IMPLEMENTING RECIPROCAL TEACHING STRATEGY IN READING COMPREHENSION OF NARRATIVE TEXT AT MA AL AMIEN AMBULU

THESIS

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JULY 2026

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THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Department
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It has been examined and approved by the board of examiners in fulfillments of
The requirements for the bachelor degree of education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Department
English Education Program

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MOTTO

اِنَّ مَعَ الْعُسْرِ يُسْرًاۙ فَاِنَّ مَعَ الْعُسْرِ يُسْرًاۗ

‘"For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease." (QS. Al Insyirah 94: 5-6).[1]

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[1] Al-Qur’an Online, Al Insyirah 94: 5-6, https://quran.nu.or.id/al-insyirah/5-6

DEDICATION

With deepest gratitude to Allah SWT, the researcher dedicates this humble work to:

I sincerely dedicated this thesis to:

1. My beloved father, Makhsus Rosyadi. His tireless efforts and hard work to ensure his children have a brighter future inspire me to always give my best. My deepest gratitude for all the guidance.
2. My beloved mother, Nurul Aini who always prays for the best for me and never gives up in the face of the struggle, gives me the strength to keep moving forward. Thank you for your endless love and sacrifices, im so grateful to have them in my life.

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ACKNOWLEGMENT

Alhamdulillahi rabbil 'alamin. Praise be to Allah, Lord of the Worlds. By His grace, He has given us strength in moments of doubt and illuminated our path when darkness surrounds us, enabling the successful completion of this thesis titled **"Implementing Reciprocal Teaching Strategy in Reading Comprehension of Narrative Text at MA Al Amien Ambulu"**. Peace and endless blessing be upon our noble Prophet Muhammad SAW, family, and friends who have guided us onto the path blessed by Allah SWT, the path of islam.

This thesis is the author's final project to earn a bachelor's degree from the Faculty of Education and Teacher Science, English Education Study Program, Kiai Haji Achmad Siddiq State Islamic University Jember. In the preparation of this thesis, the author received support and encouragement from various parties. Therefore, with all humility, the author would like to express gratitude to:

1. Prof. Dr. Hepni, S.Ag., M.M., as Rector of the State Islamic University Kiai Haji Achmad Siddiq Jember.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si., as Dean of the Faculty of Education and Teacher Education at Kiai Haji Achmad Siddiq State Islamic University Jember.
3. Dr. Nuruddin S.Pd.I., M.Pd.I., as Head of the Department of Islamic Religious Education and Language.
4. Dewi Nurul Qomariyah, S.S., M.Pd., as Head of the Program of English Language Education, as well as my respected thesis advisor, who has always provided insightful and constructive guidance that has been invaluable through this research journey.
5. Moh. Rofid Fikroni, M.Pd., the researcher's academic advisor, whose support and guidance played crucial role in shaping the researcher's academic development.

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6. All faculty members of the English Language Education Department, for their dedication and valuable lessons that have significantly contributed to the researcher's academic and intellectual growth
7. Zaenal Arifin, S.Pd, M.Pd., Principal of MA Al Amien Ambulu, for his welcome and support that enabled the researcher to conduct the study at his school.
8. Arif Nurdiansyah, S.Pd, an English teacher at MA Al Amien Ambulu, for his assistance, openness, and cooperation throughout the research process. His cooperation greatly facilitated the research and access to the classroom.
9. The 11th-grade students at MA Al Amien who served as the subjects of this study. Their participation was crucial to the success of this research. May this thesis serve as a small mark of gratitude for their contributions to the advancement of English language education.

Jember, June 5, 2026

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ABSTRACT

M. Rivkhi Hisbullah, 2026: Implementing Reciprocal Teaching Strategy in Reading Comprehension of Narrative Text at MA Al Amien Ambulu

Keyword: *Reciprocal Teaching, Reading Comprehension, Narrative Text*

Reading comprehension is one of the essential skills in learning English, particularly in understanding narrative texts. However, many students at MA Al Amien Ambulu experienced difficulties in comprehending narrative texts due to limited vocabulary, low participation, dependence on teacher explanations, and the use of conventional reading instruction. Although the school has implemented Kurikulum Merdeka, classroom practices were still largely teacher-centered. To address these challenges, the English teacher implemented Reciprocal Teaching as an interactive strategy to encourage students to become more active, collaborative, and strategic readers.

