



The Implementation of the Reciprocal Teaching Strategy for Enhancing Listening Comprehension

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Abstract

In order to demonstrate the value of reciprocal classroom strategies for improving students' listening abilities, this research examines the effectiveness of the approach by focuses on many modern pedagogic theories this strategy agrees with, demonstrating its efficacy as a technique that can be used in classrooms. Participating in this study were 78 students from Mulawarman University's English department. Three methods of data collection, tests, interviews, and observations have been used to gather the data. The numeric data were calculated using the ratter's indicating the rating, and the qualitative data were examined using the constant comparative method. The study's findings showed that Reciprocal Teaching should succeed in overcoming beginners' difficulties with listening, keyword detection, identifying grammar and vocabulary, and differentiating remarkable sounds. The lectures are encouraged to implement the research's findings in order to help inheritor students learn to listen through reciprocal teaching. The enhancement of Reciprocal Teaching illustrated shape implies rating of pre-check became 43, increasing to first post-test 76.6 and second post-test 87. The goal of the study is to understand how much Reciprocal Teaching helps students overcome the obstacles to effective listening as well as the learning environment that results from its use. The importance of listening skills is discussed in the final section of the paper, along with how reciprocal teaching strategies can be used to develop students' higher-order thinking abilities and then engage them in meaningful conversations that will help them speak more effectively.

Keywords: Listening Comprehension, Reciprocal Teaching Strategy

DOI : doi.org/10.24903/bej.v5i2.1358

Received	: July 2023
Accepted	: August 2023
Published	: August 2023
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1. INTRODUCTION

The reciprocal procedure can advance higher scholarly accomplishment contrasted and individual learning. Studies show students can socially share their thought, information, and procedures while learning in a bunch (Doolittle et al., 2006). Hence, since most of the teaching and learning process is completed through listening activities, listening ability is the key determinant of the success or failure of language learning. There are course descriptions for listening subjects to understand the theory of critical listening and technical critical listening. Regarding the qualifications and key concepts in the course description, the learning objectives are required to provide students with sufficient listening skills. The abilities mentioned are related to exercises that students can use to familiarize themselves with listening activities. Adding Reciprocal Teaching strategy was conceived as a conversation between a teacher and a group of students with the purpose of producing meaning (AlSarairah & Hamid, 2016). Also mention that Reciprocal Teaching is one of many explicit education strategies available (Rodli, 2018) and as in (Putra, 2021). With this approach, a class of students is encouraged to engage with the speaker in order to understand and develop meaning from passages (Spörer et al., 2009).

Ardhani, (2016) argue that listening is a talent that involves encoding the spoken sounds of ideas, feelings, and thoughts that are expressed by other people. Listening is focused on a task that is overseen or managed by a certain entity (S. M. Ahmadi, 2016). For instance, a listening exercise with a focus on comprehension, in general, might be included in a language education program. And listening also a type of activity on things that are clearer and more general to utter, it is not necessary to do so under the direct supervision of a teacher. The listening learning process can be carried out through several techniques, such as: reciting a speech, word identification, summarizing, paraphrasing, identifying and others (Nor, 2015).

The pith of listening was for quite some time perceived in English Language Educating's set of experience. Rokhanyah (2020) defined that according to a definition, the Direct Method, which first placed an emphasis on listening, was followed by the Audio-lingual Method, in which language was supplied verbally before being conveyed in written communication. Given the research findings and methodological focus on listening in, the most frequently cited justification for listening was having problems listening in large courses with little to no strategic support. The boundary existing in listening measures for students in the college, the study highlighted in this paper about how students applied Reciprocal

Teaching strategy for their listening subject. The obstacles comprised distinguishing watchwords to acquire fundamental thought, lack of vocabulary, linguistic issue, and powerless paying attention to divided among sounds. A huge number of university students have trouble distinguishing between sounds and distinguishing between British and American English pronunciation (Rokhaniyah, 2020). Despite the fact that listening vocabularies were the same when we learn reading vocabulary. Nevertheless, students were still unable to comprehend the listening. Employing a strategy might bring a new class scenario based on the condition distracting the learning process. Reciprocal Teaching has been shown to be beneficial in breaking down discommodity (Pangaribuan, 2019). In the context of a dialogue between teacher and student, the technique implemented four activities: self-directed predicting, clarifying, questioning, and summarizing (Oo et al., 2021). In general, the research on the reciprocal teaching technique tries to improve students' listening and comprehension skills by putting particular strategies into practice and assessing their efficacy.

