DEVELOPING STUDENTS’ READING COMPREHENSION ABILITY USING RECIPROCAL TEACHING AMONG EXTROVERT AND INTROVERT LEARNERS

(A Thesis)

By
NOVITA SARI

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2018
ABSTRACT

DEVELOPING STUDENTS READING COMPREHENSION ABILITY USING RECIPROCAL TEACHING AMONG EXTROVERT AND INTROVERT

By

NOVITA SARI
ovie.damara@gmail.com
University of Lampung

Abstract: The research aims to investigate i) the process of reciprocal teaching strategies implemented in reading comprehension used by extrovert and introvert students, ii) whether there is a significant difference between the reading comprehension between those who are taught through reciprocal teaching and non-reciprocal teaching, iii) whether there is any significant difference between an introvert and an extrovert personality on students’ reading comprehension achievement, iv) students’ perception about the use of reciprocal teaching in reading comprehension. The design of the research was an experimental design. The technique of collecting data used was test (reading comprehension test) and non-test technique (observation and interview transcripts).

The results showed that i) the students participated actively in the teaching and learning activities of reading, especially during reciprocal teaching activities, ii) there was a significant difference on the students’ reading comprehension achievement after being taught by using reciprocal teaching, the results showed the two-tailed p-value (0.002) < 0.05, which indicates that there is a significant difference between both classes: experimental and control classes, iii) there is an improvement on the students’ reading comprehension in the experimental class who were taught by using reciprocal teaching with an extrovert and introvert personality, iv) there is positive feedback from the students’ about the use of reciprocal teaching in reading comprehension.

Keywords: Reading, reciprocal, personality.
DEVELOPING STUDENTS’ READING COMPREHENSION ABILITY USING RECIPROCAL TEACHING AMONG EXTROVERT AND INTROVERT LEARNERS

By:
NOVITA SARI

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

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2018
Research Title : DEVELOPING STUDENTS’ READING COMPREHENSION ABILITY USING RECIPROCAL TEACHING AMONG EXTROVERT AND INTROVERT LEARNERS

Student’s Name : Novita Sari

Student’s Number : 1423042061

Study Program : Master in English Language Teaching

Department : Language and Arts Education

Faculty : Teacher Training and Education

APPROVED BY
Advisory Committee

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

Co-Advisor
Hery Yufrizal, M.A., Ph.D.
NIP 19600719 198511 1 001

The Chairperson of Department of Language and Arts Education
Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

The Chairperson of Master in English Language Teaching
Dr. Flora, M.Pd.
NIP 19600713 198603 2 001
ADMITTED BY

1. Examination Committee

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

Secretary : Hery Yufrizal, M.A., Ph.D.

Examiners : I. Dr. Tuntun Sinaga, M.Hum.

II. Dr. Feni Munifatullah, M.Hum.

The Dean of Teacher Training and Education Faculty

Prof. Dr. Pauan Raja, M.Pd.
NIP: 19620804 198905 1-001

Director of Postgraduate Program

Prof. Drs. Mustofa, M.A., Ph.D.
NIP: 19570101 198403 1 020

4. Graduated on : November 14th, 2018
LEMBAR PERNYATAAN
CURRICULUM VITAS

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul “Deveoping Students’ Reading Comprehension Ability using Reciprocal Teaching among Extrovert and Introvert Learners.” adalah hasil karya sendiri dan saya tidak melakukan penjilakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiatisme.

2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 14 November 2018
Yang membuat pernyataan,

Novita Sari
NPM 1423042061
CURRICULUM VITAE

The writer, Novita Sari, was born on November 25th 1992 in Bandar Lampung. She was the first child from the lovely couple Hi. Suryadi Damara and Hj. Nonsari S.Ag. She started her study at State Elementary School 2 Beringin Raya in 1998 and graduated in 2004. Thereafter, she was enrolled as a student of State Junior High School 1 Bandar Lampung and graduated in 2007. In the same year, she registered at Senior High School of 7 Bandar Lampung, she studied in Science Studies as her major and graduated in 2010.

She entered STKIP PGRI Bandar Lampung and major in English Education Study program as her major in the Faculty of Teacher Training and Education in 2010. In July – September 2013 she accomplished her teaching practice at State Junior High School 14 Bandar Lampung. After finishing her S1 degree, in 2014, she registered as a post graduate student at English Education Master Degree Program at University of Lampung.
DEDICATION

This thesis would humbly be dedicated to:

My beloved parents: Mother and Father

My big family

My beloved partners: Elvia Anggraeni, Eni Nuryanti, Budi Suhati Lestari, Nurul Aulia, Saras Idfiana, Abdul Azeez

My comrades, the Second Batch of MPBI Unila 2014

My lecturers and my almamater, University of Lampung
MOTTOS

There is ease after every difficulty (Q.S. Al-Insyirah: 6)

Man Jadda WaJada

Where there is a will, there is a way (Al-Hadist)
ACKNOWLEDGMENTS

Alhamdulillah Rabil ‘Alamin, the researcher, expresses the highest gratitude to Allah subhanahu was ta’ala for blessing, love, opportunity, health, and mercy to complete this postgraduate thesis. This postgraduate thesis entitled developing students’ reading comprehension ability using reciprocal teaching among extrovert and introvert learners is submitted as the final requirement in accomplishing a postgraduate degree at English education department, University of Lampung.

In arranging this thesis, many people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express the gratitude and appreciation to all. First, the researcher’s deepest appreciation goes to beloved parents, mother Hj. Nonsari S. Ag. for the endless love, pray, and support, and father Hi. Suryadi Damara (Alm) for everything he teaches me in the past, to not giving up.

The researcher presents sincere appreciation goes to a first advisor, Drs. Ujang Suparman, M.A., Ph. D for his supervision, advice, and guidance from the very early stage of this research and giving extraordinary experiences throughout the past few years. Then to second advisor Hery Yufrizal, M.A., Ph. D who has helped to finish this postgraduate thesis by giving the suggestion, guidance, and correction until this thesis complete.

Thank the principal of MTs Pelita Gedong Tataan, Pesawaran Marliyanto, S. Pd. I for allowing the researcher to conduct the research there. Also to the English teachers in MTs Pelita; Nurmala, S. Pd for allowing me to research her class. I could never have finished this without her great guidance.

I would like to thank everybody important to the successful realization of this undergraduate thesis. This postgraduate thesis is far from perfect, but I expect it will be useful not only for the researcher but also for the readers. I welcome thoughtful suggestion and critics.

Bandar Lampung, 14th November 2018

The writer
Novita Sari
# CONTENTS

ABSTRACT ................................................................. i
CURRICULUM VITAE..................................................... ii
DEDICATION ................................................................. iii
MOTTO .................................................................. iv
ACKNOWLEDGMENT ................................................... v
CONTENTS .................................................................. vi
LIST OF TABLE................................................................... viii

## I. INTRODUCTION

1.1 Background ................................................................. 1
1.2 Identification of Problem ............................................... 7
1.3 Limitation of the Problem ............................................. 8
1.4 Research Question ...................................................... 8
1.5 Objectives of Research ................................................. 9
1.6 Significant of the Study ............................................... 9

## II. LITERATURE REVIEW

2.1 Review of Previous Research .......................................... 10
2.2 Review of Related Literature ......................................... 14
   2.2.1 Definition of Reading ............................................. 14
   2.2.2 Teaching Reading Comprehension ............................ 16
   2.2.3 General Concept of Reciprocal Teaching .................. 19
   2.2.4 Reciprocal Teaching in Teaching Reading Comprehension ............................................. 21
   2.2.5 General Concept of Personality ............................... 23
   2.2.6 Procedures of Reciprocal Teaching in Teaching Reading Comprehension for Introvert and Extrovert .... 27
   2.2.7 Conceptual Framework of the Research .................. 29
2.3 Hypothesis ................................................................ 30

