. In contrast to trait measures of self perceptions, Zimmerman (2000: 88) claims that self-efficacy indices focus on cognitive beliefs that readily influenced by four types of experience, namely:

1. Enactive experience

Enactive experience is also called mastery experiences which are the most influential source of efficacy because they are predicated on the outcomes of personal experiences. There are two reasons for this, first, enactive experiences are based on direct and personal experience and second, mastery is usually attributed to one's effort and skill.

2. Vicarious experience

Vicarious experience differs from enactive experiences. Vicarious experience influences depend on an observer's self comparison with as well as outcomes attained by a model. If a model is viewed as more able or talented, observers will discount the relevance of the model's performance outcomes themselves.

3. Verbal persuasion

It has an even more limited impact on students' self-efficacy because outcomes are described, not directly witnessed, and thus depend on the credibility of the persuader.

4. Physiological reactions

Students base their self-efficacy judgments on their perceived *physiological reactions*, such as fatigue, stress, and other emotions that are often interpreted as indicators of physical incapability.

In brief, self-efficacy is assumed to be responsive to changes in personal context and outcomes, whether experienced directly, vicariously, verbally, or physiologically; unlike self beliefs which are assumed to have trait-like stability

across time and setting. Zimmerman claims that as the result of this sensitivity, self-efficacy is studied as indicators of change during instructional interventions as well as indicators of individual differences. Thus, a person with high level self-efficacy has a sense of having the personal resources to buffer against stressful experiences, while a person with low level of self-efficacy is inclined to self-doubt and thoughts of being unable to meet life's stressful demands (Ghaderi and Salehi, 2011: 1299).

2.1.4 The Relationship of Reciprocal Teaching between Student' Anxiety and Self-efficacy

It has been determined that the use of reciprocal teaching in teaching reading process can improve students' reading comprehension (Yoosabai, 2009; Freihat and Al-Makhzoomi, 2012; Salehi and Vafakhah, 2013). Reciprocal teaching consists of the four instructional strategies: predicting, questioning, clarifying, and summarizing which happens in the form of dialogues between teacher and student. According to Ahmadi and Gilakjani (2012: 2057), the four instructional strategies of reciprocal teaching help students to improve their comprehension and thus become better readers.

In line with Ahmadi and Gilakjani, Choo et al (2011: 147) state that the students gave positive respond to the use of the four instructional strategies of reciprocal teaching and acknowledged these strategies as good, effective, and useful strategies for their reading comprehension. They also stated that the students like to apply those strategies in teaching reading process because they can work and discuss in groups to understand the passage. Further, the four instructional strategies helped the students to overcome the students' difficulty in

comprehending passage (Yoosabai 2009). For this reason, Yoosabai claims that the students who taught by using reciprocal teaching benefited from practicing all four instructional strategies.

Moreover, Aeni (2011) claims that when the students apply the four instructional strategies of reciprocal teaching, it will gain self confidence and motivation to read and even their performance in reading. She explains about the advantages of those strategies: (1) predicting strategy makes students activate their prior knowledge in order to construct hypothesis of will be discuss in the text, (2) questioning strategy helps students differentiate between important information and detail, (3) clarifying strategy makes students become familiar with a range of potential comprehension blocks in the text, (4) summarizing strategy motivate students to see the text as a coherent whole. In brief, it can be assumed that the four instructional strategies of reciprocal teaching not only enhance students' reading comprehension, but also can gain self confidence and motivate students to read.

However, Leung (2005) claims that some students still have problems in doing the four instructional strategies of reciprocal teaching which might be able to influence students' performance in reading process. For instance, the results of Leung's study found that the students seemed not to be confident enough when making their own interpretations and judgments in predicting strategy and the students were afraid that they would interpret the text wrongly because they had difficulty in understanding what they were being asked to do. It can be assumed that there are some students who cannot perform successfully in applying those strategies because they may feel afraid and unconfident in achieving their task.