The focused of this research were: (1) How does the teacher implement Reciprocal Teaching in reading comprehension of narrative texts among senior high school students at MA Al Amien Ambulu? and (2) How do the students respond to the application of Reciprocal Teaching strategy in reading comprehension of narrative texts at MA Al Amien Ambulu?. Based on the research focused, the objectives of this study were: (1) to describe the process of Reciprocal Teaching implementation in reading comprehension of narrative texts at MA Al Amien Ambulu, and (2) to analyze students' responses toward the application of Reciprocal Teaching strategy in reading comprehension of narrative texts.

This study employed a qualitative descriptive design. The research was conducted at MA Al Amien Ambulu, involving an English teacher and students of class XI IPS 1 as the research participants. Data were collected through classroom observations, interviews, and document reviews. The data were analyzed using the interactive model of data analysis, including data condensation, data display, and conclusion drawing. The validity of the data was ensured through source and technique triangulation.

The findings revealed that Reciprocal Teaching was implemented systematically through several stages, including teacher modeling, guided practice, group discussions, role rotation, presentations, and reflection activities. The strategy integrated four main activities: predicting, questioning, clarifying, and summarizing. The implementation encouraged students to participate actively in collaborative learning and gradually reduced their dependence on the teacher. Students showed positive responses toward the strategy, becoming more engaged, confident, motivated, and active during reading activities. Furthermore, the strategy helped students improve their understanding of narrative texts, identify important information, comprehend vocabulary in context, and interpret the moral values of the stories. In conclusion, Reciprocal Teaching was implemented effectively in reading comprehension of narrative texts at MA Al Amien Ambulu and successfully promoted active, student-centered learning.

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CHAPTER I
INTRODUCTION

A. Research Context

English has an essential role in global communication as an international language. In Indonesia, English is taught as the primary foreign language from elementary school up to university level. Along with the increasing public interest and demand to master English, its importance continues to grow, particularly because it functions as an effective medium of communication in the globalization era.[2]

In learning English, students are required to master four major language skills: listening, speaking, reading, and writing. Among these skills, reading is often regarded as one of the most important abilities because it serves not only as an independent skill but also as a basis for developing other language competencies. This perspective is supported by Chitra, who states that reading comprehension and reading skills significantly contribute to the improvement of overall language proficiency.[3]

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Reading is more than an act of decoding words; it is a complex cognitive process involving the construction of meaning, interpretation, and critical engagement with text. As stated by Snow, effective reading instruction

[2] Adinda Aulia Rahmah, "Evaluation of the Importance of English as a Foreign Language in Elementary Schools in Indonesia," *Journal Of Foreign Language Learning and Teaching* 3, no. 1 (2023): 52–63, https://doi.org/10.23971/jfllt.v3i1.6894.

[3] Ms Chitra Sharma dan Shaifali Rachna Puri, "The Importance of Four Basic Skills in Learning English," *The Genesis* 7, no. 4 (2020): 33–36, https://doi.org/10.47211/tg.2020.v07i04.007.

must go beyond vocabulary and grammar; it requires teachers to model, scaffold, and guide students in constructing meaning actively.[4] Similarly, Grabe and Stoller emphasize that teaching reading comprehension involves training students to use strategic and metacognitive processes-predicting, questioning, summarizing, and inferring during reading. Based on these perspectives, the performance of teaching reading comprehension determines how far learners can transfer linguistic input into conceptual understanding, making it a central concern in English as a Foreign Language (EFL) education, especially in contexts where English is not the primary medium of communication like Indonesia.[5]

Reading comprehension is very challenging in the Indonesian EFL context, as students are expected to understand English texts despite limited exposure to the language outside the classroom. At the secondary level, this challenge becomes more complex due to the diversity of students' linguistic backgrounds and learning readiness.[6] Especially within the context of students in Madrasah Aliyah (MA), an Islamic-based senior high school, the challenge is not only linguistic but also motivational, as English is often seen as distant from their daily religious and cultural context. The ability to comprehend texts is developed through systematic instruction, Brown argued that comprehension

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[4] Catherine E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, with United States dan Science and Technology Policy Institute (Rand Corporation) (Rand, 2002).

[5] William Grabe dan Fredricka L. Stoller, *Teaching and Researching Reading*, Second edition, Applied Linguistics in Action (Routledge, Taylor & Francis Group, 2013).

