

SECONDARY SCHOOL STUDENTS' EXPERIENCE IN RECIPROCAL TEACHING STRATEGY ON READING COMPREHENSION THROUGH THE FLIPPED CLASSROOM

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Abstract

This study reports a qualitative research micro ethnographic study on Secondary School Students Experience in Reciprocal Teaching Strategy on Reading Comprehension through the Flipped Classroom. One research question will guide this study: What is the students' experience in Reciprocal Teaching Strategy on Reading Comprehension through the Flipped Classroom? The participants of this study were five students of secondary school. This research was conducted at one of the secondary school in West Java, Indonesia. The data used this study are semi-structural interview techniques. The data analysis uses Thematic Analysis of Braun and Clarke (2006), which consists of 6 stages, namely the stage of familiarizing with the data, generating initial code, searching for themes, reviewing themes, defining and naming themes, and producing the report. The findings report that learning reading comprehension using reciprocal teaching strategies with the flipped classroom method can encourage students' interest in remembering and developing a new vocabulary that they do not know. Furthermore, learning reading comprehension using reciprocal teaching strategies with the flipped classroom method involves students learning collaboratively, expanding their reading skills. Finally, the finding shows that learning reading comprehension using the reciprocal teaching strategy with the flipped classroom engages students in reading activities and this activities can help students understand recount texts.

Keywords: Reciprocal Teaching strategy, Reading Comprehension, The Flipped Classroom, Students Experience

INTRODUCTION

Learning English as a foreign language (EFL) in the context of high school reading is an essential skill for students to expand knowledge. Reading is beneficial for students to build their background knowledge to be ready for the learning process in class. In understanding the content of text messages, the purpose of reading is as a communicative process between the writer and the reader. However, the communicative process is not always successful because various factors influence it in the reader; as stated (Westwood, 2001), the reader's understanding is influenced by various factors, such as motivation, interest, vocabulary, and generality. Knowledge of text content, word identification skills, and use of effective reading learning strategies. Therefore, the teacher must carefully know the factors that influence maximizing students' understanding of the text. In learning to read at school, there are many obstacles faced by students. In general, the problem in teaching reading in schools is about the teaching and learning process (Westwood, 2001).

The teaching and learning process is mostly less attractive to students and tends to be teacher-centered. Students usually have difficulty and are less interested in learning because of limited media and do not apply modern technology. Students' motivation and difficulties related to the

need for technology utilization are supported by (Wang & Liao 2017) when students have difficulty in learning; they need to seek help through learning technology, such as smartphones, computers, learning websites. Therefore, teachers need to implement teaching strategies to help students get effective and fun learning.

Lee & Wallance (2018) say that the reverse learning approach is an emerging teaching model and can overcome obstacles in the context of the EFL classroom. There are two sessions in the flipped classroom, namely pre-class sessions and class sessions; in the pre-class session, students get video links from the teacher so that outside of class time, they can develop background knowledge to understand the text and deepen their understand language knowledge. Then in-class sessions, students work together in groups guided by the teacher to discuss materials and assignments. Hsieh, Wu & Marek (2017) describe that the flipped classroom method increases student involvement in the learning process such as assignments, makes them more active to interact in discussions and presentations. Hung (2015) claims that flipped classroom learning in English class can develop students' performance in general. The flipped classroom is considered the latest learning model that utilizes the use of technology that can motivate students' performance in learning to read. For this reason, it is essential to identify how students perceive the flipped classroom learning model being used because students' assessment of what they experience allows them to recognize its ease of use and benefits. Recent previous studies (e.g., Samei and Ebadi 2021) show that the effectiveness of the flipped classroom approach gives EFL students a positive attitude in developing their inferential reading comprehension skills.

Many previous studies have reported effective learning outcomes through the Reading Comprehension program, especially using the flipped classroom method, namely (Samiei & Ebadi 2021), (Kavani & Amjadiparvar 2018), (Ceylaner, SG & Karakus, F. 2018), (Abaeian & Samadi 2016), (Hung, H.-T. 2015). Samiei & Ebadi (2021) considered reading comprehension in a mixed-methods approach to finding the effect of a WebQuest-based flipped classroom on EFL students in developing their inferential reading comprehension skills. Moreover, the results of the research findings are the effectiveness of the flipped classroom approach in producing positive attitudes for EFL students in developing their inferential reading comprehension skills. In addition, Kavani & Amjadiparvar (2018) reported that the effect of strategy-based instruction (SBI) on motivation, regulated learning, and reading comprehension ability of Iranian English as a foreign learner (EFL) significantly affected reading comprehension, motivation, and self-regulation (SR). The findings reveal that SBI significantly affects foreign language learners' reading comprehension, motivation, and self-regulation (SR). Furthermore, Abaeian & Samadi (2016) reported that the effect of the flipped classroom on the reading comprehension performance of Iranian EFL students with different proficiency levels, namely the experimental group was significantly better than the control group.