## III. RESEARCH METHODOLOGY

3.1 The Setting of the Study .............................................. 31
   a. Time .................................................................. 31
   b. Place .................................................................. 31
3.2 Population and Sample ................................................. 31
3.3 Research Design ........................................................ 32
3.4 Data Collection .......................................................... 33
   3.4.1 Observation .................................................... 33
3.4.2 Interview ................................................................. 34
3.4.3 Reading Comprehension Test ...................................... 35
3.4.4 Questionnaire .......................................................... 35
3.5 Validity and Reliability .................................................. 36
   a. Validity ........................................................................... 36
   b. Reliability ....................................................................... 39
   c. Level of Difficulty .......................................................... 39
   d. Discriminating Power ..................................................... 41
3.6 The Research Procedure .................................................. 41
3.7 Data Analysis .............................................................. 43

IV. RESULT OF DATA ANALYSIS AND DISCUSSION

4.1 Result of Data Analysis ................................................... 46
   4.1.1 The Process of Reciprocal Teaching ............................ 46
   4.1.2 The Students’ Reading Comprehension Achievement .... 52
   4.1.3 Hypothesis Testing ..................................................... 55
   4.1.4 Result of Questionnaire ............................................. 55
   4.1.5 Result of Interview .................................................... 59
   4.1.6 Result of Observation ............................................... 59

4.2 Discussion ....................................................................... 60
   4.2.1 The Process of Reciprocal Teaching ............................ 60
   4.2.2 Students’ Reading Comprehension ............................... 62
   4.2.3 Students’ Reading Comprehension among Extrovert and Introvert .................................................. 64
   4.2.4 Discussion of Students’ Perception ............................... 64

V. CONCLUSION AND SUGGESTION

5.1 Conclusion ................................................................. 66
5.2 Suggestion ................................................................. 68

REFERENCES
APPENDICES
LIST OF THE TABLE

Tables

Table 3.1 Data Collecting Techniques and Instruments ........................................... 31
Table 3.2 Observation Guide ....................................................................................... 32
Table 3.3 Specification of Students’ Personality Questionnaire .................................. 33
Table 3.4 Specification of Students Perception Questionnaire .................................... 33
Table 3.5 Blueprint of Reading Test ............................................................................. 34
Table 3.6 Criteria to Classify the Quality of Test Items .............................................. 36
Table 3.7 The Specification of Reading Comprehension Test .................................... 37
Table 4.1 Pretest and Post-Test Result in Control Class ............................................ 52
Table 4.2 Pretest and Post-Test Result in Experimental Class .................................... 53
Table 4.3 The Analysis of Hypothesis ......................................................................... 54
Table 4.4 Result of Eysenck Personality Inventory .................................................... 55
Table 4.5 Student’ Perception of using Reciprocal Teaching ....................................... 57
Table 4.6 Student’ Interaction ..................................................................................... 57
Table 4.7 Student’ Satisfaction .................................................................................... 58
I. INTRODUCTION

This chapter presents the general points of the study including background, identification of the problems, limitation of the problems, formulation of research questions, objective of the research and significant of the study.

1.1 Background

In English as a Foreign Language (EFL) context, there are four skills to master in English; namely listening, speaking, reading and writing. Listening and reading are known as receptive skill or passive skill, while speaking and writing are known as productive skill or active skill. Reading has been an essential part of the English skills which is needed to master by students. Reading activity can help students to gain knowledge and information all over the world. Reading also can help students to master other skills such as writing and speaking. This statement is in line with Woolley (2011:15) saying that the goal of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

The developing of students’ language skill will affect the other language skills. In another word, teaching of language skills is one full connected language skill mastery. In this era, the developing of students’ language skills such reading activity becomes necessary because reading skill is dominantly tested in the
examination. To assess the students’ proficiency in English, they need to answer some questions, and reading becomes the most questions to be tested. Therefore, students are likely to have excellent reading comprehension to achieve a good result in their final examination.

Research on reading skill by PISA (Programme for International Student Assessment) has revealed that students’ skill in reading comprehension in Indonesia is still far from satisfactory. Indonesian students’ achievement, especially in high education, is regarded low in reading. Indonesian students are in rank 69 of 76 nations. This study indicates that Indonesian students have low achievement in reading skill.

Several causes also have been identified about the students’ low reading skill in English class. Most of the students faced difficulty in reading because they did not comprehend the meaning of question, had poor vocabulary and grammar, and had no sufficient background knowledge to understand the text (Zuhra, 2015).

There are some reading difficulties which are in line with what the researcher found in an interview with the student and teacher of MTs Pelita. It was found that students had limited vocabulary and lack grammatical knowledge. They also found difficulties to gain whole meaning of the text since most teachers and students tended to use Indonesian during the activity in class and to translate sentence by sentence or even word by word to get the meaning. Students found the difficulty to find the main idea, some supporting information from the text, and the worst was they sometimes misunderstood to gain information in the text.
The other problem faced by students was that most of the teachers were more likely using the same activity or conventional method in the class. The procedural activity was, firstly, the students would be asked to read the text, and then to translate the text into Indonesian. As follow, the teachers would discuss the text by using Indonesian, and finally the students would be asked to answer some questions given by the teachers. The strategy seemed successful whenever some students orally responded to questions.

The other thing affecting students’ interaction on their reading comprehension achievement in the classroom is students with different personality. Only active students will probably get involved in the teacher-student interaction to find out the answer while some passive student will tend to be silent. As a consequence, the process of teaching reading does not run well.

The various methods used by the teacher become very important. By applying many methods in class activity, the students can be motivated and interested in the class action. The teacher needs an appropriate teaching strategy to improve students’ comprehension ability, and also it should be able to make them actively to participate in reading class as well. The appropriate method will build students’ interaction in the classroom for this purpose; learning reading by active discussion can be an alternative in the teaching-learning process. Discussion helps the students to be more active by sharing their idea and discuss it together related to the material.

Reciprocal teaching is one of the techniques for teaching reading comprehension that activity takes the place of discussion between students and teacher. The
The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text (Palinscar and Brown, 1984). Reciprocal teaching uses four strategies in the discussion: summarizing, predicting, questioning, and clarifying. Each strategy has a purpose to help student activity in the classroom.

Recent studies have revealed the effectiveness of the application of reciprocal teaching. A research was carried out by Namaghi and Shahhosseini (2011) using reciprocal teaching strategies with the article entitled ‘On the Effect of Reciprocal Teaching Strategy on EFL Learners’ Reading Proficiency’. The purpose of the research was to know the effect of reciprocal teaching in EFL learners through reading proficiency and to know which one was the better between reciprocal teaching and traditional teaching in the class that had been already used by the teacher in the classroom. The sample of this research was taken from SUT (Shahrood University of Technology) students. 120 students were given CELT test to know their ability. Then, the writers took 70 students that had homogeneity ability. The sample was divided into two classes, experimental class and control class. The experimental class was taught through reciprocal teaching, and the control class was taught through conventional teaching. Both of classes were given TOEFL test as pre-test and post-test. In the experimental class, the students were taught by four strategies of learning with the design as predicting, questioning, clarifying and summarizing. In control, the students were taught in the same method as before they did. Eventually, the result shows that significant influence of experimental class.
Another research also indicates a significant effect of using reciprocal teaching. The research was conducted by Cooper and Grieve (2009). The research title is the effectiveness of the methods of reciprocal teaching. The sample of the research was divided into two groups (control and experimental) based on age, sex, and ability. The data were collected by combination between quasi-experimental and qualitative method. Control group was taught by the conventional method used by the teacher whereas experimental class was taught by reciprocal teaching strategy. The steps used in the experimental class were questioning, clarifying, summarizing and predicting. The steps were done in order, and the sample was also divided into group discussion. The result of the quasi-experimental test is that there is significant difference between using of reciprocal teaching and strategy employed by the teacher.