[6] Agustina Ramadhianti dan Sugianti Somba, "Reading Comprehension Difficulties in Indonesian Efl Students," *Journal of English Language Teaching and Literature (JELTL)* 6, no. 1 (2023): 1–11, https://doi.org/10.47080/jeltl.v6i1.2477.

results from the interplay between reader, text, and context, mediated by instructional design. Therefore, teachers must create learning environments that develop both bottom-up decoding and top-down reasoning. However, in many Indonesian EFL classrooms, reading is often taught traditionally, focusing on translation and teacher explanation rather than comprehension strategies.[7]

This condition is visible in classrooms that have formally adopted Kurikulum Merdeka, which emphasizes student-centered, differentiated, and project-based learning. In principle, Kurikulum Merdeka views teachers as facilitators who design meaningful learning experiences for students' needs and learning profiles. However, Mairoza et al. found that many teachers acknowledge their facilitative role in theory but still default to teacher-centered instruction in practice.[8]

Similarly, Kamal reported that senior high schools implementing Kurikulum Merdeka encountered difficulties such as limited English course time and student engagement, leading to only partial implementation of student-centered ideals. Such evidence suggests that although Kurikulum Merdeka encourages metacognitive and collaborative reading practices, many classrooms continue to rely on passive instruction and teacher-centered

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[7] H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (Pearson Longman, 2007).

[8] Destri Mairoza dkk., "An English Teachers' Perspectives on Differentiated Instruction in 'Kurikulum Merdeka': A Case Study in SMA Kabupaten Solok," *Lectura : Jurnal Pendidikan* 15, no. 1 (2024): 207–21, https://doi.org/10.31849/lectura.v15i1.18276.

methods, underlining the importance of strategies like Reciprocal Teaching to bridge the curriculum policy and practice gap.[9]

In the context of Islamic education, this pedagogical emphasis on deep comprehension and active engagement with texts is not merely a modern curricular requirement, but also deeply rooted in Islamic values. The first revelation received by the Prophet Muhammad was the command to read, as in Surah Al-Alaq:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ

Meaning: Read in the name of your Lord who created (QS. Al-Alaq: ١)[10]

This verse indicateds that Islam views reading not merely as the act of pronouncing written words, but as a process of understanding, reflecting on, and acquiring knowledge. Therefore, reading comprehension holds both intellectual and spiritual value because it enables students to gain deeper understanding and apply knowledge meaningfully in their lives.

However, this sublime Islamic ethos and the student-centered ideals of Kurikulum Merdeka face significant hurdles in reality, creating a pedagogical gap that is clearly evident at MA Al Amien Ambulu. Although the school has formally adopted Kurikulum Merdeka, the implementation in the English classroom has not yet reached the level of student-centered learning suggested by the curriculum. Preliminary observations indicated that students consistently face problems in reading comprehension, such as difficulty

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[9] Shofia Kamal, "Kurikulum Merdeka in Two Senior High Schools: Its Implementation in Efl Classroom," *Global Expert: Jurnal Bahasa dan Sastra* 11, no. 2 (2024): 60–63, https://doi.org/10.36982/jge.v11i2.3426.

[10] *Al-Qur'an, Surah Al-'Alaq [96]: 1.*

identifying main ideas, limited vocabulary, and an inability to interpret meaning from context. Specifically, a significant number of students appeared uncertain and disengaged when presented with English texts. Many struggled with unfamiliar vocabulary, frequently pausing to search for word meanings in notebooks or dictionaries rather than trying to infer meaning from context. Some students were also observed not paying full attention during instructions, suggesting a disconnect between instructional delivery and engagement. Moreover, reading activities were dominated by the teacher reading aloud, followed by translation. Preliminary interviews with the English teacher revealed that classroom activities are still largely focused on literal translation because, with available class hours, it is difficult to move beyond basic text coverage. The teacher noted that while some students genuinely lacked competence, others appeared capable but unmotivated, choosing to remain passive during group or whole-class activities.

This pattern reflects what Rojabi found in similar EFL settings, where students exhibit limited metacognitive awareness and overdependence on the teacher due to traditional teaching methods.[11] Hamra and Syatriana similarly observed that Indonesian EFL students frequently struggle with inferential comprehension due to insufficient exposure to strategy-based reading instruction.[12] According to Klinger et al., teachers who incorporate explicit

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[11] Ahmad Ridho Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension," *VELES Voices of English Language Education Society* 5, no. 2 (2021): 132–42, https://doi.org/10.29408/veles.v5i2.3860.

