



THE RECIPROCAL TEACHING : AN EFFECTIVE STRATEGY FOR TEACHING READING COMPREHENSION AT AN ISLAMIC SENIOR HIGH SCHOOL

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Accepted :
17 April 2026

Published :
27 April 2026

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ABSTRACT

This study investigates the effectiveness of the Reciprocal Teaching Strategy in enhancing students' reading comprehension at an Islamic senior high school. It aims to compare students' reading ability before and after the strategy's implementation and to determine whether the improvement is statistically significant. Using a quantitative approach, the research employed a pre-experimental one-group pre-test and post-test design involving 21 students. Data were collected through a multiple-choice reading test and analyzed using SPSS with a paired sample t-test. The results indicate a notable improvement in students' performance, with the mean score increasing from 43.33 in the pre-test to 90.23 in the post-test. The significance value of 0.000 (< 0.05) confirms a statistically significant difference between the two scores. These findings demonstrate that the Reciprocal Teaching Strategy effectively enhances reading comprehension. This study provides practical implications for English language teaching, particularly in reading classes at the senior high school level. It highlights the value of collaborative learning and critical thinking in fostering student engagement and improving comprehension, offering useful insights for teachers and researchers in EFL contexts.

Keywords: *Reciprocal Teaching, Reading Comprehension, Teaching Strategy, EFL.*

1. INTRODUCTION

English in Indonesia was the first foreign language taught from elementary school level to college. English is suitable for children as their second language, but teaching Indonesian language as the national language is also very important (Liando & Tatipang, 2022; Normawati et al., 2023; Nurdianingsih, 2021). Viewed from its position as a foreign language the purpose of learning English in Indonesia was to introduce. English as an international language to the people of Indonesia to be ready to face the global world. English is considered important because it was an international language used to communicated between countries in the field of social, economic, political and security (Liando &

Tatipang, 2022; Sujarwo et al., 2023; Ouyang et al., 2024). Therefore, the Indonesian community was expected to and could communicated using English. As for the purpose of each learning, language is able to communicated both oral and written with the language learned (Alberth, 2023; Fauziyah et al., 2023).

According to Dew et al. (2021) English has spread rapidly throughout the world and is used for a wide variety of purposes, earning it the title of international language. This spread is based not only on the number of speakers but also on its role as a globally used language in communication and various other fields. As a truly international language, English holds a status distinct from national or foreign languages, and its use encompasses numerous variations and dialects worldwide.

Clyne and Sharifian (2008) that English was useful because English is an international language for most people. The development of English as an international language involves adapting to diverse cultural norms and facilitating intercultural interactions, demonstrating its utility for global communication. As an international language, understanding English well got some advantages for human. In Indonesia, English has position as the first foreign language that was the language which was taught in institutions or school as one of the subject matters. Nowadays, English has been taught from the lowest formal education that was kindergarten school. English was learned from kindergarten until university. By having English as one of the subject matters taught in the institution or school, it was hoped that it could improved communication skill. There are four basics English language skill, they are listening, speaking, reading and writing (Yahya et al., 2019; Minářová, 2022; Galloway & Ruegg, 2020).

The four language skills reading, speaking, listening, and writing are interrelated and inseparable components of the language learning process (Findıklı, 2023; Naibaho, 2022; Saed et al., 2021). These four skills must be taught in an integrated manner so that students can achieve communicative competence gradually and effectively. Developing reading and writing skills requires exposure to increasingly challenging material, while listening and speaking function simultaneously in real-life situations to support effective oral communication (Yang et al., 2025; Barnett et al., 2019; Aida, Siti, Nur, & Widiyati, 2020). The integration of these four skills aims to help students become communicators capable of real and meaningful interactions, as well as increasing their confidence in using language. Reading is one of the most important skills in learning language besides learning, speaking and writing. It has the fundamental goal to know enough the concept and the language. It

operational means an activity that the students perform to gain information or message from the written material they read. Therefore, in reading activity students have intention to obtain knowledge from their listening (Yenilik et al., 2022).