2. METHODOLOGY

Data from both quantitative and qualitative sources were used in this study. The listening scores of the students were used to provide quantitative data from the start of the cycle to the end. On the other side, questionnaires, interviews, and field notes were used to acquire qualitative data. A pre-test and a post-test were done for quantitative data. This design is also known as a quasi-experimental design, the difference between the pre-test and post-test scores is used to evaluate the effectiveness of the intervention. This design is commonly used in educational and medical research to evaluate the impact of interventions on a single group of participants. The average results and percentages from the two tests were then determined. Because each component assessed independently, the researchers used analytical assessment to determine how well students could listen and comprehend. Yet, phrases and to summarize the results, words were required to describe qualitative data. Reciprocal Teaching has been proven to be a successful approach for developing appreciation learning in numerous earlier studies. On the other hand, this tactic is rarely used to demonstrate appreciation for listening (Rokhaniyah, 2020).

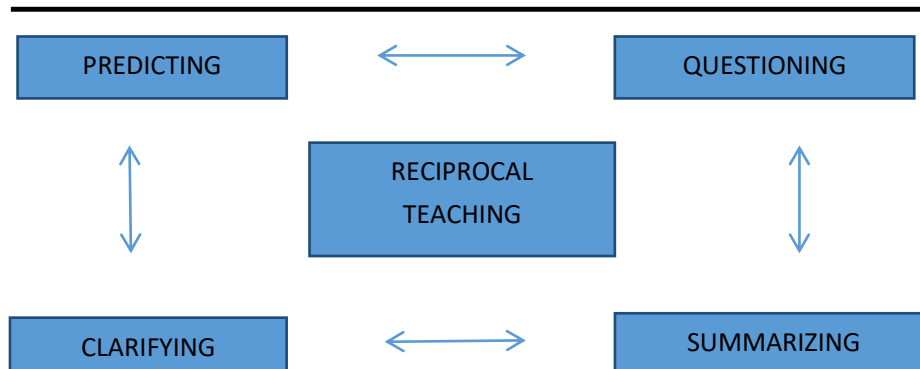


Figure 1: Reciprocal Teaching framework

3. FINDINGS

Reciprocal teaching, when used appropriately, is an approach that meets all of these criteria for effective strategy education (Satriani et al., 2022). Furthermore, the previously described case studies give a wide range of text-based models of effective strategy utilization. Reciprocal teaching is a comprehension technique that has stood the test of time, use, and empirical investigation (Palincsar & Brown, 1984). Reciprocal teaching within the higher education academic environment provides a theoretically viable avenue for building a deeper knowledge of texts or audio and even videos. Predicting, questioning, clarifying, and summarizing are four comprehension processes used by Reciprocal Teaching Method (RTM) and every students chosen their own roles, and each is assigned a certain duty, which includes a predictor, a questioner, a summarizer, and a clarifier (Palincsar & Brown, 1984).

In addition, lots of research on language teachers and students have been using various method and approach for listening to develop students' oral skill with reciprocal teaching are rarely found but in reading (Koşar & Akbana, 2021), (Kula, 2021), (Lenchuk, 2020), (Oo et al., 2021) and (Rojabi, 2021). The results demonstrated in this work provide a new perspective on reciprocal listening while every research always related it to reading comprehension such as in effectiveness of the reflection-based reciprocal teaching (RBRT) by (Oo et al., 2021) for Myanmar upper secondary school students' reading comprehension in English, also a systematic review of prospective observational studies found that reciprocal strategy emphasized positive effect for reading on Turkey Students (Kula, 2021) and how "reciprocal teaching strategies" could help low-proficiency Sixth-Form students improve their reading comprehension (Choo et al., 2011). These arguments are consistent with the findings of (M. Ahmadi & Pourhosein Gilakjani, 2012) and more divisions of methodology are closely affiliated and have common for Jordan students also by (Freihat & Al-makhzoomi, 2012). Earlier studies have not focused on this aspect, most of them delivered

various concepts of reciprocal teaching in reading areas not many of them defined various listening. Therefore, this research focused on how reciprocal teaching on listening comprehension by using the reciprocal framework.