Moreover, Leung also state that the effectiveness of reciprocal teaching reading instruction depends not only on instructional presentation and content but also on a number of individual student characteristics. Hence, students' success in performing the four instructional strategies (predicting, questioning, clarifying, and summarizing) cannot be separated from two affective individual differences: anxiety and self-efficacy. Students who do not have good capability in reading usually have high anxiety and low self-efficacy. They may feel stress or nervous when they should apply some strategies in teaching reading process. It happens because students feel unconfident and afraid to get embarrassed to complete difficult tasks, so it makes them cannot perform successfully in applying some strategies of reading. As stated by Wu (2012: 292) and Naseri (2012: 72), anxiety and self-efficacy are closely related to students' performance and comprehension in reading. Thus, anxiety and self-efficacy have important role in influencing students' reading performance and comprehension.

In addition, according Barrows et al. (2013:205), anxiety and typically cause greater negative effect on performance, but high self-efficacy can do the opposite. They also state that students with high anxiety and low self-efficacy might not be able to seek out opportunities to gain their knowledge or skills necessary to make success more such as: including building their courage and self confidence in their own capabilities. Students may see themselves as incompetence when asked to put forth a great deal of effort. Besides, they also see difficult experiences as threats and attribute the results to their own negative internal characteristics. Thus, it appears that there is relationship between anxiety and self-efficacy.

Cubukcu (2008: 151) claims that self-efficacy is negatively related to negative emotions likely: anxiety. Students with higher of self-efficacy tend to have lower of anxiety, and then students who are higher intelligent tend to have higher self-efficacy and lower anxiety. It is assumed that reducing students' anxiety not only can help increase students' self-efficacy, but also it can increase their achievement and performance.

In summary, it is assumed that there is relationship between reciprocal teaching and students' anxiety and self-efficacy. This occurs because not all of students can apply the four instructional strategies of reciprocal successfully. There are two of individual differences (anxiety and self-efficacy) which may influence the students' performance in doing those strategies. Students who have high anxiety and low self-efficacy may perform poorly in predicting, questioning, clarifying, and summarizing, it happens because they feel afraid and unconfident that they would make mistakes to predict a text that they are reading, make questions in each paragraph, clarify unfamiliar vocabulary, and make a summary. Therefore, in teaching reading through reciprocal teaching, building students' courage and self confidence is important, so that, they can enjoy and motivate practicing all of the four instructional strategies of reciprocal teaching.

2.2 Review of Previous Research

The role of reciprocal teaching in teaching reading process is not questionable. Many studies have conducted reciprocal teaching as a technique of reading which can help students in enhancing their comprehension and achievement in reading process. For examples, Yoosabai (2009) states that

reciprocal teaching had a significantly positive effect on the English reading comprehension and usage of the four main metacognitive reading strategies of high-school students. Yoosabai also state that reciprocal teaching can enhance the reading ability of both the proficient and less proficient students.

Then, Salehi & Vafakhah (2013) conduct the study to determine the difference between reciprocal teaching only and explicit teaching of strategies before reciprocal teaching on reading comprehension of Iranian female EFL learners. The result of statistical analysis reveals that reciprocal teaching can improve reading comprehension of EFL learners. The result of the tests also indicates that explicit teaching of strategies before reciprocal teaching (ET-RT) turned out to cause more gains in reading comprehension of EFL learners at the intermediate level. So, it is assumed that reciprocal teaching is as a technique which can increase students' reading comprehension.

Yang (2010) develops reciprocal teaching for collage remedial reading instruction. Yang claims that in face-to-face instructional strategies of reciprocal teaching, students' reading processes and dialogues with their peers are hardly observed. By developing reciprocal teaching, Yang' study reports on the design of an online reciprocal teaching and learning system not only can increase students' reading comprehension, but also it can support teachers and students in collage remedial reading instruction. From the previous studies above, it can be seen that reciprocal teaching is a useful technique which successfully can improve students' comprehension and achievement in teaching reading process.