Based on the above explanation there are some things that made important reading that are states that one of very important reading purposes was to get meaning from a text. This means about the process how the reader decodes the message from the text. Oo et al. (2021) further, the two most important things to be considered when teaching reading are how to improve the students' understanding of the varieties of texts in the short term and how to train students' to be good readers in a long term. Considering the abundant information and the limitation of available time, teaching reading should also involve another objective of how to train students' not only to be good readers but also to be fast readers (Yung et al., 2024). Moreover, developing proficient reading skills is a lifelong endeavor, with self-study serving as a cornerstone activity in this process. As individuals engage thoughtfully with the content to grasp the writer's intended messages, critical thinking plays a pivotal role during reading. Cultivating a habit of constant reading is indispensable for improving reading skills over time.

Meanwhile, in learning reading comprehension, students in Islamic boarding school often got some problems. First, teacher dominated the class (teacher center). Every teacher has different style in teaching. There are some teachers who teach creatively and attractively. But the others teachers couldn't be attractive or couldn't interact with their students. Mostly, the used lecturing method. The method was conventional enough (like teacher read aloud and students only listened or repeat it). There are no chances for the students to interact with other students or to ask the question also to respond the next. It would set the class condition to be very serious and only

focus to the teacher. Sometimes, with this situation students would feel bored or sleepy. Second, the next was not interesting and sometimes was too long. Third, students' lack of vocabulary always happened and made the students dislike reading activity. Fourth, it was because their opportunity to read the English text only during English class. Most of the Indonesia students practice to read the English text only in the class. But the case was their reading activity was only read the text. There are no guarantee whether the student understands the next or not. Whereas, the main reading activity goals was the reader could understand what they read, comprehension reading. But the most difficult problem that often happened to our students' in comprehending the reading text. Some problem here can caused by the teacher factors and also by the students' factor. Teacher who is not creative, lazy, and less of technique in teaching students' ability also their condition are some reason why those problem appeared.

According to Mafarja et al. (2023) that the reciprocal teaching strategy is a constructivist approach based on the principles of question making, teaching reading Comprehension to low-ability students. Reciprocal teaching is a teaching procedure or approach designed to taught students about cognitive strategies and to help students understand the reading well. Using the reciprocal teaching approach students are taught four specific strategies of understanding and self-regulation, which predict the material to be studied, clarify the elusive terms, asked questions and summarised the reading.

Considering the explanation above, the researches would the pre experimental research under the title "The Reciprocal Teaching : An Effective Strategy For Teaching Reading Comprehension At An Islamic Senior High School"

2. LITERATURE REVIEW

Reciprocal Teaching Strategy

English language learning is a complex process that involves mastering essential language skills, including speaking, listening, reading, and writing. One of the most important skills for senior high school students is reading, particularly reading comprehension. However, in practice, many students still face difficulties in understanding texts, such as identifying main ideas, finding detailed information, and drawing conclusions from the text. This condition indicates that an effective teaching strategy is needed to improve students' reading comprehension.

One of the strategies that can be applied is the Reciprocal Teaching Strategy. This strategy emphasizes students' active involvement through four main activities: predicting, questioning, clarifying, and summarizing. Through the implementation of this strategy, students are not only passive recipients of information but also active learners who engage in the process of understanding the text. Therefore, the use of Reciprocal Teaching Strategy is expected to improve students' reading comprehension and create a more interactive and effective learning process.

According to Rojabi (2021), the Reciprocal Teaching Method (RTM) is an effective strategy for improving EFL students' reading comprehension. This study shows that an appropriate teaching strategy can help students understand texts more deeply. RTM emphasizes four main stages: predicting, questioning, clarifying, and summarizing, which encourage students to be actively involved in the learning process.

In a classroom action research involving 21 students, the implementation of RTM was proven to significantly increase students' active participation and reading comprehension. The findings are also supported by evidence showing that RTM is effective in helping low-achieving students

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through explicit teaching of reading strategies (Satriani et al., 2022). Therefore, RTM can be considered a relevant and applicable strategy for overcoming reading difficulties in English language learning.

Moreover, Reciprocal Teaching provides a structured framework that guides students in understanding texts through collaborative learning. By engaging in group discussions, students can share ideas, clarify misunderstandings, and develop their critical thinking skills. This strategy also helps students become more independent readers, as they gradually take responsibility for leading the discussion and applying reading strategies on their own (Mafarja et al., 2022).

