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DEVELOPING STRATEGY BY USING RECIPROCAL QUESTIONING (REQUEST) STRATEGY AS A STRATEGY IN TEACHING READING COMPREHENSION FOR GRADE VIII STUDENTS OF SMPN 3 HALONGONAN TIMUR

Abstrak

Penelitian ini bertujuan untuk mengembangkan strategi dengan menggunakan strategi reciprocal questioning (request) sebagai strategi dalam pembelajaran pemahaman membaca siswa kelas VIII SMPN 3 Halongonan Timur. Penelitian ini menggunakan Model Pengembangan. Hal ini dilakukan untuk mengembangkan Reciprocal Questioning Strategy sebagai strategi dalam mengajar pemahaman bacaan. Untuk mencapai tujuan tersebut, diperlukan pendekatan penelitian yang mengkaji upaya untuk menghasilkan strategi pengajaran membaca. Oleh karena itu dalam merancang model peneliti menggunakan pendekatan Research and Development dengan mengadaptasi Model Borg and Gall. Subjek penelitian ini adalah siswa SMPN 3 Halongonan Timur, kelas VIII tahun ajaran 2021/2022. Subyek ini ditentukan dengan menggunakan teknik cluster random sampling. Peneliti menggunakan dua teknik pengumpulan data, yaitu data deskriptif kualitatif dan data kuantitatif. Data kualitatif dan hasil kuantitatif diperoleh dari ahli validasi angket, review ahli materi dan ahli strategi pengajaran. Data dari uji coba lapangan diperoleh dari komentar atau tanggapan, hasil angket dan hasil tes. Instrumen pengumpulan data dilakukan dengan cara wawancara administrasi dan penyebaran angket kepada 26 responden untuk mengetahui kebutuhan siswa. Maksud dari angket yang berkaitan dengan kesesuaian materi adalah . nilai rata-rata termasuk dalam kategori “Sangat Baik” karena berada pada interval $3,25 < x < 4$. Hasil tersebut menunjukkan bahwa bahan bacaan tersebut sesuai untuk siswa kelas VIII SMP. Peneliti menggunakan tes untuk mengetahui strategi pemahaman membaca siswa berdasarkan strategi reciprocal questioning (permintaan) sebagai strategi dan tes dilakukan dua kali; pre-test dan post-test. Kemudian, t-test digunakan untuk menganalisis data. Hasil dari data di atas adalah nilai t-test lebih tinggi dari t tabel ($13,6 > 1,711$) pada taraf signifikansi 0,05 untuk two tailed dan derajat kebebasan (df) = $26-2 = 24$. Artinya Strategi Reciprocal Questioning secara signifikan mempengaruhi prestasi pemahaman membaca siswa.

Kata Kunci: Strategi Pengembangan, Strategi Reciprocal Questioning (Request), Pemahaman Membaca

Abstract

The objective of this research was to develop speaking skills materials based on podcast as a teaching media for grade VIII students of SMPN 2 Padang Bolak. This research used Model of Development. It was undertaken to develop podcast as a teaching media. To gain the purpose, it was needed a research approach that highlights an effort to produce the teaching reading strategy. Therefore, in designing the model, the researcher used Research and Development approach by adapting Borg and Gall Model. The subject of this research was students of SMPN 2 Padang Bolak at the grade VIII in the academic year of 2021/2022. This subject was determined by using cluster random sampling technique. The researcher used two data collection techniques, they were

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descriptive qualitative data and quantitative data. Qualitative data and quantitative results were obtained from questionnaire validation expert, reviews of material expert and teaching media expert. The data was from the field trials obtained from the comments or responses, questionnaire result and test results. The instruments of data collection were gathered by administrating interview and distributing questionnaire to 20 respondents to get students' needs. The mean of the questionnaire related to the materials appropriateness is . the mean value falls into "Very Good" category since it was in the interval $3.25 < x < 4$. The result indicated that the reading materials were appropriate for Grade VIII of SMP students. The researcher used test to know the students' speaking skills based on podcast as a teaching media and the test was done twice; pre-test and post-test. Then, t-test was used to analyze the data. The result of the data above was the value of t-test was higher t table ($8.7 > 1.734$) at the level significance 0.05 for one tailed and degree of freedom ($df = 20 - 2 = 18$). It meant that speaking learning material based on Podcast significantly affected the students' speaking skills.