Meanwhile, anxiety and self-efficacy are assumed to have an important role in foreign language learning. Anxiety and self-efficacy are believed as individual characteristics which are very potential to affect students' success in English learning. Anxiety has negative correlation with students' performance and achievement, whereas self-efficacy has positive correlation with students' performance and achievement. As stated, Piniel & Csizer (2013: 530) state that self-efficacy influences the affect of anxiety; higher levels of self-efficacy will lower the levels of anxiety. Many studies have conducted anxiety and self-efficacy in language learning.

For instances, Chen (2007) investigates the relationship between cognitive test anxiety and reading anxiety on Taiwanese college students' performance in reading. The result shows that there is a high correlation between test anxiety and reading anxiety. Tsai & Chang (2013) analyze 857 freshmen from a technical university in Taiwan using structural equation modeling. The results of their study indicate that English learning anxiety impacted English learning motivation in different ways depending on genders and majors. Additionally, Jafarighohar (2012) investigates the correlation between the construct of Foreign Language Reading Anxiety (FLRA) and reading comprehension skill among Iranian distance EFL learners with age and gender serving as moderator variables. The results indicate that there is a significant negative relationship between FLRA and reading comprehension; moreover, no such relationship is found between foreign language reading anxiety and age; and finally compared to males, females suffered more from anxiety. Thus, these previous researcher above gave evidence

that anxiety have negative impact in language learning. The students with high anxiety may be able to perform successfully in foreign language learning.

On the other hand, Mills et al. (2006) also investigate the relationship between self-efficacy and language anxiety. The subjects in their study are 95 university students' French listening proficiency. Their findings show that self-efficacy is defined as personal beliefs in one's capabilities, and find that the students with low self-efficacy are more anxious and they also have negative listening achievement. Matsuda & Gobel (2004) in their study investigate the relationships among FLA, FLRA, individual factors, and achievement in Japanese university level English students. The result shows that students with overseas experience are less anxious speaking English and the profile for successful students differed by level and type of class.

Moreover, Azrien et al. (2011) study the relationship between language learning strategies and the self-efficacy beliefs with 436 students from six universities in Arabic language learning. The results indicate that language learning strategies have a strong correlation to self-efficacy beliefs. Gahungu (2007) investigates the relationship between self-efficacy and language ability with 37 college students studying French at a Midwestern University. The self-efficacy of subjects is measured using a forty-item questionnaire in which they rated the levels of confidence which measured through a cloze test. Qualitative data are also obtained from interviews with the participants and their instructor as well as class observations. The findings of the study reveal positive and significant relationship between self-efficacy and language ability.

Khajavi & Ketabi (2012) also examine the influence of concept mapping on reading comprehension and self-efficacy of intermediate EFL students in Iran with 60 participants (21 males and 39 females) are selected. A randomized pre-test post-test control group design with a concept mapping group and a traditional method group is employed. Eight items in the Motivated Strategies for Learning Questionnaire MSLQ which measure self-efficacy are applied to measure students' self-efficacy beliefs. Their study reveal that students in the concept mapping group shows greater achievement in reading comprehension and self-efficacy than students in the traditional method strategy group. Another study concerning self-efficacy and reading comprehension strategies is Kargar and Zamanian (2014) who examine the relationship between self-efficacy and reading comprehension strategies used by Iranian male and female English as a foreign language. The sample consisted of 22 males and 28 females. For measuring reading comprehension, the research used Pearson Coefficient-Moment Product. The results indicate that there was a positive relationship between self-efficacy and reading comprehension strategies. Then, gender differences regarding these variables not significant.

Considering the previous research above, it can be argued that reciprocal teaching is as good, effective and useful technique for students' reading comprehension and achievement. Then, anxiety and self-efficacy are assumed having a direct effect of students' success in language learning. In present study, the researcher wants to explore students' perceptions of anxiety and self-efficacy in applying the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying, and summarizing). The researcher assumes that not all of

students have good ability to apply these strategies. Students who have higher achiever in English, they might be able to perform these strategies well because they tend to have lower anxiety and higher self-efficacy.