Reciprocal Teaching strategies can promote higher intellectual performance, compared with individual learning (Munawir et al., 2022). This is because students can share ideas, knowledge, and strategies socially while studying in groups which interesting for students (Nurdianti et al., 2019). Reciprocal Teaching is a very effective method for teaching metacognitive reading and listening skills (Lenchuk, 2020). The development of learners' critical thinking abilities is aided by reciprocal teaching strategies, which can also help them succeed academically. Consequently, in secondary Palestinian physics students, reciprocal instruction has the potential to enhance critical thinking abilities, academic self-concept, and the relationship between critical thinking abilities and academic self-concept (Mafarja & Zulnaldi, 2022). When students master these metacognitive reading and listening skills, their reading and listening skills will improve. It seems that teaching strategies that focus on these skills should be implemented in the classroom. 78 students of the English department at Mulawarman University participated in this research. The interview's findings on the effect of approaching reciprocal teaching in the teaching-learning process are laid out in the table.

Table 1 reciprocal teaching in the teaching-learning process

No	Questions	Strongly agree	Agree	Disagree	Strongly disagree
1	With Reciprocal Teaching strategy I could contribute the knowledge with my classmate	42 (53, 8%)	31 (39, 7%)	4 (5, 1%)	1 (1, 2%)
2	Reciprocal Teaching strategy is one of the best strategies to comprehended listening	35 (44, 8%)	37 (47, 4%)	2 (2, 5%)	4 (5, 1%)
3	Reciprocal Teaching strategy one of the appropriate approaches for students-centred learning	28 (35, 8%)	45 (57, 6%)	3 (3, 8%)	2 (2, 5%)
4	Reciprocal Teaching strategy more self-directed for students	30 (38, 45%)	42 (53, 8%)	3 (3, 8%)	3 (3, 8%)
5	Reciprocal Teaching strategy pursued students due mutual project on class	25 (32%)	49 (62, 8%)	2 (2, 5%)	2 (2, 5%)

Based on the table 1, it shows that the students' interest in Reciprocal Teaching receives better; their participation in organizational dialogue to conquer the listening limitations is enhanced. A systematic review and meta-analysis found a strong and significant association and the result similar with the findings in two previous studies that believes reciprocal teaching strategies could improve students language comprehension

(Shadiev et al., 2014) and (Putra, 2021). Moreover, beginner learners are advocated to be receptive to every other's verbal exchange for the duration of energetic listening. When it comes to research location and discussion, the investigation of reciprocal teaching helps overcome beginners' obstacles to effective listening. The improvement is demonstrated by how adaptable the students were in raising the post-test mean score. Students can identify keywords, comprehend vocabularies, grammar and additionally discriminate amongst sounds. In addition, Reciprocal Teaching can have an effect on the teacher getting to know what's better.

Table 2: The Change in students' Listening discommodity from Pre-Test to Post-Test on Reciprocal Teaching

No	Discommodity	Total answered and percentage		Increase
		Pre-test	Post - test	
1	Detecting keyword	35%	73%	38%
2	Discriminating sounds	38%	78%	40%
3	Identifying grammar and vocabularies from audio	56%	79%	23%