The researchers found out the use of reciprocal teaching strategies as one of the strategies that could impact students’ reading comprehension of the subject of research that were extrovert and introvert students (Cooper and Grieve, 2009). The extrovert and introvert students were selected because students with different personality also gave effect to their reading achievement. This statement is in line with Amiri and Nakhaie (2013: 13) stating that students’ achievement also depends on their personality type, particularly extroversion and introversion types because these personality types may influence students’ motivation, the strategies they choose to learn a language, classroom management, and teaching language. Some researches have been conducted in the field of extrovert and introvert performance in reading comprehension ability.
Previous research by Sadeghi, Kasim, Tan, and Abdulah (2012) was about investigating learning styles, personality types and reading comprehension performance in their article. This article reviewed studies of the influence of learning style on reading comprehension and also personality types into reading comprehension. The result of this article is that learners are depending on the type of their personality affecting their reading comprehension. However, the leaners need more studies in this field.

Another research is about reading comprehension that takes extroversion vs. introversion by Omidvari, Azizinia, and Razaei (2016); they investigated the impact of extroversion vs. introversion on EFL learners’ reading comprehension. They took 80 students, who were already tested by using the Eysenck Personality Inventory Questionnaire (EPIQ) to classify them into extroversion and introversion. The participant had got a test for reading comprehension, and the result showed that personality trait especially extroversion positively affected reading comprehension. It is confirmed that extrovert and introvert give effect to students’ reading comprehension, and the researchers also state that the place of living also impacts the achievement of reading comprehension.

Based on this problem, the researcher was interested in examining the steps of reciprocal teaching strategies in implementing reading comprehension used by extrovert and introvert students. The consideration that made the researcher want to design the steps of reciprocal was that every activity in the previous study had different steps of reciprocal; therefore, researcher proposed the steps as following: predicting, questioning, summarizing and clarifying to help students in reading a
text. Carter and Fekete (2001: 23) state that the using of reciprocal strategies can be flexibility to use based on the situation required.

The second consideration making the researcher being inspired by the study of Omidvari, Azizinia, and Razaei also Kasim, Tan, and Abdulah (2016) was that personality traits in reading comprehension had strongly effect. Then the researcher took extroversion and introversion as the sample of the study of using reciprocal teaching strategies with proposed steps to determine if there was any significant effect of using reciprocal between introvert and extrovert.

This research had been conducted by using the application reciprocal teaching with proposed steps among extrovert and introvert students to develop students’ reading comprehension. Based on the statement above, the researcher realized some considerations to make this research different from the previous studies. Student’s perception also became a concern in this study because the researcher assumed that students’ perception of reciprocal strategies would have the most reliable data for using reciprocal teaching in classroom activity.

1.2 Identification of the problems

From the background of the problem above, the following problems could be identified:

1. The students got difficulties in comprehending the reading text, finding the main idea, getting information from the text, finding the details, finding synonyms or antonyms in particular words, and getting the answer to the questions based on the text and making an inference from the text.
2. The teacher did not realize the appropriate technique or method of teaching reading, mainly as it dealt with active learning which needed to be applied to various types of text that the students interacted with.

3. In the learning process, the teachers only implemented the same technique for all types of reading texts. The result of this method was the students did not actively participate in the teaching and learning activity.

4. The teacher did not use a method needed by the students with extrovert and introvert personality.

1.3 Limitation of the problems

In line with the identification of the problems, this study investigated reciprocal strategies that were appropriate for students with different characters (extrovert and introvert) in comprehending reading materials. The effect of reciprocal strategies was purposed by teacher and students’ perception through reciprocal teaching and learning. The study focused on reciprocal strategy, included (1) predicting, (2) questioning, (3) clarifying and (4) Summarizing (Palinscar and Brown 1984) with purpose steps by the teacher.

1.4 Research Question

1) How are the steps of reciprocal teaching strategies implemented in reading comprehension used by the student extrovert and introvert?

2) Is there any significant difference between the students’ reading comprehension achievement who are taught with reciprocal teaching and without reciprocal teaching?
3) Is there any significant difference between introvert and extrovert personality on students’ reading comprehension achievement?

4) What are students’ perceptions about the use of reciprocal teaching in reading comprehension?

1.5 Objectives of the research

1) To investigate how the steps of reciprocal teaching strategies implemented in reading comprehension used by students’ extrovert and introvert.

2) To investigate whether there is a significant difference between students’ reading comprehension achievement who are taught with reciprocal teaching and without reciprocal teaching.

3) To find out whether there is a significant difference between introvert and extrovert personality on students’ reading comprehension achievement.

4) To determine students’ perceptions about the use of reciprocal teaching in reading comprehension.

1.6 Significant of the study

The use of this study is expected to provide scientific contributions in education, particularly in learning English. Scientific contributions in the form of using theoretical and Practical Uses

1. Theoretical Uses

The results of the research will give theoretical information about the effectiveness of using reciprocal in teaching reading comprehension. There are several advantages, as follow those strategies offer a variety in the
teaching process, each strategy has the primary purpose of enhancing the reading comprehension of the students, and the strategies are more fun to apply in teaching reading.

2. Practical Uses

Practically, the outcome of this research study is expected to give feedback to English teachers, especially those who teach eighth grade students. The feedback of this research which about the use of reciprocal teaching in reading comprehension will be a breakthrough in developing teaching and learning process of English subject. For the readers, the strategies which are applied in this research can enrich their insights to learn reading and also give them the knowledge to master reading by reciprocal. By doing the reading, they will get more information and knowledge to improve their capability to face their future, especially in education.
II. LITERATURE REVIEW

This chapter presents the general points of literature related to the study. It consists of a review of previous research and review of related literature that include several general concepts of the relevant theories related to the research.

2.1 Review of previous research

This discussion provided several previous research to gain clear perspective toward the research. There has been a lot of the investigation on reading comprehension on reciprocal teaching.

The first is the article entitled “On the Effect of Reciprocal Teaching Strategy on EFL Learners’ Reading Proficiency” by Namaghi and Shahhosseini (2011). This research has a purpose to know the effect of reciprocal teaching in EFL learners through reading proficiency and to identify which one is the better between reciprocal teaching and traditional teaching in the class that already teacher use in the classroom. A sample of this research take from SUT students, from 120 students given CELT test to know the ability of students, then the writer takes 70 samples that have homogeny ability.

The sample was divided into two classes, an experimental class, and control class. The experimental class was taught through reciprocal teaching and control class
use traditional teaching. Both of class was given TOEFL test as pre-test and post-test. In the experimental class, students were taught by four strategies of learning with the design as predicting, questioning, clarifying and summarising. In control, class students were taught in the same method as before student do. Moreover, the result shows that significant influence of the experimental class.

The second previous research was conducted by Cooper and Grieve (2009), the research title is “The effectiveness of the methods of reciprocal teaching.” The data were obtained from 25 students in four-year level in Human Research Ethics Committee and permission. A sample of the research was divided into two group (control and experimental) base on age, sex, and ability.

Data were collected by combination among quasi-experimental and qualitative method. Control group was taught by the usual method used by the teacher and experimental class using reciprocal teaching strategy. Both classes were tested in pre-test and post-test, to determine there is a significant effect or not in using a different strategy. The step used in the experimental class is questioning, clarifying, summarising and predicting. The step was done in order, and the sample also into group discussion. The result of the quasi-experimental test, there is any significant difference in using reciprocal teaching then strategy employed by the teacher.

A qualitative method was obtained to determine and supporting data. This approach using interview, observation, and student journal to get the data. The result of this method is an experimental group caught the intention of reciprocal teaching strategy, and they become more active participants in classroom activity.
From the previous research, we can take the conclusion that reciprocal strategies are having a positive effect on learning of reading comprehension but from the research above we know that the researcher uses different steps strategies. The using of reciprocal strategies can be flexibility to depend on the situation requires, Carter and Fekete (2001: 23). However the results of the research are almost the same.