In addition, Ceylaner, S.G. & Karakus, F. (2018) reported that the effect of the flipped classroom model on ninth-grade students' readiness and independent learning attitudes towards English courses and identified the potential reasons. It can be seen that according to qualitative and quantitative research, they are found to be parallel, namely the flipped classroom method has a positive contribution to the readiness for independent learning and students' attitudes towards English courses. In addition, Hung, H.-T. (2015) reported that structured efforts to integrate flipped classroom teaching into language classes using the WebQuest learning strategy showed structured and semi-structured flipped classroom learning was a more effective learning design to help students achieve better learning outcomes and experiences. From these

findings, it can be concluded that learning English on a reading comprehension program using the flipped classroom is an effective method, producing positive attitudes for EFL students, motivating students, influencing learning outcomes, and a better experience.

Most previous studies tend to pay attention to student learning outcomes or positive perspectives on reading comprehension using the flipped classroom method. To fill this gap, this research will focus on exploring students' experiences in learning reading comprehension using reciprocal teaching strategies with the flipped classroom method. Therefore, the research questions that guide this research are: What is the students' experience in learning reading comprehension with reciprocal teaching strategy through flipped classroom?

METHOD

Research Design

This study aimed to find out the students' experiences of reading comprehension using the reciprocal teaching strategy with the flipped classroom method. This research was conducted using an interview study design to determine students' experiences about learning reading comprehension using reciprocal teaching strategies with the flipped classroom method. The interview study is the writer asking questions and collecting answers to explore the beliefs and experiences of participants (Richards, 2009). Therefore, the author aims to explore experiences in the form of interviews told by participants.

Site and Participants

In this study, the site or social setting was tenth-grade students of secondary school in West Java, Indonesia. The participants in this study were five students. The school was chosen because, first, the school has an A accreditation. Second, the school is easily reachable because it is not too far from where the author stayed. The tenth graders were chosen in agreement because ten graders are compatible with the materials that would be applied.

Five students participate voluntarily and randomly. The age of participants ranged from 16 to 17 years with a law of English beginner. Before this research begins, the author gives directions to create WhatsApp groups to facilitate the meeting through the comfort conference. This research conducted during the Covid-19 pandemic that is learning online. In the first week, the author gives the understanding and knowledge of the Reading Comprehension program in reciprocal teaching through the flipped classroom then gives an example. Then in the second week, the authors provide the assignment to students guided by Zoom Conference. In the last week, the authors conducted interview activities with participants in this project as a data collection.

Instruments

In this study, the interview instrument adopted the theory of William Thompsons (2008), which is about the formative assessment. Data instruments are provided in Indonesian to help participants better understand the questions and answers to participate in the Indonesian language translated into English. Data will be performed on online written interviews through Google Form supported via the Whatsapp group.

Instructional Procedure

The Instructional procedures for implemented a reciprocal teaching strategy on learning reading comprehension adapted by (Palinscar & Brown, 1984) and (Widodo, 2016):

