THE EFFECTIVENESS OF *STRATEGY-BASED READING INSTRUCTION (SBRI)* AND *RECIPROCAL TEACHING (RT)* FOR TEACHING READING COMPREHENSION IN EFL CONTEXT

Semi Sukarni
Universitas Muhammadiyah Purworejo
Indonesia
semisukarni@yahoo.com

Abstract

The objective of the study is to investigate the effectiveness of *Strategy-based Reading Instruction (SBRI)* and *Reciprocal Teaching (RT)* for teaching reading comprehension. The research had been done in English Education Program of Purworejo Muhammadiyah University involving two classes of the fifth semester students. It is an experimental study that had been done by pretest-treatment-posttest. The reading comprehension test adopted from TOEFL and FCE was used to collect the data of student reading proficiency. The data were analyzed by using descriptive and inferential analysis. The finding shows that SBRI is more effective in improvingStudents' Reading Proficiency as this has been proved by different mean score between SBRI class and RT class. The mean score of SBRI class is 66.4 which lays in the "Good" level, while the mean of RT class in only 61.4 which lays in the "Sufficient" level. The inferential analysis shows that the t-test is 2.27 with the significant level 0.027 (<0.05). It means that Ho is rejected and Ha is accepted.

Keywords: SBRI, Reciprocal Teaching, reading comprehension

Introduction

In the globalization era, the need of skills in foreign language is urgently required. English is needed for communication as well as assessing new knowledge and technology. With the English skills, the graduates can have wider opportunity to get jobs both in their own country as well as in foreign country.

However, to get good learning outcome is not easy for students as they learn English as foreign language. As the learning exposure is not easily found. And they only learn and practice English in their school environment, in other environment English is never used.

As a result the learners' competence does not easily develop. Based on the researcher experience as TOEFL preparation trainer the result of TOEFL test generally low not only in listening but also in written expression and reading.

However, in this research the researcher only limits the discussion on reading problemand the possible way of overcoming the problem.

According to (Westwood, 2008) there are some reasons of students' reading difficulty. Their comprehension are often hindered by limited vocabulary knowledge, lack of fluency, lack of familiarity with subject matter, readibility in text level, inadequate use of effective reading strategies.

In order to be able to read more effectively in foreign language and have better comprehension in texts they are reading, learners must be trained with explicit instructions in reading class. In this study the researcher will focus on explicit traning by using Strategy based Reading Instruction (SBRI) and Reciprocal Teaching (RT) for teaching reading.

The theory Language Learning Strategy (LLS) had inspired many researchers on reading by focusing in the form of explorative studies by using Strategy Inventory for Language Learning (SILL). These learning strategies had been issued by Oxford which cover Direct Strategies and Indirect Strategies. Direct Strategies include Memory Strategies,

Cognitive Strategies and Compensation Strategies, while Indirect strategies cover Metacognitive strategies, Affective strategies and Social Strategies (Oxford, 1990).

Research in reading had more developed into the explicit instruction of teaching learning strategies, particulary reading through the proposed frameworks, among them is Cognitive Academic Language Learning Approach/CALLA (Chamot, Ph, Robbins, & Ph, n.d.). Based on the CALLA framework there are five stages in teaching the strategies i.e. Preparation, Presentation, Practice, Self-evaluation and Expansion. In this research, the researcher adopted this framework to give instruction in reading comprehension in the term so call Strategy-based Reading Instruction (Chamot, 1995).

In Strategy based Reading Instruction, reading strategies are taught explicitly; students are told the names of particular strategies; they are given the reasons for using the strategy; they observe the teacher modelling the strategy; and they are given opportunities to practice the strategies(Cohen, 1996).

Reciprocal Teaching(Palincsar & Brown, 1984) is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarise, question, clarify, predict and respond to what they are reading). Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry.

For the purposes of instruction, Brown, Palinscar (1984) selected four concrete activities that could be engaged in by novice learners. These were summarizing (self-review), questioning, clarifying, andpredicting.

Based on National Behavior Support Service (NBSS) there are five steps in explicit reciprocal teaching:

Step 1: Scaffold student learning by modelling, guiding and applying the strategies while reading.

Step 2: In groups of four allocate a role to each student i.e. summarizer, questioner, clarifier and predictor.

Step 3: Have students read a few paragraphs of a text selection. Suggest to students they use note-taking strategies such as underlining, coding, etc.