The other research related to this research is about personality traits. The research finished by Omidvari, Azizia, and Razaei (2016). They were researching the impact of extroversion vs introversion on EFL learners’ reading comprehension. The researcher took 80 students, who already tested by using the Eysenck Personality Inventory Questionnaire (EPIQ) to classify them into extroversion and introversion. The participant is having tested for reading comprehension, and the result shows that personality trait especially extroversion positively affected reading comprehension. So it is confirmed that extrovert and introvert is affected student reading comprehension, and researcher also states that the place of living also impacts the achievement of reading comprehension.

Another research was done by Nurrianfar, Azizi, and Gohary (2014). They investigate reading strategies used by extroversion and introversion. 30 students were tested by EPIQ, to classify them into personality trait (extrovert and introvert). The result show extrovert outperforms introvert in reading comprehension and uses more strategies. This research also found that extroversion is having well performs in reading comprehension.
Previous research is showing that personality trait affects reading comprehension especially extroversion. Both previous research extroverts are outperformed introvert. The result was the reason of the researcher conducted the research about reciprocal teaching in reading comprehension among extroversion and introversion because reciprocal was believed to help the student to improve their achievement in reading comprehension for both personality traits.

2.2 Review of Related Literature

2.2.1 Definition of reading

Reading is an interactive process between a reader and a text which leads to automaticity or reading fluency, Alyousef (2005: 144). In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning, and various kinds of knowledge being used are scientific or systemic knowledge as well as schematic knowledge.

In support of the definition above, Griffiths, Sohlberg, and Biancarosa (2011:6) propose reading as an interactive process. It combines two processes, i.e., bottom-up and top-down processes that are active simultaneously related to word identification and comprehension. Regarding perceptual, psycholinguistic and cognitive abilities are that have three key components such as accuracy, fluency (involves time), and comprehension.

On the other hand, Spratt, Pulverness, and Williams (2005: 21) define reading as a receptive skill. It is categorised as the receptive skill because it involves responding to texts rather than producing it. Meanwhile, Urquhart and Weir (1988: 22) define reading as the process of receiving and interpreting information
encoded in language form. In this case, the language form can be in sentences or texts.

About the arguments above, reading can be defined as a skill that involves the processes which engage the readers in communicating with the texts so that they can construct meaning and grasp the information from the texts.

Clark and Silberstein (1977: 51) in Nunan (2004: 53) specify the purposes of reading into four things, and they should be the same in class as they are in real life. The purposes are:

1) Obtain a specific fact or piece of information (scanning)

2) Get the general idea of the author comprehension (skimming)

3) Obtain a comprehensive understanding of reading, as in reading a textbook (thorough comprehension),

4) Evaluate information to determine where it fits into our system of beliefs (critical reading).

Overall, the ultimate goal of reading is to understand what is read. Reading skill serves as a useful and fundamental tool for acquiring the language. According to Leipzig (2011: 1), Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation.

Reading consists of two related processes: word recognition and comprehension. Word recognition defined as Identify the words in print and reading comprehension is Construct an understanding of the text, Leipzig(2011: 1). That
two kinds of the process are related to each other, but the most important and used in reading ability is reading comprehension.

There several definitions about reading comprehension. Snow (2002: 11) define Reading comprehension of the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Moreover, also reading comprehension is a process demanding skills and strategies

Moreillon (2007:10), reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts. Zimmermann and Hutchins (2003) in Moreillon (2007:11) also identify seven reading comprehension strategies: activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesising

We can conclude that reading comprehension is a reading process of comprehending a text or passage in which the reader uses the code, prior knowledge, vocabulary to get the primary information from the text.

2.2.2 Concept of Teaching Reading

Teaching reading comprehension, the teacher needs strategies to make the students comprehend the reading texts. According to Brown (2000: 306 - 309), the following are several strategies which can be applied in the teaching of reading comprehension in the classroom:
a) Identifying the purpose in reading, by knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts. (Brown, 2000: 306).

b) Using graphemic rules and patterns to aid in bottom-up decoding (especially for the beginning level learners) At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also needs to teach how to read the sound words with short vowel sound such as (bat, leg, wish) and the sound words with final silent “e” such as (late, time, bite.). (Brown, 2000: 306).

c) Using efficient, silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels) in the advanced learner, the teacher can apply reading fast to reduce time-consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word, but the comprehension of the text is more important. (Brown, 2000: 306)

d) Skimming the text for the main ideas, skimming is one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2000: 308)
e) Scanning the text for specific information, scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2000: 308).

f) Using semantic mapping or clustering, readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2000: 308).

g) Guessing when you are not certain, Brown (2000: 309) states that guess is a highly broad category. Learners can use guessing to their advantages too:

1) guess the meaning of a word,
2) guess grammatical relationship (e.g., a pronoun reference),
3) guess a discourse relationship,
4) infer implied meaning (“between the lines”),
5) guess about a cultural reference, and
6) guess content messages,

Those skills can be used for the teacher as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be active readers. Strong reading comprehension skills help the students in all the other subjects and the personal and professional lives in their future.
2.2.3 General Concept of Reciprocal Teaching

Palincsar (1984: 5) defined reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. It is processed to comprehend the text by build student critical thinking related to reading comprehension to understand the idea of the text. The dialogue is structured by the use of four strategies: summarising, questioning, clarifying and predicting.

1. Predicting

In the stage of predicting, students hypothesise what the author will discuss next in the text. In this step, the student gets a chance before reading they create a critical image of the passage’s title. The students have a purpose for reading: to confirm or disprove their hypotheses. This strategy also facilitates the use of text structure as students learn that headings, subheadings, and question embedded in the text are useful means of anticipating what might occur next.

2. Questioning

In this section, the learner getting more closer to comprehension activity. When the student generates questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their question.
3. Clarifying

Clarifying is an activity that is particularly important when working with a student who has a history of comprehension difficulty. These students get difficulties when the text is difficult to understand (e.g., new vocabulary, unclear referent words and unfamiliar also perhaps tricky concepts). They need to be able asking for help or reread the text.

4. Summarizing

Summarizing provides the opportunity to identify and integrate the most critical information in the text. Summarizing is the action of explaining the significant data, issue, and opinion within a passage.

In reciprocal teaching, four strategies play an essential role to provide students with reading purposes. The teacher can lead the student to construct the meaning of text base on four strategies of reciprocal teaching.

Reciprocal teaching is suggested for using in reading comprehension, data from the US National Reading Panel (2000) in ESRC (2009: 6), teaching techniques that have been shown to be effective in promoting reading comprehension:

a. Comprehension monitoring
b. Graphics/semantic organisers (diagrams) for learning new vocabulary
c. Story structure training focusing on plots, characters, and main events
d. Question answering
e. Question generation
f. Summarization (identifying and integrating details to create a coherent and succinct summary of a text)
g. Multiple strategy teaching.

Through generate, prediction students use their experiences and prior knowledge. Asking questions students are getting deeper into the content of the text. With clarifying the students reread the text and interaction with other class members to
gain relevant information about the text. The student develops critical thinking skill to make summarising the text.

To utilise these strategies begin by the teacher models the entire process step by step using structured dialogues. Then, 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. Gradually, the teacher’s role as a leader decreases. On the other hand, the students’ role increases. Finally, the students take on greater responsibility to carry out the whole process.

The process of the reciprocal teaching believe can help them to increas their background knowledge in order to comprhehen the text. The process also become important because with the process below, they can actively communicate and giving feed back between student in the group.