[12] Arifuddin Hamra dan Eny Syatriana, "A Model of Reading Teaching for University EFL Students: Need Analysis and Model Design," *English Language Teaching* 5, no. 10 (2012): p1, https://doi.org/10.5539/elt.v5n10p1.

strategy instruction can significantly improve students' ability to plan, monitor, and evaluate their reading processes. However, such methods are rarely implemented consistently in semi-urban areas like Ambulu, Jember, where teaching practices often prioritize exam preparation over comprehension development.[13]

The challenges in reading comprehension become increasingly evident when students encounter narrative texts. According to Anderson and Anderson, narrative texts require students not only to understand vocabulary, but also to comprehend chronological sequences, character development, conflicts, resolutions, and moral values embedded in the story.[14] However, classroom observations revealed that students' comprehension was generally limited to identifying literal information, such as characters and settings, while they still struggled to recognize deeper elements, including the complication and resolution of the story.[15] Vaughn explain that struggling readers often focus only on surface-level information and experience difficulties constructing deeper meaning from texts. Without appropriate reading strategies, students often become overwhelmed by linguistic complexities and fail to connect events into a coherent and meaningful narrative.[16] Therefore, a structured instructional strategy is needed to guide students in understanding not only the

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[13] Andrea Elston dkk., "The Role of Explicit Teaching of Reading Comprehension Strategies to an English as a Second Language Learner," *South African Journal of Childhood Education* 12, no. 1 (2022), https://doi.org/10.4102/sajce.v12i1.1097.

[14] *Anderson, Mark, and Kathy Anderson. Text Types in English 2. South Yarra, Victoria: Macmillan Education Australia, 1998.*

[15] *Observation at MA Al Amien, November 10,2025*

[16] *Sharon Vaughn, Teaching Reading Comprehension to Students with Learning Difficulties, 3rd ed, with Janette K. Klingner dan Boardman, Alison, The Guilford Series on Intensive Instruction Series (Guilford Publications, 2024).*

words in the text, but also the meaning and message conveyed through the story.

To address these challenges, many scholars recommend interactive instructional approaches such as Reciprocal Teaching (RT), developed by Palincsar and Brown in 1984. Reciprocal Teaching applies four main strategies, namely predicting, questioning, clarifying, and summarizing, which help students develop reading comprehension through collaborative dialogue and active interaction. In this approach, the teacher first demonstrates the strategies and gradually transfers responsibility to students through guided practice. Oczkus explains that Reciprocal Teaching is a flexible instructional framework that encourages students to become active constructors of meaning through cooperative discussion. Students work in small structured groups and take turns acting as discussion leaders, allowing them to participate more actively in the learning process and reducing dependence on the teacher.[17] In addition, Rosenshine and Meister state that Reciprocal Teaching provides effective scaffolding that improves students' reading comprehension and metacognitive awareness, which eventually supports greater reading independence and long term learning autonomy.[18]

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Palincsar and Brown (1984) emphasized that the primary purpose of Reciprocal Teaching is to help students construct meaning from texts and monitor their own comprehension processes. This objective is highly relevant

[17] Lori D. Oczkus, *Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension*, 2nd ed (International Reading Association, 2010).

[18] Barak Rosenshine dan Carla Meister, "Reciprocal Teaching: A Review of the Research," *Review of Educational Research* 64, no. 4 (1994): 479, https://doi.org/10.2307/1170585.

to the metacognitive difficulties observed at MA Al Amien Ambulu, where students still struggle to actively engage with and interpret reading materials. The four main strategies in Reciprocal Teaching also closely correspond to the characteristics of narrative texts. Through predicting, students can anticipate the development of the plot; through questioning, they can explore conflicts and important events in the story; through clarifying, they can identify and understand unfamiliar vocabulary or confusing parts of the text; and through summarizing, they can recognize the resolution and overall message of the story. Therefore, Reciprocal Teaching is considered an appropriate and relevant strategy to address the specific reading comprehension challenges experienced by students in this context.