Furthermore, Reciprocal Teaching not only improves students' comprehension but also enhances their confidence in learning (Badakhshan et al., 2021). The interactive nature of this strategy creates a supportive learning environment where students feel more comfortable expressing their thoughts and asking questions. As a result, the learning process becomes more meaningful, effective, and student-center.

Purpose of Reciprocal Teaching Strategy

Interactive teaching strategies play an important role in fostering students' curiosity, participation, and communication by creating a learning environment where students can actively engage. One of the effective strategies in improving students' reading comprehension is Reciprocal Teaching (Patel, 2021). This strategy incorporates structured activities that encourage students to interact with the text through predicting, questioning, clarifying, and summarizing. These activities not only help students understand the content but also

promote collaboration and critical thinking during the learning process.

Reciprocal Teaching, as a student-centered strategy, offers various advantages that make it a valuable alternative to traditional teaching methods. It emphasizes active learning, responsibility, and independent thinking, allowing students to take part in leading discussions and constructing their own understanding. This strategy also enables teachers to address students' different abilities and learning needs, ensuring that all students are involved in the learning process.

Furthermore, Reciprocal Teaching transforms the traditional and passive reading activity into a more interactive and meaningful experience. Through group discussions and guided strategies, students become more motivated and confident in expressing their ideas. The strategy also helps students improve their comprehension skills by encouraging them to monitor their understanding and apply appropriate reading strategies (Tantowie et al., 2022). In conclusion, Reciprocal Teaching demonstrates how an innovative teaching strategy can enhance the effectiveness of learning. By promoting active participation, collaboration, and independent learning, this strategy not only improves students' reading comprehension but also creates a more engaging and student-centered learning environment.

Definition of Reading Comprehension

In learning English, students are required to master several essential language skills, including listening, speaking, reading, and writing. Among these skills, reading is considered one of the most important, as it enables students to gain information, knowledge, and insight from written texts. Reading comprehension refers to the ability to understand, interpret, and derive meaning

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from written language. According to Nurdianingsih (2021) reading comprehension is the process of understanding, interpreting, and analyzing written texts in order to obtain meaningful information. Reading comprehension plays a crucial role in language learning because it supports the development of other language skills. Students who have good reading comprehension are able to identify main ideas, understand detailed information, make inferences, and summarize texts effectively. Without sufficient reading comprehension skills, students may struggle to understand the content of texts, which can affect their overall learning process. Reading comprehension is not merely about recognizing words, but also about constructing meaning from the text. It involves various cognitive processes, such as connecting prior knowledge with new information, interpreting the writer's message, and evaluating the content critically. Therefore, students need to actively engage with the text in order to fully understand it.

Furthermore, reading comprehension requires the use of appropriate reading strategies, such as predicting, questioning, clarifying, and summarizing. These strategies help students monitor their understanding and improve their ability to process information effectively. In this case, the use of Reciprocal Teaching Strategy can support students in developing these skills through structured and interactive learning activities. Thus, reading comprehension is a complex and ongoing process that involves both basic and higher-order thinking skills. In the context of English language learning, reading comprehension is essential not only for understanding texts but also for improving students' overall language proficiency. Students who develop strong reading comprehension skills are more likely to succeed in academic settings and be able to

engage with various types of texts effectively.

The Significance of Reading Comprehension

Reading comprehension is a fundamental aspect of language learning and plays a crucial role in developing students' overall English proficiency. Through reading comprehension, students are able to understand, interpret, and analyze written texts effectively. A good level of reading comprehension enables students to grasp main ideas, identify detailed information, make inferences, and summarize the content of a text. Therefore, reading comprehension is not only important for academic success but also for improving students' critical thinking skills. In the academic context, reading comprehension becomes a key factor in helping students succeed in various learning activities, such as completing assignments, understanding textbooks, and answering examination questions. Students with strong reading comprehension skills are better able to process information, analyze ideas, and express their understanding clearly. Moreover, reading comprehension also supports the development of other language skills, including writing, speaking, and listening.