2.2.4 Reciprocal Teaching in Teaching Reading Comprehension

Reciprocal teaching is a cooperative learning instructional method in which natural dialogue models and reveals learners’ thinking processes about a shared learning experience. Teachers foster reciprocal teaching through their belief that collaborative construction of meaning between themselves and students lead to a higher quality of learning, (Allen 2003, Akinsola 2006) cited in Akinsola and Agoro (2013:4). They are not just passive receivers of information. They cognitively interact with new data, based upon what they already know.
One of the ways to discuss text deeply and to give students experiences is through social interaction. Oczkus (2018: 60) confirms that reciprocal teaching is to give students the tools to build their skill for more challenging text.

Reciprocal teaching implies that when an individual solves his problem in isolation, he uses his understanding and therefore involves limited perceptions. In opposite to this, social interaction is an effective problem-solving. It is so because the interaction involves others to contribute ideas and perceptions for solutions to a problem. When one individual gives a response to the problem, it stimulates further analysis by another member of the group. As well as, this will lead the third person to refine their thinking by proposing further additions and insights. The interaction may be described as students talking to each other discussing text, questioning and sharing points of view. Consequently, from the interaction, they can gain and assimilate knowledge and at last find a solution to the problem.

Summarized from Dyer (2010: 1) in a reading rocket (2010), for a teacher who wishes to try this approach, there are:

1. Put students in groups of four.
2. Distribute one note card to each member of the group identifying each person's unique role:
   a. Summarizer
   b. Questioner
   c. Clarifier
   d. Predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Questioner will then pose questions about the selection:
   a. Unclear parts
   b. Puzzling information
   c. Connections to other concepts already learned
6. The Clarifier will address confusing parts and attempt to answer the questions that were just posted.

7. The Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.

8. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

9. Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. The teacher's role is lessened as students develop skill.

2.2.5 General Concept of Personality (Extrovert and Introvert)

Personality is considered a very important category of individual differences since the individual is often judged depending on her/his personality, Alavinia and Sameei (2012: 21). Personality can be defined as many levels of science; in teaching and learning, we define the personality as related to active the teaching and learning process. The affective domain is the emotional part of human behaviour, and it may be placed side by side to the cognitive part, Suparman (2010: 63).

According to Jung cited in Feist and Feist (2002: 115) recognise various psychological types that grow out of a union of two basic attitudes—introversion and extraversion—and four functions or modes of orientation—thinking, sensation, intuition and feeling—each of which may operate in an introverted or extraverted way. One of the personality variables that become so important to the teaching and learning is extrovert and introvert as the different individual subject. Extrovert and its count part introvert are also potentially important factor in the acquisition of a second language.
These two personalities are present in each person; not everyone possesses an actual personality. Everyone has the capacity for both attitudes, but only one becomes dominant in the self. The prevailing attitudes are showing their behaviours and consciousness.

a. Extrovert

An extrovert is an extent to which a person has the outgoing, friendly, sociable, talkative personality tends to be held up as axiomatically desirable and ideal, Superman (2010: 68)

Extraversion is the attitude distinguished by the turning outward of psychic energy so that a person is oriented toward the objective and away from the subjective. Their surroundings more enhance extraverts than by their inner world. They tend to focus on the objective attitude while suppressing the subjective, Jung in Feist and Feist (2002:116)

Nurianfar, Far, and Gowhary (2014 : 1395) state that extroverts are motivated from without and their attention is directed outward. They are people who appear relaxed, confident, and have trouble understanding life until they have lived it. When they are feeling sad, low in energy, or stressed, they are likely to look outside themselves for relief. They get energised from the outside world, and they look for meaning outside of themselves.

According to Jung in Archie (2001:1), the extrovert attitude is usually :

1. Motivated by outside factors and greatly influenced by the environment,
2. Likes organisations, parties, and tends to be optimistic and enthusiastic.
Weaknesses of the extroverted attitude include

1. A dependence on making a good impression,
2. Easily making and breaking relationships
3. Regarding reflection as being morbid and avoiding being alone
4. Lacking self-criticism, and
5. Accepting the morals and conventions of the day conventional.

b. Introvert

In contrast to extroversion, introversion is motivated from within, and they are oriented towards the inner realm of ideas, imagery, and reflection. They get their energy from within rather than from the outside world. According to Jung in Feist and Feist (2002:116), introversion is the turning inward of psychic energy with an orientation toward the subjective. Introverts are tuned in to their inner world with all its biases, fantasies, dreams, and individualised perceptions. These people perceive the external world, of course, but they do so selectively and with their subjective view.

Introvert values quiet time alone for thinking while an extrovert wants time with others for action. Introverts believe that they cannot live life until they have understood it. In contrast to an extrovert, they are seen as choir, reserved personality, Suparman (2010: 68). When an introvert is tired, stressed or feels bad he is likely to withdraw to a quiet place and engage in reflective activity that only involves herself/himself. Introverts look to the inner world of energy and meaning.
According to Jung in Philosophy 302 by Archie (2001: 2), the introvert attitude type has the following traits:

- a. happy alone with a rich imagination, and  
- b. prefers reflection to activity

The weakness of the introverted attitude includes

- a. a lack of confidence in people and things and  
- b. a tendency to be unsociable, shy, and hesitant

However both personalities have their strengths and weakness, there are ways how to overcome the weakness of both different personality, according to Knight (2015: 2-4), there are ways to create an environment that maximises strengths and weakness of both personalities.

1. Educate yourself

Extroverts, for instance, tend to tackle their assigned work promptly; they are quick, sometimes rash decision makers. They are comfortable with risk-taking and multitasking. On the other hand, introverts work more deliberately and slowly. They prefer to concentrate on a single task at a given time. Introverts typically dislike noise and big group settings. Understanding these preferences will help to know what will they do in some situation so that you can take the right decision.

2. Talk to your friends

The extrovert can suffer from ego issues while too many introverts can be lacking a shared with the friend. Both personalities need to open conversation with their
teammate, gain friend will help them to make their weakness in social life. Having conversation will help them to know how is friend perception about them.

3. Rethink the activity

Take flexibility time to manage the activity as they see fit. Encourage extroverts to socialise and share ideas when they feel compelled to and introverts having the freedom to take a walk to recharge or do an activity from the coffee shop next door.

4. Encourage introvert to speak up and extrovert to listen.

Introvert need to make themselves comfortable enough to contribute to classroom activity, Make a memo or read before the material before the class begins so introvert can give contribution while classroom activity begins. On the other hand, extroverts need to listen, reflect, and become more open to the perspectives of their more silent peers. Giving attention and listen more before making some contribute inactivity.

2.2.6 Procedure of Reciprocal Teaching in Teaching Reading Comprehension for Introvert and Extrovert

General guidelines for reciprocal teaching which has been proposed by a researcher in reading comprehension of extrovert and introvert as follows:

1. Choose material; the researcher chooses the text that is suitable for Ninth-grade students in MTs Pelita.

2. Group size, each group consists of four students which all student already tested to determine the personality traits.
3. Distributing roles, researcher explain what they need to do when the learning process using reciprocal teaching steps. These four steps of reciprocal teaching are predicting, questioning, clarifying and summarising, in every step student needs to discuss and write the discussion on the worksheet of reciprocal teaching.

Implementing reciprocal teaching involves four basic strategies, namely predicting, questioning, summarising, and clarifying. The strategies of reciprocal teaching provide the student to be an active student while the teacher guides the student to be a good reader. The steps of reciprocal teaching using in reading comprehension for extrovert and introvert as follows:

1. Predicting and Questioning

   First strategies are using prediction, which is all group needs to predict the text that was given to them. Next step has generated a question, in this step, they try to ask the question about what, who, when, where about the story.

2. Clarifying

   Clarifying step has a function to make sure that the student is having an unknown word or unclear information from the text by asking help from group and teacher or they may reread the text to get more explanation.