Keyword: *Developing Speaking Material, Podcast Media, Speaking skills*

INTRODUCTION

In Indonesia, reading is one of the English skills that every student learn since they are in junior high school. Although students are learn it for many years, some of them still have low reading comprehension ability. Based on the interview with some English teachers in SMPN 3 Halongonan Timur. The students have difficulties in mastering reading skill. The teacher said that students' reading comprehension is low. The teacher added that they still need guidance while they are reading text. The teacher often helps students by discussing a text together before the students read the text. However, the effort is not enough to improve students' reading comprehension. The students are not interested in practicing reading. They do not have motivation to practice reading.

There is one strategy that can be applied on the students' teaching reading strategy, it is Reciprocal Questioning (ReQuest) Strategy. According to Manzo (1969), the ReQuest strategy is designed to encourage students to formulate and develop their own questions, find purpose in learning, develop an inquiring attitude, and develop independent comprehension techniques. Reciprocal Questioning (ReQuest) is a variation on the Reciprocal Teaching strategy. It is a reading strategy that gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. This strategy allows students to learn to create more effective questions, models questioning techniques and proper questioning of texts. The strategy models questioning as students and teacher alternate asking and answering questions after reading specific passages.

Ching-Ying Pan in his research, in the title "Effects of Reciprocal Peer- Questioning Instruction on EFL College Students' English Reading Comprehension" found the indicate statistically significant differences in favor of reciprocal peer-questioning instruction on English reading comprehension, particularly among high- and medium proficiency students. Compared with conventional lecture instruction, reciprocal peer-questioning instruction created a more positive attitude toward learning English reading in conclusion, so we strongly recommend EFL instructors use reciprocal peer-questioning instruction college English reading classroom. Yuniarti is in her research, in her title "The Use of Reciprocal Questioning (ReQuest) Strategy in Teaching Reading Comprehension". She found of this research showed the use of ReQuest strategy was effective to the students which can be seen in the computation of data analysis that showed the mean score of post-test was 73.82, which was better than pre-test that was only obtained 53.82. And also, the computation of the effect size (ES) was 1.38 which was categorized highly effective. The previous studies have the same focused with this research, it was reciprocal questioning. Then, those studies are mostly focused on the effect of using of this strategy in improving of students' reading comprehension achievement. However, the results from most of the studies are positive. The students who received reciprocal questioning were significantly better in reading skill than those instructed through other techniques. So, in this study, the researcher will focus on the development of this strategy as reading comprehension strategy.

In this strategy, It can be said Reciprocal Questioning strategy with use asking and answering questions is able to use in teaching reading because can focus on practicing to answer

the questions besides that reading should be more practice in understanding the materials to get a good result in teaching. Therefore, the researcher is interested in developing strategy by using reciprocal questioning strategy as a strategy in teaching reading comprehension for grade VIII students of SMPN 3 Halongonan Timur.

RESEARCH METHOD

Model of Development in this research is undertaken to develop media by using Podcast as teaching media on students' speaking skills. To gain the purpose, it is needed a research approach that highlights an effort to produce the teaching speaking skills. Therefore, in designing the model, the researcher uses Research and Development.

This study is classified as a Research and Development (R&D) study which aimed to develop a Podcast for teaching listening recount text to grade X students. It adapted R&D research method proposed by Gall, Gall and Borg (2003) who stated that educational R&D findings of the research will be used to develop new products and procedures with some modifications which proposes 6 steps of R & D cycle. The steps are; 1. Gathering data and information, 2. Need Analysis, 3. Media Design, 4. Validating to Expert, 5. Revising, 6. Final Product.

Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle , which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product meets its behaviorally defined objectives.

The subject of this research were students of SMPN 3 Halongonan Timur at the Grade VIII in the academic year of 2021/2022. This subject was determined by using cluster random sampling technique.