The effective teaching-learning process is substantially impacted by the use of reciprocal teaching. Reciprocal teaching is not the only method for helping kids who struggle with listening comprehension. In order to achieve a higher outcome in listening comprehension, it must be supported by additional elements such as the function of the lecturer during class and the level of student engagement. Lecturers are advised to confirm that students understand how to use reciprocal teaching before putting it into practice. Lecturers should design entertaining learning exercises so that students have plenty of chances to explore their concepts and gain knowledge. It was found that such an approach produce good quality results after 2-3 meetings using reciprocal strategy. Some students were unwilling to speak or participate at first. And when asked a question, they typically turned to face their fellow classmates instead of getting up to respond. The condition worsened due to unsuccessful classroom activities. Furthermore, some of them still hesitated to participate in the activities planned by the researchers on the first meeting. The above situation allowed the researchers to continue the second cycle and effectively review the lesson plan. Therefore the field note of observation stated that the Reciprocal Teaching approach in the classroom situation was not concluded as a significant change in the beginning.

(Jones & Jones, 2021) mention that Reciprocal Teaching required several stages to be implemented. Start with Predicting assisted students in gaining a general idea by utilizing their prior knowledge. Clarifying helped students understand difficult aspects of the text-audio. When the researchers asked students to clarify, they engaged in critical evaluation, which was perplexing. Students with a higher level of comprehension would assist students with a lower level of comprehension. Questioning provided a context for deeply exploring the text-audio and ensuring the meaning construction. The strategy could help students advocate for either implicit or explicit textual information from the audio. Summarizing allows students to identify key ideas and information in a text-audio. As a result, the strategy may assist students in determining the main idea of the text. Students used this strategy to form hypotheses about the text-audio. The result of the test improved as shown in the table below:

Table 3: The Change in students' Listening discommodity from the first post-test to the second post-test on Reciprocal Teaching

No	Discommodity	Total answered and percentage		Increase
		First Post-test	Second Post - test	
1	Detecting keyword	73%	86%	13%
2	Discriminating sounds	78%	88%	10%
3	Identifying grammar and vocabularies from audio	79%	87%	8%

4. DISCUSSION

Discommodity is the basic level that leads to a loss of confidence and makes it very difficult to believe that listening is hard for students because native speakers speak too fast. This obstacle causes students to ignore the meaning of passages; therefore, they cannot understand what this passage is about. In order to deal with the monitoring failure, a skilled listener will automatically use some methods to solve it. For students, the mutual teaching of being accustomed to foreign language learning is very important. Mutual education has also played a significant role in stimulating basic senses such as listening, reading, speaking and making students more active in the classroom. And do not forget to mention it also can improve students' grammatical skills and vocabulary. The learner can identify keywords to determine the correct topic for the listening task and understand various English accents. The reciprocal Teaching strategy is one of the many methods of explicit teaching (Rojabi, 2021) can maintain it. This strategy encourages a group of students to interact with the teacher to construct meaning and build understanding from the passage or audio. After several lesson plan improvements by using reciprocal strategy in several meetings then students show increased ability to understand all the detail from the audio implemented on their audio that their listened to. The findings of this study demonstrate that using Reciprocal Teaching

strategy can increase student engagement and foster cognitive and social growth. After students implementing Reciprocal Teaching in learning, their trouble has been minimized. The results of the implementation of Reciprocal Teaching are mainly divided into two aspects: (1) Reciprocal Teaching can overcome the learning difficulties of effective listening; (2) Reciprocal Teaching can affect the classroom situation. The results were directly compared with the previously reported findings that reciprocal strategy can motivated students to increasing their listening ability (Darti & Asmawati, 2017). It is expected by other researchers anticipate that the findings of this study will serve as a further resource for research into how to improve learning, particularly in listening. They ought to conduct additional investigation to determine the weakness that persists.

5. CONCLUSION

The research can conclude that the Reciprocal Teaching strategy in listening positively increased their comprehension. The findings of the studies have pedagogical implications for Reciprocal Teaching. The suitable preference of technique or approach will provide a terrific effect in each manner and end result of the coaching and getting to know itself. Reciprocal Teaching additionally seems to construct greater large results for beginners as meditated for enhancing instructional achievement. Additionally, it enables students to learn the genuine language and helps them communicate in real conversations. Reciprocal teaching can make the listening text content more understandable as a result.

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