3. Summarizing

   The next step, the teacher, giving the text and ask them to list the main idea for the story given its call by summarising. These step students will write down what is the relevant information that they can get from the text and make a summarising about the text.
Reciprocal strategies will continue until the complete text is finish to discuss. The last meeting, the researcher, will give post-test and also questionnaire to know the student perception after and before using reciprocal teaching.

2.2.7 Conceptual Framework of the Research

The students’ interest and personality are influenced by the lessons and how the teacher teaches them in the classroom. So, if the teacher wants to improve students’ language mastery, he/she must be aware of the students’ different personality and create a supportive learning atmosphere in the classroom. In teaching reading, the teacher should motivate the students to read actively. If the students are interested, they will be motivated to learn.

The problems arising were that the students seldom discussed and shared the materials with each other because the reading activity still depended on the teacher’s explanation, e.g., the teacher always stood in front of them to explain the materials whereas the students listen to her explanation. The talented students tended to be active, but the other students tended to be passive. Those happened because some talented students dared to ask and share an opinion with the teachers, but the other students did not. The students still felt afraid to answer the questions of the teacher, and they still felt shy to give their opinions to their teacher.

Moreover, few teaching methods taught the students how to read and comprehend text effectively because, in the reading class, teaching and learning processes took more time only in reading the texts and answering questions related to the texts.
So many students were less motivated and felt bored in learning reading English in the classroom. These made the students not learn reading optimally.

Then to solve these problems, the researcher will use reciprocal strategies in teaching learning in the classroom. It is one of the teaching strategies that centres the students to work in the group actively, and they can share opinions, ask and answer the questions with their group mates. By studying in the small groups, the students felt more confident to share and ask their opinion about their group.

Reciprocal teaching asks the student to more active with four basic strategies (prediction, clarification, summarising and questioning) all those strategies build the student creativity and ask them to express their idea. However that strategies need to arranged a great base on the situation that happens in class so that it can give a more positive effect on student reading comprehension.

2.3 Hypothesis

Base on the theoretical assumptions, the researcher would like to purpose the hypothesis as follows:

$H_0$ There is no significant difference in the students’ reading comprehension achievement between those students who are taught using reciprocal and those who are not taught by using reciprocal teaching.

$H_1$ There is a significant difference between the students’ reading comprehension achievement between those students who are thought using reciprocal and those who are not taught by using reciprocal teaching.
III. RESEARCH METHODOLOGY

This chapter discusses the method of the study which is related to the research design. The discussions in this chapter focus on the setting of the study, research participants, research design, data collection, research instrument, validity and reliability, and data analysis.

3.1 The Setting of the Study

a. Time

The study had been carried out at MTs Pelita Pesawaran, Gedong Tataan. The researcher used two classes in the eight grade of the second semester in 2017/2018 academic year.

b. Place

The research had been conducted at MTs Pelita Gedong Tataan, Pesawaran 2017/2018 academic year. Junior High school student was chosen because reciprocal teaching forces student to have critical thinking while activity runs.

3.2 Population and Sample.

The researcher used two classes as the sample of the research, one class as an experimental group and one class as a control group. The population of this
research was students in ninth grade which consisted of two classes. In selecting the sample, the researcher used total sampling.

3.3 Research Design

The research design used was the quantitative and qualitative methods in order to determine the significant difference between extrovert and introvert students in using reciprocal teaching in reading comprehension. In this research, the researcher had a true experimental group that consisted of two groups of research; the first group was as experimental group that the students who were thought by reciprocal teaching with the different personality, and the other one was as control group which did not get reciprocal teaching in class. Hatch and Farhady (1982) state that the researcher applies true experimental design as a research design in which an experimental group of participants receives the special treatment, and the other group does not experiment by giving a specific treatment to measure the significant effect of this model instruction. It can be presented as follow:

Experimental group T1 X T2

Control group T1 O T2

Where:

T1 : represents the pre-test gives to students in the experimental and control group
T2 : represents the post-test gives to students in the experimental and control group
X : represents the treatment of reciprocal teaching in reading comprehension
O : represents teaching through conventional teaching technique used by teacher
3.4 Data Collecting Technique

The technique of collecting data used was test and non-test technique. The test was used to obtain the result of students’ reading comprehension, while non-test in this case interview and observation were used to gain information about students’ reading behavior through the implementation. The table presents the data collection techniques and instrument that the researcher utilized to obtain those data above.

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Technique</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Qualitative Data</td>
<td>Observation</td>
<td>Observation</td>
</tr>
<tr>
<td>1</td>
<td>Field notes reporting the teaching and learning process with a focus on teacher's and students' activities</td>
<td>Observation</td>
<td>Sheet</td>
</tr>
<tr>
<td>2</td>
<td>Interview transcript of participant feeling and opinion about implementing of teaching reading comprehension and reciprocal teaching</td>
<td>Interview</td>
<td>Guidelines</td>
</tr>
<tr>
<td>b.</td>
<td>Quantitative Data</td>
<td>Test</td>
<td>Reading comprehension test</td>
</tr>
<tr>
<td>1</td>
<td>Students' reading comprehension Scores for the pre-test and post-test</td>
<td>Questionnaire</td>
<td>Questionnaire of Student perception and Eysenck Personal Inventory</td>
</tr>
<tr>
<td>2</td>
<td>Students' perception and personality Traits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.4.1 Observation

Observation was used to answer three research questions; the researcher observed the process of students’ reading comprehension by using reciprocal teaching. The researcher did not get involved in the activity, so it meant that the researcher was
a non-participant observer. There were two types of observation sheets, each to observe the teacher’s activities and the students’ activities. The following is the table of observation sheet that was guidance:

Table 3.2 Observation Guide

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The students sit together with their group members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students predict the content of each text section.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students use their background knowledge of the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The students use clues found in the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Each student and his/her group members make a prediction together.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. The groups write down their prediction on the worksheet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Each group member reads the text section silently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The groups get involved in a discussion about making a question from the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The group discusses whether they find their prediction correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The groups discuss which prediction(s) of those predictions is/are correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The group shows their information in the text section supporting the prediction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. The group makes a question about unclear parts and information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The group find the main idea (summarize) in every paragraph from the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The group discusses whether they answer the question they already made.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The group find the main idea of the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The group make a clarifying what they have been done such as unclear information, unfamiliar vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.4.2 Interview

Interviews were conducted to know the opinions and expectations of the students about the implementation of reciprocal teaching and their reading skill. These interviews were conducted by following the interview guidelines prepared to interview the students. The interviews were conducted before and after the implementation had been implemented. The data obtained were recorded in
interview transcripts. The objectives of the interview were the situation while classroom teaching and learning activities, students’ reading skills, classroom interaction, and task. Also, this type of interview was to avoid the problems arising from students’ lack of English proficiency, and to allow them to be interviewed in their first language. Hence, the researcher conducted the interviews in Indonesian.

### 3.4.3 Reading Comprehension Test

The test was used to assess the students’ ability in comprehending texts before and after the implementation of reciprocal teaching. The test was used included four strategies of reciprocal and standard competence of ninth grade in the second semester. The test was developed and consulted with expert judgment. The test consisted of pre-test and post-test with 40 questions for pre-rest and 40 questions for post-test. Detail is as follows:

#### Table 3.5 Blueprint of Reading Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indicators</th>
<th>Item Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal Teaching</td>
<td>Predicting</td>
<td>7,8,15,18,21,22,30,37,38,39</td>
</tr>
<tr>
<td></td>
<td>Questioning</td>
<td>2,6,11,17,20,29,32,33,34,35</td>
</tr>
<tr>
<td></td>
<td>Clarifying</td>
<td>5,9,10,14,19,26,27,28,31,40</td>
</tr>
<tr>
<td></td>
<td>Summarizing</td>
<td>1,3,4,12,13,16,23,24,24,36</td>
</tr>
</tbody>
</table>

In this test, the students were also given a multiple choice test of reading comprehension in 60 minutes.