Moreover, it might be different from students who have low achiever in English. They might feel anxious and unconfident in performing predicting, questioning, clarifying and summarizing because they tend to have higher anxiety and lower self-efficacy. Besides, they see themselves as unintelligent students than other students. In brief, this research would be qualitative research which was interview for collecting the data in which the interview protocols of students' anxiety was based on the theory of Horwitz, Horwitz & Cope (1986), whereas the interview protocols of students' self-efficacy was based on the theory of Pintrinch & De Groot (1990).

2.3 Theoretical Assumption

From all the literature above, reciprocal teaching has been found highly successful to help first language poor readers improve their level of reading. Moreover, reciprocal teaching can help the student to comprehend the reading text deeply. There are the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying, and summarizing) may be able to help students to comprehend a text more. These strategies also can make the students active in reading process, because it will give opportunities for students to learn to monitor their own learning and thinking. Therefore, it may seem that reciprocal teaching can increase the students reading comprehension because of the four instructional strategies.

However, not all of students can perform the four instructional strategies of reciprocal teaching successfully. Some of them may feel worried and unconfident that they will make prediction, question, clarification, and summary wrong. This happens because some students still have high anxiety and low self-efficacy. Students with high anxiety and low self-efficacy do not an effort in finishing their tasks well. They will see the situations more difficult and more demanding than students with low anxiety and high self-efficacy. Thus, it is argued that students' with low anxiety and high self-efficacy can build their courage and confidence to finish their task, especially in practicing the strategies of reciprocal teaching that the students with high anxiety and low self-efficacy.

From this reason, anxiety and self-efficacy are believed to be as individual characteristics which are very potential to affect students' success in English learning, especially students' performance in reading when they are practicing the four instructional strategies of reciprocal teaching. Anxiety has negative correlation with students' performance and achievement, whereas self-efficacy has positive correlation with students' performance and achievement. Therefore, this indicates that anxiety and self-efficacy are assumed as factors which can influence the successful of students' performance in practicing the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying, and summarizing).

III. RESEARCH METHOD

This chapter discusses the methods of research used in this study, which include: research design, research participants, data collecting techniques, research procedures, research instruments, validity and reliability, and data analysis.

3.1 Research Design

This research is aimed at exploring the students' perceptions of anxiety and self-efficacy after being taught through reciprocal teaching, especially in applying the four instructional strategies (predicting, questioning, clarifying, and summarizing). Then, the descriptive qualitative research would be conducted in this study. Miles and Huberman (1994) state that qualitative data are useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting.

However, in qualitative research, it is not essential to explain relationships, test hypothesis, make predictions, or get at meanings and implications because descriptive research is the data base that purely descriptively accumulated. This research would be conducted in a natural setting or in a context of entity which has to be researched in the whole contexts of the findings. It is argued that the teaching learning process will run properly without any changes and any negative impacts of

the presence of the researcher because the significant of the qualitative research is the process, not the findings.

Observation and interview would be applied in this research. The observation was organized to observe the teaching learning process during the treatment of teaching reading through reciprocal teaching and how students' anxiety and self-efficacy when they did predicting, questioning, clarifying, and summarizing strategy. The interview was conducted toward some representatives of the students as the research participants, which were chosen from low and high students' reading score, to trace students' perception, belief, and experience to explore the students' perceptions of anxiety and self-efficacy in practicing the four instructional strategies of reciprocal teaching, in which their answers were classified and generalized as the resource.

3.2 Research Participants

The research participants of this research were XI MIA 1 of SMAN 1 Kalirejo. They consists of about 30-33 students. They were taken through purposive sampling with the purpose of that individual or selected cases may represent a case that could answer the problems. The determination of the individual or the case was based on theoretical knowledge possessed by the researcher. The researcher took the class with high competency in reading because she wanted to find out the level of positive students' anxiety and students' self-efficacy.

Good students surely have negative anxiety in other words low anxiety and they also have positive self-efficacy in other words high self-efficacy. By taking the class with high competency, the researcher wanted to find out the students' response about their anxiety and self-efficacy in practicing the strategies of reciprocal teaching. There were 11 representatives of the students as the interviewees which chosen based on observation, genre, and the score of reading test to trace students' perception, belief, and experience about their anxiety and self-efficacy in predicting, questioning, clarifying, and summarizing strategy.