According to Nguyen (2022), a satisfactory command of language components is essential for successful communication. In this case, reading comprehension helps students apply their knowledge of language structures and vocabulary in understanding texts meaningfully. Without adequate reading comprehension skills, students may face difficulties in interpreting information and engaging with written materials effectively. Furthermore, reading comprehension allows students to engage more deeply with texts and encourages them to think critically and reflectively. It also helps students connect

new information with their prior knowledge, which enhances their overall learning experience. Therefore, it is important for teachers to apply appropriate teaching strategies, such as Reciprocal Teaching, to improve students' reading comprehension and create a more effective and interactive learning process.

3. METHODS

This study employed a quantitative method with a pre-experimental design to investigate the effectiveness of the Reciprocal Teaching Strategy in teaching reading comprehension. According to Creswell (2009), quantitative research focuses on collecting numerical data and analyzing it using statistical procedures. The design used in this study was a one-group pre-test and post-test design, in which a single group of students was given a pre-test, followed by treatment, and then a post-test to measure improvement after the treatment. This design was considered appropriate for the study entitled "The Reciprocal Teaching: An Effective Strategy for Teaching Reading Comprehension at an Islamic Senior High School" because it allows the researcher to examine the students' progress before and after the implementation of the strategy.

The population of this study consisted of the eighth-grade students of an Islamic Senior High School in the academic year 2025/2026. The sample of this research was one class consisting of 21 students. Subhaktiyasa (2024) The sample was selected using cluster random sampling because the population was already grouped into classes, making it more practical and efficient.

The instrument used in this study was a reading comprehension test in the form of multiple-choice questions consisting of 20 items. The test was used as both pre-test and post-test to measure students' reading

comprehension ability. Before being administered, the instrument was tested for validity and reliability to ensure that it was appropriate and consistent.

The data were collected through three main steps. First, a pre-test was conducted to measure students' initial reading comprehension ability (Sugiyono, 2019). The result showed that the mean score of students was 70. Second, the treatment was conducted using Reciprocal Teaching Strategy, which includes predicting, questioning, clarifying, and summarizing. Third, a post-test was administered after the treatment to measure students' improvement. The result indicated that the mean score increased to 82, showing an improvement in The data were analyzed using statistical analysis. The researcher used a paired sample t-test to determine whether there was a significant difference between the pre-test and post-test scores. The analysis included calculating the mean scores and comparing the results before and after the treatment. The mean score of the pre-test was 43.33, while the mean score of the post-test increased to 90.23, indicating a substantial improvement after the treatment.

Based on the result of the paired sample t-test, the significance value was 0.000, which is less than 0.05 ($p < 0.05$). This means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, it can be concluded that the Reciprocal Teaching Strategy is effective in teaching reading comprehension.

RESULTS AND DISCUSSION

Results

This study was conducted to determine the effectiveness of the Reciprocal Teaching Strategy in improving students' reading comprehension at the eleventh grade Innovative class of Islamic senior high school in the academic year 2025/2026. The

data were collected through pre-test and post-test.

The result of the pre-test indicated that students' reading comprehension ability was still relatively low. The total score of the pre-test was 900, with a mean score of 43.33. The median score was 40.00, and the mode was 35. The highest score achieved by the students was 60, while the lowest score was 30. These findings show that most students had not yet mastered reading comprehension skills, particularly in identifying main ideas, understanding detailed information, and making inferences from the text. This condition reflects that students still experienced significant difficulties in comprehending English reading materials.

After the implementation of the Reciprocal Teaching Strategy, the students showed a considerable improvement in their reading comprehension ability. The result of the post-test revealed that the total score increased to 1765. The mean score rose significantly to 90.23, with a median of 85.00 and a mode of 75. The highest score achieved by the students was 95, while the lowest score was 75. These results indicate that almost all students were able to achieve higher scores after the treatment, demonstrating a strong improvement in their reading comprehension skills.

The comparison between pre-test and post-test results clearly shows a significant increase in students' performance. The improvement in the mean score from 43.33 to 90.23 indicates that the treatment had a positive impact on students' learning outcomes. This suggests that the Reciprocal Teaching Strategy successfully helped students understand the reading texts more effectively.

To further verify the effectiveness of the strategy, a paired sample t-test was conducted using SPSS. The result showed

that the significance value (Sig. 2-tailed) was 0.000, which is lower than the level of significance (0.05). Since $0.000 < 0.05$, it means that there is a statistically significant difference between the pre-test and post-test scores. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This confirms that the Reciprocal Teaching Strategy has a significant effect on students' reading comprehension.