Recognizing these persistent reading comprehension problems, the English teacher at MA Al Amien Ambulu, Mr. Arif, has begun implementing Reciprocal Teaching to encourage students' active participation and improve their strategic reading ability. This initiative is considered important because classroom observations showed that many students still experienced significant difficulties in comprehending narrative texts. Most students were only able to identify explicit information such as characters, settings, and simple events, but they struggled to interpret implicit meanings, identify the complication and resolution, understand character motivations, and connect events into a coherent storyline. During reading activities, students also tended to wait for explanations from the teacher rather than actively constructing meaning

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independently. As a result, classroom interaction became dominated by teacher explanation, while students remained passive recipients of information.[19]

This condition becomes more urgent considering that MA Al Amien Ambulu has implemented Kurikulum Merdeka, which emphasizes student centered learning, active participation, critical thinking, collaboration, and independent learning. In reality, however, the reading classroom still reflected several characteristics of conventional instruction, where students relied heavily on teacher guidance and showed limited metacognitive awareness while reading English texts. If this issue continues without appropriate intervention, students may develop long term surface level reading habits that negatively affect not only their academic achievement in English, but also their ability to think critically, interpret information, and participate actively in the learning process. Furthermore, narrative texts are one of the main text genres taught in senior high school English classes and require students to understand not only language forms, but also plot development, conflicts, resolutions, and moral messages. Without appropriate reading strategies, students may continue to face difficulties in understanding texts deeply and meaningfully.

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For these reasons, investigating the implementation of Reciprocal Teaching at MA Al Amien Ambulu becomes highly relevant and necessary. Reciprocal Teaching offers structured reading activities that guide students to predict, question, clarify, and summarize texts collaboratively, enabling them to become more active and strategic readers. Therefore, this research does not

[19] Observation at MA Al Amien, November 10th, 2025.

merely focus on describing the implementation of Reciprocal Teaching, but also seeks to explore students' responses, participation, and learning experiences during the instructional process.

These classroom findings are consistent with several previous studies on Reciprocal Teaching and reading comprehension in EFL contexts. Rojabi found that Reciprocal Teaching significantly improved university students' reading comprehension and classroom engagement through collaborative learning activities.[20] However, the study focused on higher education students and employed a quantitative approach that mainly measured students' achievement scores. Ahmed, through a systematic review study, concluded that Reciprocal Teaching effectively enhances students' reading comprehension, metacognitive awareness, and participation across various educational contexts.[21] Nevertheless, the study only synthesized findings from previous research and did not explore the actual classroom implementation process in specific school settings. Meanwhile, O'Hare et al. revealed that Reciprocal Reading interventions were effective in improving reading comprehension among primary school students, especially struggling readers in disadvantaged schools. However, the research was conducted in primary education contexts and focused mainly on quantitative measurement of students' progress.[22]

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[20] Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension."

[21] Rafik Ahmed Abdelmoati Mohamed, "Reciprocal Teaching as a Cognitive and Metacognitive Strategy in Promoting Saudi University Students' Reading Comprehension," *Open Education Studies* 5, no. 1 (2023): 20220200, https://doi.org/10.1515/edu-2022-0200.

[22] Liam O'Hare dkk., "Comparing the Effectiveness of Two Reciprocal Reading Comprehension Interventions for Primary School Pupils in Disadvantaged Schools," *British Journal of Educational Psychology* 93, no. 4 (2023): 1123–45, https://doi.org/10.1111/bjep.12623.

Although many previous studies have demonstrated the effectiveness of Reciprocal Teaching in improving students' reading comprehension, several research gaps still remain. Most previous studies primarily focused on quantitative outcomes such as students' achievement and test scores through experimental or quasi experimental designs, while limited attention has been given to the actual classroom implementation process and students' experiences during learning activities. In addition, many studies were conducted in university contexts, primary schools, or broader systematic review settings, whereas relatively few studies have explored the implementation of Reciprocal Teaching in Indonesian Islamic senior high schools, particularly in semi urban areas such as Ambulu, Jember. Previous research also tended to discuss reading comprehension in general rather than focusing specifically on narrative text comprehension, which requires students to understand plot development, conflicts, resolutions, and moral values through strategic reading processes. Furthermore, research examining Reciprocal Teaching within the context of Kurikulum Merdeka is still limited, even though the curriculum strongly emphasizes student centered learning, collaboration, and metacognitive development. Therefore, this study seeks to fill these gaps by exploring the implementation of Reciprocal Teaching in reading comprehension of narrative texts at MA Al Amien Ambulu through a qualitative case study approach that focused not only on the instructional process, but also on students' responses, participation, and learning experiences during the implementation of the strategy.

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Based on this situation, the researcher conducted a study entitled "Implementing Reciprocal Teaching Strategy in Reading Comprehension of Narrative Texts at MA Al Amien Ambulu." This study aims to analyze how Reciprocal Teaching supports students' reading comprehension and to examine how students respond to the strategy in classroom practice. The findings are expected to provide practical contributions for English teachers in implementing interactive reading instruction that aligns with the principles of Kurikulum Merdeka and contemporary reading pedagogy.