3.3 Data Collecting Techniques

In this research, there were two data collecting techniques that were going to be used, as follow:

3.3.1 Observation

Observation is a useful method for data collection because it can capture the situation that the researcher is examining, activities that occur in the classroom, students who are involved in teaching learning process and to know the relationship among situation, students, and activities that occur in the classroom. Thus, the researcher can understand clearly what happens in the classroom and how the process of. While observing the teaching learning process, the researcher would notice, record, and make some notes on what happens in the class regarding to identify the use of the four instructional strategies of reciprocal teaching whether they feel

anxious and unconfident in practicing predicting, questioning, clarifying, and summarizing strategies.

Furthermore, Suparman (2010: 70) states that there are several roles of researcher when he/she is doing an observation in qualitative research: (1) researcher gathers field notes by conducting an observation as *a participant*, (2) researcher gathers field notes by conducting an observation as *an observer*, (3) researcher gathers field notes by spending more time as an observer than as a participant, (4) researcher gathers field notes by spending more time *as a participant than as an observer*, (5) researcher gathers field notes first by observing *as an “outsider” and then moving into the setting and observing as an “insider”*. But, in this study, the researcher would gather field notes by conducting an observation as an observer.

In addition, as qualitative study, this study was required to use an observation protocol during an observation of students' anxiety and self-efficacy in making prediction, question, clarification, and summary. Creswell (1998) states that the observation protocol can record information which covers: (1) header containing information about the observational session, (2) descriptive notes where the researcher records a description of activities and drawing of the physical setting, (3) reflective notes, that is, notes about the process, reflections on activities, and summary conclusions about activities development. Therefore, in this study, the researcher would focus on observing and gaining information the participants when they were practicing the strategies of reciprocal teaching in the natural setting (see Appendix 1 for copy of the observation protocols).

3.3.2 Interview

The interview was conducted to trace students' perception, belief, and experience about their anxiety and self-efficacy in applying the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying, and summarizing), in which their answers are classified and generalized as the resource. The place was inside classroom when after school. The researcher interviewed totally 11 students in the informal condition and situation by recording and taking notes. The decision of choosing the subject to be interviewed would be based on observation, genre, and the score of reading test.

The type of interview that was going to be applied was a focus group interview. It was chosen in this research because it would give advantages: (1) it is fruitful when the interaction among interviewees will likely result in the best information, (2) when interviewees are similar and cooperative with each other, (3) when individuals interviewed one-on-one may be hesitant to provide information, (4) when time to collect information is limited (Suparman, 2010: 72). Therefore, by using a focus group interview, the researcher could interview the students in short and limited time. And then, the interviewees would answer the question from the researcher as the interviewer confidently and satisfyingly. The researcher would make groups which consisted of three students who would interview them in each group with the same questions. So, it would economize the time.

In interviewing, the researcher explained more each question by giving the examples or adding necessary information available in the questionnaire in order to make questions clearer to the students. The researcher asked the students to answer

the questions honestly. The type of the questions was open-ended questions. It was used to avoid the students from being reluctant to answer the questions given. Furthermore, the interview would be conducted in bahasa Indonesia. This was done to make sure that the interview ran smoothly and there were not many language problems when the interview was undertaken. The questions of the interview protocols of students' anxiety was modified from the theory of Horwitz, Horwitz & Cope (1986), whereas the interview protocols of students' self-efficacy was based on the theory of Pintrich & De Groot (1990) (see Appendix 2 for copy of the interview protocols).

3.4 Research Procedures

In constructing the research, the research procedures covered the following steps:

1. Determining research problems
2. Determining the objectives

The objectives of the research are:

- a. To explore the students' perceptions of anxiety in applying the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying, and summarizing).
- b. To explore the students' perceptions of self-efficacy in applying the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying, and summarizing).