Step 4: The predictor helps the group connect sections of the text by reviewing predictions from the previous section and helps the group predict what they will read about next by using clues and inferences in the text.

Step 5: Roles in the group switch and the next selection of text is read. Students repeat the process in their new role. Repeat this process until text/topic selection is finished.

There are some earlier research SBRI on Among them are firstly Yousefv and Lotfi (2011) focused on invesigating reading comprehension of graduate students and their attitude. The findings of the research shows that most of students improved their reading comprehension and their attitude towards reading become more positive (Yousefvand & Lotfi, 2011). Secondly is Medina (2012) focused on investigating the effect of strategy instruction of EFL reading of effectiveness of this strategy in improving reading comprehension of undergraduate students of Colombian university. The result shows that reading instruction is really useful and students become more self-confident and enchanced their motivation (Medina S. Lopera, 2012). Thirdly is Kashef et al. (2014) focused on investigating the impact of SBRI on students' reading strategy use. The result of the study shows that the teaching intervention had a significant effect on the use of strategy in reading. The fourth is Mohammadi et al. (2015) focused on investigating the impact of teaching learning strategy on reading comprehension ability and the learners' believe. The result of the study shows that the strategy instruction

could boost the reading comprehension ability and it could change the learners' belief (Mohammadi, Birjandi, & Maftoon, 2015). Finally Alkhawaldeh (2015) focused on investigating the effect of reading strategy-based EFL program on reading achievement of high school students and their awareness of strategies. The finding shows that students had better understanding on texts (Alkhawaldeh, 2015).

While the earlier research on Reciprocal Teaching firstly had been done by Todd and Tracey (2006). They investigated how reciprocal teaching affected vocabulary acquisition and reading comprehension in four at-risk students in a fourth grade inclusion classroom.The findings indicated that three of the participants increased in both vocabulary acquisition and reading comprehension skills(Todd & Tracey, 2006).The second study was done by Ooi, Choo, and Ahmad (2011)focusing on the effects of Reciprocal Teaching strategies on reading comprehension. The finding revealed the effectiveness of the strategies(Ooi, Choo, & Ahmad, 2011).The third study was done by Hampson-Jones (2014) as he focused on effectiveness as a method of whole class reading comprehension instruction at Key Stage Two.Results revealed a significant improvement in comprehension scores for the RT groups(Hampson-jones, 2014).

Five earliar studies on *Strategy-based Reading Instruction (SBRI)*and three studies on *Reciprocal Teaching (RT)*have shown their effectiveness in improving students reading ability particularly in EFL context. In line with the previous studies above the researcher conducts a research with the aim to investigate the effectiveness of *Strategy-based Reading Instruction (SBRI) and Reciprocal Teaching (RT)*for teaching readingcomprehension in EFL context.

The following research question was formulated to serve the objective persued the study.

"How is the effectiveness of *Strategy-based Reading Instruction (SBRI)* and *Reciprocal Teaching (RT)* for teaching reading comprehension?"

Research Hypothesis

Ho: The use of SBRI is not more effective for teaching reading comprehension compared to RT.

Ha: The use of SBRI is more effective for teaching reading comprehension compared to RT.

The result of this study is expected to be beneficial as a valuable input for teaching reading comprehension. English teachers and lectureres may learn about various learning strategies and explicit strategy training for teaching reading comprehension to have a better result.

Methodology

This research belongs to quantitative research involving two classes. The subject of the study is the fifth semester of English Education Program of Muhammadiyah Purworejo University. The research was conducted in reading class, the first class was taugt by using Strategy-based reading Instruction (SBRI), which the other class was taught using Reciprocal Teaching (RT).The researcher used a reading test to get data of students' reading proficiency as the research instrument. The test was tried out to 60 students of the sixth semester of English Education Program Purworejo Muhammadiyah University. The try-out participant characteristics are similar to the actual participants- the fifth semester students of English Education Program of UMP. Based on the item analysis the difficulty index is 0.75.

The research was done through the following procedure. Firstly the researcher chose the participants that consits of two classes. Secondly, the researcher administered the pretest to both classes before given them treatment. The treatment was done for 10 meetings with one meeting each week which last for 100 minutes for each meeting. After treatment the researcher gave the students posttest.

The data were analyzed by using descriptive and inferential analysis. The analysis was done by using SPSS verse 22.