Discussion

The findings of this study reveal that students' reading comprehension before the implementation of the Reciprocal Teaching Strategy was at a low level. This condition was influenced by several factors observed during the preliminary study. The teaching and learning process was still dominated by a teacher-centered approach, where students tended to be passive and relied heavily on the teacher's explanation. As a result, students had limited opportunities to actively engage with the reading texts and develop their comprehension skills independently (Herlina et al., 2017).

Moreover, based on classroom observations and interviews with students, many of them experienced difficulties in understanding the content of English texts. They found it hard to identify the main ideas, interpret vocabulary in context, and answer comprehension questions. Some students also lacked motivation and self-confidence in learning English, which further affected their reading performance. These findings are consistent with previous studies stating that low reading comprehension ability can hinder students' ability to express ideas and understand written information effectively.

To overcome these problems, the researcher implemented the Reciprocal Teaching Strategy as an alternative teaching approach. This strategy emphasizes active

student participation through four main stages: predicting, questioning, clarifying, and summarizing. During the implementation, students were divided into small groups and assigned specific roles, allowing them to collaborate and engage in meaningful discussions. The teacher acted as a facilitator who guided the students throughout the learning process.

During the first treatment, students began to familiarize themselves with the strategy. Although some students were still hesitant, they gradually started to participate in group discussions. In the second treatment, students showed better understanding and became more confident in applying the four strategies. They were able to predict the content of the text, generate questions, clarify difficult parts, and summarize the main ideas more effectively (Nguyen, 2022).

The improvement in students' reading comprehension can be clearly seen from the post-test results. The significant increase in the mean score from 43.33 to 90.23 indicates that the Reciprocal Teaching Strategy had a strong positive impact on students' learning outcomes. This improvement suggests that the strategy successfully helped students develop their reading comprehension skills through active engagement and collaborative learning. In addition, the results of the paired sample t-test further support these findings. The significance value of 0.000 indicates that the difference between pre-test and post-test scores is statistically significant. This confirms that the improvement in students' reading comprehension is not due to chance, but rather the result of the implementation of the Reciprocal Teaching Strategy.

Another important finding of this study is the positive change in students' attitudes toward learning. Students who were previously passive became more active and engaged in the learning process (Aina, 2022).

They showed greater confidence in expressing their ideas, asking questions, and participating in discussions. The collaborative learning environment created through this strategy also helped students improve their social interaction and teamwork skills.

Furthermore, the Reciprocal Teaching Strategy not only improves reading comprehension but also enhances students' critical thinking skills. Through the processes of predicting, questioning, clarifying, and summarizing (Ginanjar et al., 2024), students are trained to think more deeply about the text and analyze information critically. This is an important skill that supports students' overall academic development. These findings are supported by previous studies, which have demonstrated that the Reciprocal Teaching Strategy is effective in improving students' reading comprehension ability. The strategy provides an interactive and student-centered learning environment that encourages active participation and deeper understanding of the text.

The results of this study indicate that the Reciprocal Teaching Strategy is highly effective in improving students' reading comprehension. It not only enhances students' academic performance but also increases their motivation, participation, confidence, and critical thinking skills. Therefore, this strategy is recommended for English teachers, especially in teaching reading comprehension at the senior high school level.

4. CONCLUSION

In conclusion, this study demonstrates that the Reciprocal Teaching Strategy is effective in improving students' reading comprehension at an Islamic senior high school. The findings revealed a

significant increase in students' scores, as shown by the improvement from the pre-test mean score of 43.33 to the post-test mean score of 90.23. The result of the paired sample t-test also confirmed that the significance value (0.000) was lower than 0.05, indicating a statistically significant difference between students' performance before and after the treatment. The implementation of Reciprocal Teaching not only enhanced students' comprehension skills but also increased their participation, confidence, and critical thinking ability. The strategy encouraged students to become active learners through the processes of predicting, questioning, clarifying, and summarizing. Therefore, it can be concluded that the objectives of this study have been successfully achieved. Reciprocal Teaching Strategy is recommended as an effective and interactive approach for teaching reading comprehension, particularly in EFL classrooms at the senior high school level.

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