The researcher used two data collection techniques namely descriptive qualitative data and quantitative data. Qualitative data and quantitative results were obtained from questionnaire validation expert, reviews of material expert and teaching strategy expert. The data was from the field trials obtained from the comments or responses, questionnaire result and test results. Questionnaire of validation was for instructional design expert and teacher. Questionnaire of validation was made in order that the researcher knows some suggestions and revisions should be made by the researcher. It was created to gather information about validity of the strategy. Besides, it could help researcher know the weakness of the strategy. The questionnaire was given to the expert reviewer consisting of instructional design expert and teacher. They assessed the prototype and gave suggestion to revise the prototype. The test was undertook from the questionnaire validation of the test expert. After the test was valid based on the questionnaire validation, the test was given to the subjects. Besides data from the result of the test, the documentation was needed to help the researcher run the research.

The type of data this study were qualitative data and quantitative data, the data was statistically analyzed descriptively. Qualitative data in the form of comments and suggestions for improvement of the product matter experts and media experts then analyzed and described in qualitative descriptive to revise the products developed. Qualitative data was also derived from the opinions and suggestions of the students. Then the quantitative data was obtained from the assessment scores matter experts and teaching strategy experts. After that, the researcher looked for the score average of all of the quantitative data from all validation questionnaires used this formula below:

$$P = \frac{\sum xX}{\sum xXi} \times 100\%$$

Where :

P : Percentage

\sum : Sum of validation score (was given from validator)

\sum : Sum the highest score

Validation criteria which used in the program validation were shown in the table below.

Tabel 2. Program Validation Criteria

Percentage (%)	Validation Criteria
76-100	Valid
56-75	Valid enough
40-55	Less valid

RESULT AND DISCUSSION

After the needs analysis was conducted and the results were analyzed, the next step was designing the formulating of learning material text, lesson plan and validation instruments as the planning. It was designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. It only focuses on descriptive text. The teaching-learning process was done by using Reciprocal Questioning (REQUEST) Strategy. The materials are divided into three units. Each units is described as follows.

1. Unit 1

The first unit discusses descriptive text of person. The topic is about introducing and understanding descriptive text. In this unit, the students are expected to be able to comprehend the descriptive text of person. Therefore, the given materials are the introducing of purpose, the generic structure of descriptive text, and comprehend it by using Reciprocal Questioning (REQUEST) Strategy.

2. Unit 2

The second unit discusses descriptive text of place. The topic is about introducing and understanding descriptive text. In this unit, the students are expected to be able to comprehend the descriptive text of place. Therefore, the given materials are the introducing of purpose, the generic structure of descriptive text, and comprehend it by using Reciprocal Questioning (REQUEST) Strategy.

3. Unit 3

The third unit discusses descriptive text of thing/animal. The topic is about introducing and understanding descriptive text of thing/animal. In this unit, the students are expected to be able to comprehend the descriptive text of thing/animal. Therefore, the given materials are the introducing of purpose, the generic structure of descriptive text, and comprehend it by using Reciprocal Questioning (REQUEST) Strategy.

After the draft of the learning material was developed, the next step was conducting expert judgment to evaluate the appropriateness of the product in terms of materials. The questionnaire of the materials was adapted from BSNP which evaluates the appropriateness of the content, language, presentation and lay-out. The questionnaire applied the four scales of Likert-scale. An expert judged the learning material by choosing the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. At the end of each table, there is open ended questions which allow the expert to give some comments and suggestions. The following is the elaboration of the results of expert judgment. The questionnaire for the materials aspects consists of eighteen statements which are categorized into three groups, they are appropriateness of the content, appropriateness of the language and appropriateness of the lay-out. , the mean of the questionnaire related to the materials appropriateness is . According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into “Very Good” category since it is in the interval $3.25 < x < 4$. The result indicates that the reading materials are appropriate for Grade VIII of SMP students.