### 3.4.4 Questionnaire

To describe the students’ personality and student perception, the researcher provided the students some questions to answer about personality adopted from
Eysenck Personal Inventory (EPI) taken from scribd and a questionnaire to describe students’ perception in using reciprocal teaching. The questionnaire questions were translated into Bahasa Indonesia to avoid misunderstanding towards the question. The following table is the specification of the Eysenck Personality Inventory.

Table 3.3 Specification of Students’ Personality Questionnaire

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Indicators</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Extraversion</td>
<td>1,3,5,8,10,13,15,17,20,22,25,27,29,32,34,37,39,44,46,49,51,53,56</td>
<td></td>
</tr>
<tr>
<td>2. Neurotic</td>
<td>2,4,7,9,11,14,16,19,21,23,26,28,31,33,35,38,40,42,44,46,49,51,53,56</td>
<td></td>
</tr>
<tr>
<td>3. Lie</td>
<td>6,12,18,24,30,36,42,48,54</td>
<td></td>
</tr>
</tbody>
</table>

The questionnaire helped the researcher to answer the second research question. To describe the students’ perception of reciprocal teaching, the researcher provided the students some questions to answer according to reciprocal teaching strategy. The indicators of students’ perception were based on related strategy, interaction and learners’ satisfactory of reciprocal teaching. The following table is the specification of students’ perception questionnaire.

Table 3.4 Specification of Students’ Perception Questionnaire

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Indicators</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Perception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reciprocal Teaching</td>
<td>1,2,3,4,5,6,7,13,14,15</td>
<td></td>
</tr>
<tr>
<td>2. Interaction</td>
<td>8,9,10,11,12</td>
<td></td>
</tr>
<tr>
<td>3. Learner Satisfactory</td>
<td>16,17,18,19,20</td>
<td></td>
</tr>
</tbody>
</table>

3.5 Validity and Reliability

a. Validity

A test can be told as a valid instrument if the instrument measures particular purpose based on the material given as stated by Hatch and Farhady (1982: 251)
say that a test can be said valid if the test measures the object to be measured and suitable for the criteria.

In this study, the researcher used content validity and constructs validity for the test instrument. Content validity emphasized the equivalent between the materials given and the items that was tested. In arranging material, the researcher used standard competence and the basic competence of the Curriculum of 2013, which was used for ninth grade of the first semester in English class.

The validity of the non-test instrument, likely questionnaire, interview, and observation was also discussed with the other experts, such as the teacher and advisors.

a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and Farhady, 1982: 251). It means that to get the content validity of the reading test, the test should represent the characteristics of reading test that is the students are required to be able to identify the meaning of the English words and the meaning of the words based on the context given.

b. Construct Validity

Construct validity is fulfilled if the test measures what should be measured. Setiyadi (2006) says construct validity is needed for the instrument that has some indicators for measuring an aspect or construct. Construct validity means the instrument can evaluate the indicators of the research. In this case, the indicators of a good reading ability test were the students could know the information of the story in context. Therefore, the items of the instrument consisted of recognizing to be able to identify the main idea, make predictions,
interpret problems/ solutions, understand vocabulary, and make a generalization. Also, the writer used Iteman to know which item that could be used and which one needed to drop. Furthermore, the researcher also asked judgments from the advisors.

The Iteman can be used to analyze test and survey item-response data and provide general item-analysis statistics (e.g., proportion/percentage endorsing and item-total correlations) for each item.

Besides item-level statistics, more importantly, the iteman program also provides statistical indicators on the performance of the test as a whole (e.g., mean, standard deviation, reliability, median p-value).

The analysis covered four significant issues relating to the assessment: validity, reliability, discriminating power and level of difficulty. The writer looked at the criteria of test item quality for the iteman program. The criteria are as follows:

<table>
<thead>
<tr>
<th>Table 3.6 Criteria to classify the quality of test items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Difficulty (p)</strong></td>
</tr>
<tr>
<td>0.000 – 0.099</td>
</tr>
<tr>
<td>0.100 – 0.299</td>
</tr>
<tr>
<td>0.300 – 0.700</td>
</tr>
<tr>
<td>0.701 – 0.900</td>
</tr>
<tr>
<td>0.901 – 1.000</td>
</tr>
<tr>
<td><strong>Point Biserial (Discriminating Power – D)</strong></td>
</tr>
<tr>
<td>0.199 –</td>
</tr>
<tr>
<td>0.200 – 0.299</td>
</tr>
<tr>
<td>0.300 – 0.399</td>
</tr>
<tr>
<td>0.400</td>
</tr>
<tr>
<td><strong>Alpha (Test Item Reliability)</strong></td>
</tr>
<tr>
<td>0.000 – 0.400</td>
</tr>
<tr>
<td>0.401 – 0.700</td>
</tr>
<tr>
<td>0.701 – 1.000</td>
</tr>
</tbody>
</table>

Based on the results of the data analysis, it was found that some of the items of the test were found to be good enough; some in need of revision, and even some necessary total revision due to the wrong answer.
b. Reliability

Reliability refers to the extent to which the test is consistent with its score and gives us an indication of how accurate the test score is (Hatch and Farhady, 1982: 244). A test that can be trustworthy if the test can provide a consistent result. In another word, reliability is the test that can be tested in a different situation but having a consistent result for every test that given.

The researcher still used Iteman program to see the reliability of the instrument. The result of the reliability test was 0.80; it could be stated that the test used as the instrument had high reliability because 0.800 was included into 0.701-1.00 range of high reliability. The result of the reading test indicated that this test could be used as the instrument of the study since it could produce a consistent result when administered under similar condition (Hatch and Farhady, 1982: 244). It could be stated that the test fulfilled the reliability criteria.

c. Level of difficulty

The level of difficulty is the comparison between the total score of the right answer and total the object of research from the test that will be given. A useful instrument is an instrument which is not too easy or not too difficult.

After analysing the data by using Iteman, the result of difficulty level in the try-out test consisted of 1 difficult items (27) which laid between 0.100-.299, and it showed that the items were difficult for students; 9 easy items (1,2,4,6,7,8,13,36,37) which laid between 0.701- 0.900 and showed that the items were easy for the students; and 30 average items (3, 5, 9, 10, 11, 12, 13, 14, 15,
16, 17, 18, 19, 20, 21, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40) which laid between 0.300-0.700 and showed the items were good for the students.

The following item is the example of a difficult item

27. “Our galaxy called the Milky Way, is ... “(paragraph 3)

What does the underlined word in the sentences refer to?

a. The writer and the readers.
b. The readers and their friends
c. The people of the world
d. The member of the galaxies.

That test item was on number 27 in the reading comprehension try-out test. Its difficulty level was 0.265. Further, it indicated that the item was difficult for students.

The item below is the example of a good item

17. Why did the wicked fairy use her magic to make Raden Begawan unconscious?

a. She did not like Raden Begawan
b. She did not want Raden Prabu to marry the princess
c. She wanted Teja Nirmala to forget about her wedding
d. She did not want the prince of Blambangan to marry the princess

The item above was on number 17 in reading comprehension try-out test. Its difficulty level was 0.353; it indicated that it was good item for students.

An example of the easy item can be seen in the following item

1. What does the text tell us about?

a. Amazing animal
b. Elephants
c. Researchers
d. Flowers

That item was on number 1 in the test. Its difficulty level was 0.706; it showed that the item was easy for students.
d. Discriminating Power

Discriminating power can be measured by comparing the number of people with high test score who answer the item correctly with the number of people with low score who answer the same item correctly (Hetzel, 1997). The higher discriminating power, the better item because it is indicated that item discriminates support of the upper group, which should get more item correct.