3. Determining the research participants

The population of this research was the 2nd year students of SMAN 1 Kalirejo. In this research, the class of XI MIA 1 was taken as the research participant. The students were taught reading narrative text by using reciprocal teaching to explore students' perceptions in practicing the four instructional strategies of reciprocal teaching whether the students feel anxious and unconfident in making prediction, question, clarification and summary.

4. Observing the school environment, the condition of the classroom, students that were going to be the subjects of the research.

5. Conducting classroom observation

Observation was conducted during the students were taught by using reciprocal teaching. It was applied to obtain the data of students' performance in applying predicting, questioning, clarifying, and summarizing strategies in the teaching reading process.

6. Conducting the interview

The interview was conducted in XI MIA 1 class after the students were taught by using reciprocal teaching. There are 11 students as the representatives of students as the interviewees which their answers were classified and generalized as the resource.

7. Collecting the data

After administering the interview, the data from both tests were collected. The data of interview would be transcript into written text.

8. Categorizing or classifying the data

To make the data readable, the data would be categorized by grouping them into several types of classifications based on the problem statement. The researcher also made a code by giving number in the transcript to know similar students' answer in the interview. After that, the researcher made the result of interviewing.

9. Analyzing the data

After classify the data, they would be analyzed and compared with previous related studies and theories.

10. Interpreting the data descriptively

The last steps of the research procedure were interpreting the data in brief descriptions and verifications of the students' perceptions of anxiety and self-efficacy in applying the four instructional strategies of reciprocal teaching.

3.5 Research Instruments

In line with the data collecting techniques, the researcher used observation and interview guide. According to Maxwell (2012), there is interrelationship between interview and observation data in qualitative inquiry and analysis. Interviewing is often an efficient and valid way of understanding students' perspectives, while observation can enable the researcher to draw inferences about this perspective that the researcher could not obtain by relying exclusively on interview data.

The observation protocols were organized to observe the students' performance when they were taught by using reciprocal teaching. Therefore, this would focus on observing the students when they were practicing predicting, questioning, clarifying, and summarizing. While observing the teaching learning process, the researcher was going to capture the situation that the researcher was examining, activities that occurred in the classroom, students who were involved in teaching learning process and to know the relationship among situation, students, and activities that occurred in the classroom using video camera and made some notes to help the researcher in analyzing data.

Then, the interview protocols was going to be applied to identify deeper the students' perception, belief, and experience about their anxiety and self-efficacy when they were taught by using reciprocal teaching. Then, the interview protocols would focus on the four strategies of reciprocal teaching: predicting, questioning, clarifying, and summarizing. Some representatives of the students as the research participants of were chosen based on observation, genre, and the score of reading test. It was in the form of open-ended questions (the questions must be in the form of explanation or description rather than "yes" or "no" answers, to avoid the students from being reluctant to answer the questions given).

3.6 Validity and Reliability

As mentioned previously, this research was qualitative. Even though, this was qualitative research, the research should meet some criteria in order to make the result of research findings acceptable and suitable for the reality. Moreover, the data should

be valid and reliability. Validity and Reliability are methodological elements not only for quantitative but also for qualitative research. Furthermore, Setiyadi (2006: 222) state that the trustworthiness in qualitative research was assessed in three key criteria: consistency, credibility, and transferability. Setiyadi (2006: 246) also state that there is a way that can be used by the researcher in order to know those criteria is triangulation. Triangulation is a useful to improve the aspects of authenticity and credibility of the data collected.

Observation and interview would be applied to see the validity and reliability the data. As stated by Zohrabi (2013: 258-259), in order to strengthen validity and reliability of evaluation data and findings, the researcher should try to collect the data through several sources, such as interview and classroom observations. Hence, triangulation method would be applied in this research. The researcher was going to conduct the interview after observation. Observation would be conducted to support the data of interview.