Findings and Discussion

The research was done through Pre-test-Treatment and post-test. The tests and treatment were given to both classes. The purpose of giving the tests is to get the data of students' reading proficiency. To make classification of students' reading proficiency the researcher adopted from the Classification students' Achievement by Arikunto (2009:245). The classification can be seen as follows.

Table 1. Classification Student Achievement

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
30-39	E	Low

1. Students' Reading Proficiency in SBRI Class

The data of Reading Proficiency inSBRI Classwere taken from the result of pretest before given the treatment and posttest which given after the treatment. The different score between pretest and postest can be seen in the following table.

Table 2. Frequency and percentage of pre-test

Interval	Interpretation	Grade	Frequency	Percentage (%)
80–100	Excellent	A	0	0
66–79	Good	B	5	17.85
56–65	Sufficient	C	6	21.42
40-55	Fairly Sufficient	D	12	42.85
30-39	Low	E	5	17.85
	Total		28	100

The table shows the pretest score of 28 students in SBRI Class. It can be seen that there are five students belong to good category, six students belongs to sufficient category, twelve students belong to fairly sufficient category, five students belong to

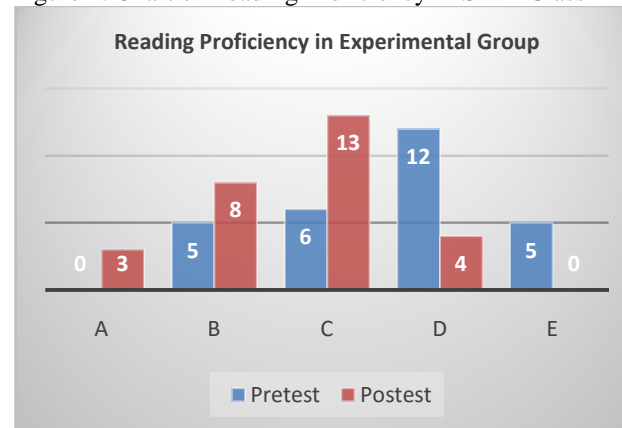low catogory and none of student belongs to excellent category.

Table3. Frequency and percentage of post-test

Interval	Interpretation	Grade	Frequency	Percentage (%)
80–100	Excellent	A	3	10.71
66–79	Good	B	8	28.57
56 65	Sufficient	C	13	46.42
40-55	Fairly Sufficient	D	4	42.85
30-39	Low	E	0	0
	Total		28	100

The table shows the posttest score of 28 students in SBRI Class. It can be seen that there are three students belong to excellent category, eight students belong to Good category, thirteen students belongs to sufficient category, four students belong to fairly sufficient category, and none of students belongs to low category.

Based on the descriptive analysis of pretest and postest SBRI Class there are different score before and after treatment of teaching Reading Comprehension by using Strategy-based Reading Instruction (SBRI). Before treatment the minimum pretest score is 30 and after treatment the posttest score is 53. The maximum pretest score is only 77, while in posttest is 88. There is also different mean score, in the pretest is only 50.50, while in the posttest is 66.46. Based on achievement category the students reading proficiency belongs to good.

Figure 1. Chart of Reading Proficiency in SBRI Class

2. Students' Reading Proficiency in RT Class

The data of Reading Proficiency of RT Class were taken from the result of pretest and posttest. In the inSBRI Class the lecturer taught reading comprehension using Strategy-based Reading Instruction, while in RT Class the students were taught reading by using Reciprocal Teaching. The different score between pretest and postest can be seen in the following table.

Tabel 4. Frequency and Percentage of Pre-test

Interval	Interpretation	Grade	Frequen-Cy	Percent-age (%)
80–100	Excellent	A	1	2.85
66–79	Good	B	3	8.57
56–65	Sufficient	C	7	20
40-55	Fairly Sufficient	D	21	75
30-39	Low	E	3	8.57
	Total		35	100

The table shows the pretest score of 35 students in RT Class. It can be seen that there is one student belong to excellent category, three students belong to good category, seven students belongs to sufficient category, twenty-one students belong to fairly sufficient category and three students belong to low catogory.

Table 5. Frequency and Percentage of Post-test

Interval	Interpretation	Grade	Freq-uency	Percent-age (%)
80–100	Excellent	A	1	10.71
66–79	Good	B	10	28.57
56–65	Sufficient	C	14	40
40-55	Fairly Sufficient	D	10	28.57
30-39	Low	E	0	0
	Total		35	100

The table shows the posttest score of 35 students in RT Class. It can be seen that there is one student belong to excellent category, ten students belong to good category, fourteen students belongs to sufficient category, ten students belong to

fairly sufficient category and none of the student belongs to low catogory.