The try-out test consisted of 40 items which were categorized in 30 items average, 9 items easy and 1 item difficult. The discrimination power of the items showed there were 40 administered items. The items which were difficult and had negative discrimination were omitted, the average and easy items which had a level of satisfactory and poor discrimination indeed were administered and revise some item then it to be used in pre-test and post-test.

3.6 The Research Procedure

To conduct the research, the researcher needed to determine the problem of the research. The main problem of this research was whether reciprocal teaching strategy among extrovert and introvert learners could improve students’ reading comprehension achievement or not. The population of this research was ninth grade students of MTs Pelita Gedong Tataan in 2017/2018 academic year. The researcher took two classes, the first one was the experimental class and the second one was the control class.

After determining the problem and subject, the researcher needed to choose the material. The material of this research was narrative text based for junior high school student in the eight grade. Before the researcher conducted the research,
the researcher gave try-out test and EPIQ. Try-out was intended to determine the quality of the test used as the instrument of the research and to determine which item had to be revised or dropped for the pre-test and the post-test. This test consisted of a reading comprehension test taken from narrative text comprised of 40 items of multiple choices with four options, and one of them was as the correct answer. In other hand, EPIQ was intended to determine the students’ different personality, and this questionnaire was adopted from Eysenck and translated into Indonesian to avoid the misunderstanding. It consisted of 57 items with two possible answers.

The next step was administered the pre-test in order to find out the students’ reading comprehension achievement before they were given the treatments in the experimental class. This test consisted of reading comprehension of multiple choice tests taken from narrative text. The reading comprehension pre-test had been conducted in 60 minutes.

After getting students’ pre-test answer, the researcher did the treatments. The treatments were conducted in three meetings which took 2 x 40 minutes for every meeting in the experimental class and three meetings in the control class.

While the treatments conducted, the observer also did the observation. The observer observed the students’ interest in teaching learning activity while conducting reciprocal teaching strategy in the experimental class, the way the students participated in that activity, and the obstacles faced by them.

After having treatment, researcher administrated the post-test and distributed students’ questionnaire perception of using reciprocal teaching. This test was conducted in order to find out the students’ reading comprehension achievement
after they had some treatments and to know their perception in using reciprocal teaching strategy in reading class. Post-test consisted of reading comprehension of multiple choice tests taken from narrative text. The students’ perception questionnaire consisted of 20 questions. These tests were administered in 60 minutes.

The next step was that the researcher interviewed some of the students as the representatives in the experimental class after doing the post-test. The purpose of the interview was to get an accurate data not only from the researcher’s and teacher’s observation but also from the students’ opinion about teaching and learning process about Reciprocal teaching strategy. The last step was that the researcher concluded from the tabulated results of the pre-test and the post-tests that had been administered.

### 3.7 Data analysis

Data gain from pretest and post-test were analyzed by using a statistical package of the social science (SPSS). This statistical analysis used for the reason that researcher wanted to compare the performance of both two groups were indeed different. In other words, it was to see if there was an influence of reading reciprocal strategies on reading comprehension among extrovert and introvert students.

After getting the result, the significant (p) value obtained through SPSS was less than significant level (0.05), so Ha was accepted. Therefore, it means that there was significant difference between using reciprocal strategy and the traditional strategy in term of students’ mastery of reading comprehension. In other words,
the H₀ of this study was accepted because the significant (p) value was higher than significant level. Hence, it means that there was no significant difference between using reciprocal strategy and the traditional strategy.

The observation was for all activities that happened in the classroom. Observation used several things; they were record of the activity and students’ test of reading comprehension. The observation guide was at some point base on reciprocal teaching steps.

The questionnaire contained 16 questions with five scale numbers. The data from the questionnaire were analyzed by using a Likert scale. In this scale, the students were asked to answer each item of the questionnaire based on five possible options provided: strongly agree, agree, neutral, disagree and strongly disagree. Each answer had its score starting from 5 points to 1 point. One point meant that participants strongly disagree with the statement about reciprocal strategies in comprehending reading text. Two points meant the participants did not agree with the reciprocal strategy. Three points meant the participants did not do agree or disagree with the statement. Four points meant the strategy gave effect in student reading comprehension, and five points were for strategies giving significant influence.

The data analysis process from an interview in this study include:

(a) the interview data from the recording were transcribed;

(b) in transcribing the interview data, the name of the respondents was coded to protect them confidently;
(c) to avoid the misinterpretation between the participants’ responses and the researcher’s when conducting an interview, the researcher used member checks to validate the interview data; and 

(d) the data from the interview was used to gain in-depth information concerning the research questions.
V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research and several suggestions for the students, the teacher and the reader for further research.

5.1 Conclusions

Based on the results and discussions of the implementation of reciprocal teaching in reading comprehension test, the researcher draws the following conclusions. The research finding and the discussion in Chapter IV showed that reading comprehension of eight grade students of Mts Pelita improved through the use of reciprocal teaching. The actions were carried out of two meetings. In the first meeting, the activity was focused on introducing RT to the students. The activities included in were explaining about reciprocal teaching; modeling in applying RT; giving example of applying RT; inviting students to apply RT; asking students applying RT through group discussion; giving feedback on students result in discussion through discussion class; giving feedback on students’ grammar and pronunciation; reviewing RT before and after the discussion activity; and giving students exercises.

In the meeting two, the activities were asking students to apply RT through group discussion; giving students more assistance by holding a team teaching; giving
feedback on students result in discussion through class discussion; giving feedback on students’ grammar and pronunciation; reviewing RT before and after the discussion activity, and giving students exercises. The observation was done simultaneously while the researcher was conducting the treatments. At this meeting, they also took post-test to know the difference before and after using reciprocal in teaching reading.

From the data taken, the researcher can conclude as follows:

1. The implementation of reciprocal teaching in four stages, i.e., predicting, questioning, clarifying, and summarizing is effective to improve the students’ reading comprehension ability and engage them in the teaching and learning activities. The implementation of reciprocal teaching, especially during the predicting stage, teaches the students to comprehend English text. Instead, they may also use their background knowledge to predict the content of the text. Besides, the implementation of reciprocal teaching also helped the students to think critically to make a question based on the text and also to get unclear information. At last, they can make summarize of the text and improve their ability in writing sentences. Through this sequence, the students get more explicit about the text.

2. Reciprocal teaching proved gives a significant improvement in reading comprehension achievement seeing from the pre and post-test. The result shows that there is a significant improvement in student reading comprehension achievement in experimental class.

3. The improvement also shows the use of reciprocal teaching for extrovert and introvert personality in reading comprehension. The data shows that
extrovert out performs introvert in groups activity. While reciprocal can use as a group activity or individual activity and in this action, the researcher uses grouping as the main activity, and it gives a more comfortable situation for an extrovert who likes to have social interaction in the group. However, both personalities have their advantages.

4. The students also show positive respond; they like to use reciprocal teaching in the classroom. In their opinion, reciprocal helps them to improve reading comprehension and to have interaction with the teacher and the other students.

5.2 Suggestions

Based on the conclusions above, some suggestions will be directed to the students, the English teacher, and other researchers.

1. To the English teacher

The English teacher should be more creative in choosing the activity because nowadays various teaching strategies can help the teacher while teaching also can improve students to be more active and creative. The teacher should know what the students need to decrease their weakness. If he/she wants to use RT, he/she should consider the situation of the class, so that he/she can manage the class well. He/she also should consider the topic of the text that will influence students’ motivation in reading.
2. **To the other researchers**

It is suggested that other researchers conduct a study on the use of reciprocal teaching to improve another receptive skill, which is the listening skill since this study only emphasizes the use of reciprocal teaching to improve the reading skill.
REFERENCES


ESRC (2000). Seminar Series ‘Reading Comprehension: From Theory to Practice’ and is a collaboration between research groups. Oxford