3.7 Data Analysis

In order to explore the students' perceptions of anxiety and self-efficacy in exploring the four instructional strategies of reciprocal teaching, the technique which was used to analyze the data was descriptive analysis. The data would be analyzed using Miles and Huberman's (1994) interactive model of data analysis which was included some cyclical steps and interactive process, as follow:

1. Data Reduction

Miles and Huberman (1994: 12) state that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes and transcription. In data reduction, the researcher formed groups of the data by choosing the important matter and classifies the data based on the research questions. The researcher also made code of students' answer to identify their perceptions of anxiety and self-efficacy in practicing the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying and summarizing). From this categories or themes of the students' anxiety and self-efficacy appeared which were then interpreted for presentation in the findings.

In the process of coding, it used the coding a binary system in which the students who had contrary responses for each category symbolized as (+) and (-). Both plus (+) and minus (-) codes were then accompanied by a number referring to the order of the questions in the interviews. The symbol of "1+" refers to students who have low anxiety and the symbol of "1-" indicates students who have high anxiety. Meanwhile, the symbol of "2+" refers to students who have high self-efficacy and the symbol of "2-" indicates students who have low self-efficacy (see Appendix 6 the example of this). The students' responses were coded manually by referring to the descriptive and In-Vivo Code (Miles and Huberman, 1994).

For the procedures of the coding process in this study, it can be seen in the example below:

1. Students' anxiety

I felt *anxious* when I did predicting, because I was *afraid* that *I could not make a prediction correctly*. (S.7.[1a], *Predicting strategy*)

The words “anxious” and “afraid” are coded (1-) which indicates that the student had high anxiety in practicing predicting strategy of reciprocal teaching. Then, the following response to 1- code, “I could not make prediction correctly”, was code as making prediction wrong.

The same procedures were applied to positive (1+) perceptions of anxiety. As shown in the extract below.

I thought clarifying strategy was a good strategy. I felt *enjoyable and happy*. I assume that clarifying strategy *could make me to remember unfamiliar vocabulary* easier. Besides, it *could increase my vocabulary*. I liked when I should do this strategy. (S.11.[3a], *Clarifying strategy*)

The words “enjoyable” and “happy” were coded (1+) which indicates that the student had low anxiety in practicing clarifying strategy of reciprocal teaching. The following responses to 1+ code, “could make me to remember unfamiliar vocabulary and could increase my vocabulary”, were code as increasing and remembering new vocabulary easily.

2. Students' self-efficacy

I was *unconfident* because I was afraid that *I could not my prediction correctly* and my friend would laugh at me. (S.5.[1c], *Predicting strategy*)

The word “unconfident” is coded (2-) which indicates that the student had low self-efficacy in practicing predicting strategy of reciprocal teaching. Then, the following response to 2- code, “I could not my prediction correctly”, was code as making prediction wrong.

Meanwhile, the procedures were adjusted to positive (+) perceptions of self-efficacy. It can be seen in the extract below.

I was *sure* and *confident* that I could do it well, because in clarifying strategy, *I could open dictionary and ask the teacher or my friends* when I found a difficult word. (S.8.[3b], *Clarifying strategy*)

The words “sure” and “confident” are coded (2+) which indicates that the student had high self-efficacy in doing clarifying strategy of reciprocal teaching. The following response to 2+ code, “I could open dictionary and ask the teacher or my friends”, was code as clarifying unfamiliar vocabulary well.

These data were then tabulated as a percentage of all participants' perceptions of anxiety and self-efficacy in practicing the four instructional strategies of reciprocal teaching (predicting, questioning, clarifying and

summarizing), which is presented in the results (see Table 4.1 and 4.2 in Chapter Four). This was done to answer the research questions.

2. Data Display

After collecting and reducing the data, the next step of data analysis was data display. The researcher analyzed the data in order to find out the participants' perceptions of anxiety and self-efficacy in practicing the four instructional strategies of reciprocal teaching in informative tables (see 4.1 and 4.2 in Chapter Four) and then compares it with the theories.

3. Conclusion drawing/verification

Derived from the data displayed in table, the researcher made conclusion drawing/verification based on the result of data.