The next stage, the subjects were visited and learned Reciprocal Questioning Strategy as a strategy in teaching reading comprehension. From the table score, it was obtained that result of the both the tests in the class, the lowest score for pre-test was 30 and the highest score was 75 while the lowest score for post-test was 65 and the highest score was 85. The purpose of the main field test in R & D cycle was to determine whether the product under development met its performance objectives. Generally an experimental design is used to answer this question. The result of the data above is the value of t-test was higher t table ($13.6 > 1.711$) at the level significance 0.05 for two

tailed and degree of freedom (df) = $26-2 = 24$. It means that Reciprocal Questioning Strategy significantly affects the students' reading comprehension achievement.

CONCLUSION

There are three points to be concluded based on the objectives of the study. Those are:

1. The development of reading comprehension achievement based on teaching strategy.

The needs analysis questionnaire was distributed to the students to get information about their needs and preferences. The information gained from the needs analysis covered the target needs and learning needs. The following is the description of the result of the needs analysis. As stated in the instruments, the first questionnaire was distributed to the students to get the learners' needs. Nine aspects of the questionnaire were made into eleven questions. The following is the result of the first questionnaire. From the percentage, it can be seen that most of the students, which are 38%, claim that their main goal of studying English is to be able to communicate in English fluently. The second highest tendency (31%) is to get good score. It shows that most of them will find it easier to understand the materials on descriptive texts if there are activities in which the students have to answering questions based on the texts (50%). The second highest, (27%) the students assume that reading skills improvement can be achieved by rearranging and completing sentences to make a good text. It shows that most of the students find difficulties in vocabulary, grammar and in how the texts are structured (58%). Meanwhile, the second highest score (27%) shows that the students have difficulty in understanding the grammar. It shows that most of the students want to be able to comprehend the texts and answer the questions based on the texts correctly (46%). Meanwhile, the second highest score (23%) shows that the students want to be able to read the texts fluently. It shows that most of the students choose involved many pictures/illustrations in learning input (38%). Meanwhile, the second highest score (23%) shows that the students choose involved many texts. It shows that most of the students are still unclear about the explanation of the materials about reading texts in the classroom (62%). Meanwhile, the second highest score (38%) shows that the students are clear about the explanation of the materials about reading texts in the classroom. It shows that the teacher seldom applies teaching reading strategy (58%). Meanwhile, the second highest score (19%) shows that the teacher often applies teaching reading strategy. clear about the explanation of the materials about reading texts in the classroom (43%). It shows that the students are motivated to apply in teaching reading strategy (62%). Meanwhile, the second highest score shows that the students are demotivated (19%). It can be seen that most of the students (61%) ask the teacher and friends if they find difficulty in reading a text. The second option that is chosen by the students (31%) is asking to the teacher. After the needs analysis was conducted and the results were analyzed, the next step was designing the formulating of learning material text, lesson plan and validation instruments as the planning. It was designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. It only focuses on descriptive text. The teaching-learning process was done by using Reciprocal Questioning (REQUEST) Strategy.

2. The validity of reading comprehension achievement based on teaching strategy.

After the draft of the learning material was developed, the next step was conducting expert judgment to evaluate the appropriateness of the product in terms of materials. The questionnaire of the materials was adapted from BSNP which evaluates the appropriateness of the content, language, presentation and lay-out. The questionnaire applied the four scales of Likert-scale. An expert judged the learning material by choosing the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. the mean of the questionnaire related to the materials appropriateness is . According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into "Very Good" category since it is in the interval $3.25 < x < 4$. The result indicates that the reading materials is appropriate for Grade VIII of SMP students.

3. The effectiveness of reading comprehension achievement based on teaching strategy for teaching reading.

The subjects were visited and learned Reciprocal Questioning Strategy as a strategy in teaching reading comprehension. It was obtained that result of the both the tests in the class, the

lowest score for pre-test was 30 and the highest score was 75 while the lowest score for post-test was 65 and the highest score was 85. The result of the data is the value of t-test was higher t table ($13.6 > 1.711$) at the level significance 0.05 for two tailed and degree of freedom ($df = 26 - 2 = 24$). It means that Reciprocal Questioning Strategy significantly affects the students' reading comprehension achievement.

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