- 1. The author provided a video link to students in Google classroom before learning begins for students' reading activities at home.** Students could make some notes from the video they watched and wrote down the difficulties they faced when they read the recount text.
- 2. The author introduced the purpose of the reciprocal teaching activity to the participants (building knowledge of the field).** Participants were directed to read the recount text chosen by the teacher with four strategies, namely predicting, clarifying, questioning, and summarizing, to work during their reading activities. Recount text is usually an experience that is considered attractive or memorable. The author retells what he experienced to the readers. The text is told chronologically to help the reader understand the order of the story. Therefore, the function of the recount text is to entertain the readers. In this activity, the author provides opportunities for students in reciprocal teaching as a reading comprehension learning activity. During reading activities, students are motivated to do several activities related to reciprocal teaching as one of the activities in learning reading comprehension.
- 3. The author modeled how to implement reciprocal teaching as an activity to learn reading comprehension (modeling).** Before participants do reading comprehension with recount text through reciprocal teaching, the writer shows how to understand the selected recount text and do reading comprehension tasks, one of which is reciprocal teaching activity, and presents the results. This modeling aims to facilitate students reading recount texts by understanding their contents in-depth and increasing their understanding. Thus, it can be concluded that the reciprocal teaching activity in this project aims to analyze in-depth the recount text from experience, students practice in understanding language features, generic structure, elements of text, and learning English stories.
- 4. The author provided guided practice to support reciprocal teaching activities while learning reading comprehension (joint construction).** Participants work in group exercises consisting of four people, and each has tasks related to reciprocal teaching activities such as predicting, namely the skill of making guesses by making predictions about texts based on information that is already known, clarifying, namely identifying foreign words that are not yet known to students asking is helping students to think critically, such as asking questions about the text, and summarizing is choosing the main idea or keywords in their own words to summarize the text, which can be facilitated by students to understand reading English and increase awareness of important English thinking as reading comprehension. The roles of students take turns so that everyone understands each strategy. During this exercise, the author provides guidance and guides students so that the learning process is successful.
- 5. The students presented the results of reciprocal teaching activities (independent construction).** Students are asked to share assignments in Google Classroom that they have done during class.

Data Collection

This research data are interviews taken from secondary school students about experience in Learning Reading Comprehension using Reciprocal Teaching Strategy through the Flipped Classroom. In this study, the researcher used an online written open interview to collect data conducted through a Google form. Then, the interview technique procedure adopted from the Heigham and Croker (2009) step guide:

Step 1: Prepare for the interview by outlining the list of questions.

Step 2: Prepare for the interview by specifying when, where, and how long the interview will take.

Step 3: Interact appropriately, i.e., open the interview, enter the topic, and move from topic to topic.

Step 4: Transcribe interview data.

Data Analysis

The data analysis that will be conducted is thematic analysis. Braun and Clarke (2006) claim that thematic analysis is a method for identifying, analyzing, and reporting themes in data. There are six stages in conducting thematic analysis (Braun and Clark 2016): Become Familiar with the data, Generating Initial Codes, Searching for Themes, Reviewing Themes, Defining and Naming Themes, and Writing the report.

RESULTS AND DISCUSSION

Results

Based on interview data analysis, the authors present two themes:(1) The benefits and challenges in learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method and (2) Improving collaborative learning in learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method. These themes are reflected in the research question, which explores students' experiences of learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method. The findings are presented in the form of a narrative accompanied by a discussion.

1. Benefits and challenges in learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method

The results of the interview data show that the students' experience in learning reading comprehension using reciprocal teaching strategy with the flipped classroom method provides several benefits for students. This learning can make it easier for students to understand the content of the text better and can increase new vocabulary. In learning reading comprehension, some techniques aim to make it easier for students to learn and identify recount texts, namely by identifying texts with predicting, clarifying, questioning, and summarizing strategies.

Gina said: "It can increase my vocabulary because I have read a lot and can understand recount texts by predicting, clarifying, questioning and summarizing techniques and looking up the meaning first in a digital dictionary word by word or by sentence."

Juwita said: "Can understand text by reading it over and over again and during learning can understand the content of the text by predicting, clarifying, questioning and summarizing techniques, looking for meaning in online dictionaries or Google translate word by word or sentence."

Lutsiana: "I can understand the content of the story by using predicting, clarifying, questioning and summarizing techniques, working in groups via video calls to discuss the contents of the text, and looking up the meaning of words through digital/online dictionaries word by word and sentence."

and Andryansyah said: "Being able to know the text that will be studied so that you can study it first, it is easier to understand the content of the text by predicting, clarifying, questioning and summarizing techniques, translating it using a digital dictionary per word and per sentence and by identifying the text in groups to discuss the content about the text."

Overall, the findings report many benefits of learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method for secondary students. All

students involved in this project agreed that Reading comprehension learning using reciprocal teaching strategies with the flipped classroom method could develop the content of recount texts, namely, approach and identify texts with techniques Prediction, clarifying, questioning and summarizing, developing their English vocabulary, and translating new vocabulary with the help of a digital translator to understand the text, they get a pretty good strategy in the learning process.