Based on the descriptive analysis of pretest and post-test in RT Class the minimum pretest score is 30 and the posttest score is 53. The maximum pretest score is 83 and the same score gotten in post-test. There is different mean score, in the pretest is only 50.82, while in the posttest is 61.40. Based on achievement category the students reading proficiency belongs to sufficient.
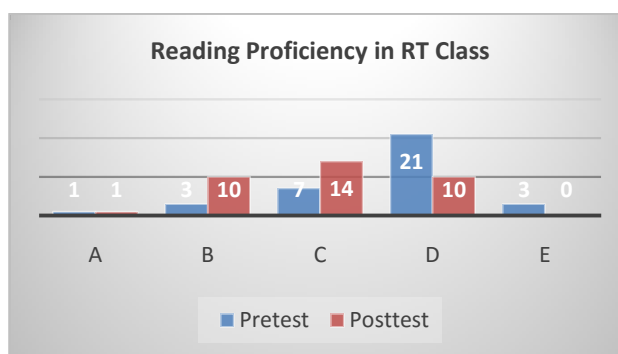
Class

Figure 2. Chart of Reading Proficiency in RT Class

Based on the descriptive analysis there are different score in SBRI Class and RT Class. The minimum score of experimental group is 53, while the minimum score of RT Classis 50and the maximum score of the SBRI Class is 88, while maximum score of the RT Classis 83.There is a different mean score too, in theSBRI Class 66.46, while in RT Classis only 61.40. Based on the achievement category the students' reading proficiency in of SBRI Class belongs to "Good", while in the RT class is "Sufficient".

The researcher used t-test for the inferensial analysis which is done using SPSS Verse 22. T-test is used to test the different mean between the SBRI Class and theRT class. The result of the t-test can be seen in the table below.

Table 6. Statistical Analysis of Hypothesis

Group	N	Mean	Std. Deviation	Std. Error Mean
Exp	28	66,46	9,543	1,803
Control	35	61,40	8,164	1,380

Hypothesis	t-value	t-table	Note
Hypothesis 1	2.269	2.000	Ha: accepted

Based on the analysis using t-test, it is found that t-value of t-observe 2.27is higher than the t-table 2.00 with the significant level 0.027 (< 0.05).It means that the use of Strategy-based Reading Instruction (SBRI) is more effective than the use of Reciprocal Teaching to teach reading comprehension. So, *Ho* which says "the use of SBRI is not more effective than the use of Reciprocal Teaching for teaching reading comprehension.*Ha* is accepted.

This finding is in line with earlier studies related to strategy-based reading instruction in foreign language learning context. In Yousef and Lotfi study (2011) after training by strategy-based reading instruction most of their students improved their reading comprehension. Similar finding on Effects Of Metacognitive Strategy Instruction conducted by Wichadee (2011) shows after the instruction, the reading score and metacognitive strategy use were significantly higher.

The finding in the use of Reciprocal Teaching is line line with Todd and Tracey study (2006). It indicates that three of the participants increased in both vocabulary acquisition and reading comprehension skills. However, there were no differences found when both interventions were used for one of the participants. In the researcher's study the use of RT could increase the students' reading proficiency from fairly sufficient in the pretest to sufficient in the posttest, however, the increase is not as significant as the use of SBRI. Different finding shown by Hampson-Jones' dissertation(2014).It shown that RT was effective in three different whole class

settings, with children as young as seven. In this research Rt was effective as the research participants were very young, however, in the researcher's study RT is not significantly effective as the participants were the adolesence.

Conclusion

Based on the finding and discussion the conclusion is made as follows.

Strategy-based Reading Instruction (SBRI) is more effective than Reciprocal Tecahing for teaching reading comprehensionas it can be proved by the different mean score of reading proficiency between the SBRI class and the RT class. The mean score of the SBRI class is 66.46 as it is the good category, while the mean score of the RT class is 61.4 as it is in the sufficient category. The inferential statistics shows that the t-test is 2.27 higher than the t-table 2.00 with the significant level 0.027 (< 0.05).So, *Ho* which says "the use of SBRI is not more effective than the use of Reciprocal Teaching for teaching reading comprehension" is rejected. *Ha* is accepted. It means the use of SBRI is more effective than RT for teaching reading comprehensionas shown that the students' Reading Proficiency increase significantly.

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