To sum up, this research was qualitative descriptive research which would be conducted to find out students' anxiety and self-efficacy after being taught by using reciprocal teaching. The research participants of this research were XI MIA 1 of SMAN 1 Kalirejo. There were 11 representatives of the students as the interviewees. Observation and interview would be used as methods for data collection. Moreover, the researcher would analysis data using some cyclical steps and interactive process: data reduction, data display, and conclusion/verification.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with two major points: conclusion and suggestions, as elaborated in the following sections.

5.1. Conclusions

This study provides evidence that most the students could not perform the four instructional strategies of reciprocal teaching successfully because of the two affective individual differences: anxiety and self-efficacy. This study appears that the students with low anxiety could perform the four instructional strategies of reciprocal teaching well than the students with high anxiety. Similarly, the students' responses indicate that the students with high self-efficacy could perform the four instructional strategies better than the students with low self-efficacy.

In fact, 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. English is as a foreign language in Indonesia. Not all of students were capable in English.

The findings of the current study suggest that most the students felt anxious and unconfident to share their ideas, formulate question, clarify unfamiliar vocabulary, and construct a summary. This is possible because the students with high anxiety and low self-efficacy will be afraid, anxious, shy, and unconfident when they made mistake in performing the four instructional strategies of reciprocal teaching. Further, they will see themselves as unintelligent students than students with low anxiety and high self-efficacy. Thus, it indicates that reciprocal teaching is more appropriate to use for advance students than intermediate students.

Moreover, the students' responses also revealed that there is a relationship between anxiety and self-efficacy. The students felt less confident because they felt afraid of making mistake in performing the four instructional strategies. Meanwhile, the students felt confident because they felt enjoyable in performing the four instructional strategies. It seems that the students with low self-efficacy tended to have high academic anxiety, whereas the students with high self-efficacy tended to have low academic anxiety. Then, it is argued that teaching the students to cope with anxiety can help them feel more confident in their abilities to perform predicting, questioning, clarifying, and summarizing strategies. Therefore, this appears that reducing the students' anxiety not only helps increase the students' self-efficacy, but also it may help the students to increase their performance in applying the four instructional strategies of reciprocal teaching.

5.2. Suggestions

This part provides suggestions based on the results of the research, discussion and findings and conclusions. The suggestions are made to improve the process of teaching reading through reciprocal teaching in the classroom, so that, reciprocal teaching may be more an effective technique not only to increase students' reading comprehension, but also it may be able to decrease students' anxiety and increase students' self efficacy while applying the four instructional strategies of reciprocal teaching. Therefore, most suggestions are addressed to the English teachers and further research.

- a. For English teachers, they 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. It is needed because most the students felt anxious and unconfident because of their poor standard of English. Therefore, this suggests for teachers to 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.

Furthermore, teachers also should be able to create a stress-free, safe, and relaxing atmosphere in the class when they teach reading through reciprocal teaching, so that, students may feel secure, joyful, and motivated to apply the four instructional strategies. They may not feel afraid, shy, anxious, and unconfident when they make mistake in applying the four instructional strategies, such as: telling prediction or arranging question with grammatically

incorrect. Besides, in the teaching reading process through reciprocal teaching, teacher as facilitator for students should be able to facilitate students more by providing a supportive and friendly environment and making use of interesting topics or themes which are relevant to students. So, it can make students more comfortable in the process of teaching reading through reciprocal teaching.

- b. For further researchers who want to apply reciprocal teaching on students' anxiety and self efficacy in reading, they should add frequency of treatment and exposure the model and task of reciprocal teaching because the present study has some limitations in terms of frequency, model, and task. Besides, they can focus on identifying and resolving students' problems of the four instructional strategies deeper, because there are many problems that students have when applying the four instructional strategies of reciprocal teaching in the teaching reading process.

This section is the end of the present chapter and at the same time it closes the overall research report. All research questions as the focus of this research have been answered by providing a number of evidence through credible data. As qualitative research, the findings are limited to the subject being investigated. Since the purpose of this research is to explore students' anxiety and self efficacy in performing the four instructional strategies (predicting, questioning, clarifying, and summarizing) of reciprocal teaching. Therefore, the findings cannot be generalized to all students in senior high school.

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