Even though students are actively involved in learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method, there are various benefits, such as understand the content of the text better and can increase new vocabulary. However, it is impossible that In learning reading comprehension, using the reciprocal teaching strategy with the flipped classroom method also has weaknesses and becomes a challenge for teachers and students in the learning process.

As said by Lustiana: "There are words that I do not quite understand the meaning of like "street food."

Juwita said: "It takes a long time to identify the text as in the questioning stage, which is like making questions about the text."

Andryansyah: "There is no direct interaction between group friends because the learning is online."

And Gina said: "There are words that do not understand the meaning in the text like "landed, immediately."

Although learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method has weaknesses, the number of benefits is higher. In addition, students' experiences to this learning are positive; this is evident from the student interview data.

2. Improving collaborative learning in learning reading comprehension using reciprocal teaching strategies with the flipped classroom method

The students' responses in learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method were positive. All the students involved felt that learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method provided many benefits for them; By identifying the text with predicting, clarifying, questioning, and summarizing techniques to understand the content of the text. Overall, learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method can help students become collaborative and active in understanding the content of the text. Interview data from participating students can prove the following.

Ika responded: "With my group friends, I can discuss via video calls to discuss texts using predicting, clarifying, questioning and summarizing techniques, and I can interact with teachers by asking questions which do not understand."

Lutsiana commented: "With a group of friends, it made me more active in identifying the text with predicting, clarifying, questioning and summarizing techniques to help understand the content of the text."

And, Andryansyah: "made me communicate more with my group friends in identifying texts through video calls and Whatsapp groups."

From the responses above, it is stated that all students agree with learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method because the reason is that it can make it easier for students to learn collaboratively and actively in understanding the content of the text. In addition, learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method

makes them feel happy and motivated to learn vocabulary and grammar because learning English for high school students is still very foreign; therefore, the writer provides an alternative for them to use digital dictionaries and other translation tools to understand unfamiliar words. In addition, students use repeated reading for this purpose until they can quickly understand the content of the text and can identify the text to understand the whole story text.

Discussion

Overall, these findings make two important points. First, learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method has benefits such as being able to encourage students' interest in remembering and developing unknown vocabulary, with predicting, clarifying, questioning and summarizing techniques can make it easier for students to understand the content of the text and students read more. This idea is reinforced by Boardman (2007) reciprocal teaching is an instruction developed to help students decipher language but have difficulty understanding the text.

Furthermore, the students showed a positive attitude towards learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method. In other words, learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method becomes a valuable lesson for students' experiences during the learning process. Although learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method has weaknesses, at least they can trigger students to get used to reading before and during learning. In addition, students reported that learning reading comprehension using a reciprocal teaching strategy with the flipped classroom method could help them stay focused on learning and as an evaluation material for learning by getting students' experiences about their learning.

And the second is learning reading comprehension using a reciprocal teaching strategy with the flipped classroom method can improve collaborative learning. This idea is reinforced by (Gilboy et al. 2015; Roehl et al. 2013, Tucker 2012) the flipped classrooms provide opportunities for an active learning approach in the classroom, as students can engage with previously studied material using high-level intellectual skills such as analysis, synthesis, and evaluation. In addition, the participants were motivated by learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method, which benefits learning. This technique involves students actively understanding the contents of the selected recount text with reciprocal teaching strategies, namely predicting, clarifying, questioning and summarizing techniques. With recount text, students try to adjust to familiar words because this can help them understand the text and make it easier to identify the text.

CONCLUSION

This study aims to explore the experiences of students about learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method. The results show that the five students have a positive view of learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method, which can encourage students' interest in remembering and developing a new vocabulary that they do not know, students become easier to understand the content of the text with predicting, clarifying techniques, questioning, and summarizing as well as with a digital dictionary rock to understand unknown words.

Then students become active in collaborative learning, which can expand their reading skills through video calls to discuss texts using predicting, clarifying, questioning and summarizing

techniques. Finally, the research shows that learning reading comprehension using the reciprocal teaching strategy with the flipped classroom method involves students in reading activities that can help students understand recount texts, using a flipped-classroom approach and identifying recount texts with reciprocal teaching strategies. They are enthusiastic about learning reading comprehension through these learning strategies and methods.

ACKNOWLEDGMENTS

This study project was supported by English Education Program of Universitas Singaperbangsa Karawang. The author would like to express her gratitude towards the supervisors who had been providing her their great assistance throughout her research journey.

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