B. Research Questions

According to the research background, the research questions of this thesis are:

1. How does the teacher implement Reciprocal Teaching Strategy in reading comprehension of narrative texts among Senior High School students at MA Al Amien Ambulu?
2. How do the students respond to the implementation of Reciprocal Teaching strategy in reading comprehension of narrative texts at MA Al Amien Ambulu?

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C. Research Objective

Based on the research questions, the researcher has tried to arrange the research objectives as follows:

1. To describe the process of Reciprocal Teaching Strategy implementation in reading comprehension of narrative texts at MA Al Amien Ambulu.

2. To analyze students' responses towards the implementation of Reciprocal Teaching as a reading comprehension strategy in narrative texts at MA Al Amien Ambulu.

D. The Significance of the Research

Based on the research objectives that have been explained, it is hoped that this research can provide the following benefits:

1. Theoretical Significance

   Theoretically, this research is useful to provide information and knowledge about Reciprocal Teaching and its relevance within the Indonesian educational context. By examining the use of Reciprocal Teaching in reading comprehension of narrative texts at the senior high school level, the research broadens existing perspectives on the role of collaborative instructional approaches in promoting student engagement and metacognitive awareness in EFL reading. It enriches the existing literature that advocates for the integration of active learning strategies in language education, especially in semi-urban Islamic school contexts such as MA Al Amien Ambulu.

2. Practical Significance

   a. For Researchers

      Provide new knowledge and direct experience regarding the use of Reciprocal Teaching in reading comprehension of narrative texts, particularly in the context of Indonesian EFL senior high school classrooms.

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b. For Teachers

The use of Reciprocal Teaching offers practical insights for English teachers to improve their students' reading comprehension skills. Teachers can incorporate these strategies into their own classrooms, leading to more interactive and engaging reading lessons that move beyond traditional translation-based instruction.

c. For Students

Provide opportunities to strengthen their reading comprehension of narrative texts through the use of active reading strategies. This can help students become more independent readers, improve their metacognitive thinking skills, and support better academic achievement in the classroom.

d. For School

It is expected to help improve student learning outcomes, especially in English language learning, and to serve as a reference for implementing student-centered instructional strategies in line with the Kurikulum Merdeka framework.

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E. Definition of Key Term

To avoid misunderstanding and ensure conceptual clarity, the following terms are defined as they are used in this study:

1. Reading Comprehension

Defined as the cognitive ability to construct meaning from written texts, which includes understanding vocabulary, identifying main ideas,

making inferences, and critically interpreting the content. It is more than just reading words correctly. It is a key skill that allows students to truly engage with written materials and apply their understanding in various academic contexts.

2. Narrative Text

Narrative text refers to a type of written text that tells a story, either real or fictional, with the purpose of entertaining or conveying a moral message to the reader. A narrative text typically consists of three structural elements: orientation, which introduces the characters, setting, and time of the story; complication, which presents the central conflict or problem; and resolution, which describes how the conflict is resolved. In the context of this study, narrative text refers to the English narrative texts used as the reading materials for the eleventh-grade students of XI IPS 1 at MA Al Amien Ambulu during the implementation of Reciprocal Teaching. The narrative text used in this study was The Tale of the Three Brothers, through which students practiced the four Reciprocal Teaching strategies to improve their reading comprehension.

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3. Reciprocal Teaching

Reciprocal Teaching refers to an instructional approach that promotes collaborative learning by engaging students in the activities of predicting, questioning, clarifying, and summarizing during reading. These strategies are applied systematically to support students' reading comprehension and active involvement with the text. In the context of this

study, Reciprocal Teaching refers to the strategy implemented by the English teacher in XI IPS 1 at MA Al Amien Ambulu during the teaching of narrative texts. The strategy was carried out through teacher modeling, guided practice, collaborative group discussions, and students' application of the four Reciprocal Teaching strategies while reading The Tale of the Three Brothers.

F. Structure of Thesis

The structure outlines the progression of the thesis, beginning with the introduction and continuing through to the conclusion. Rather than presenting a table of contents, this section describes the systematic organization of each chapter in a narrative format. The explanation is as follows:

Chapter I presents the introduction of the thesis, which includes the research context, formulation of the research focused, objectives of the study, significance of the research, definitions of key terms, and an overview of the systematic discussion.

Chapter II provides a review of related literature, covering previous studies relevant to the topic and the theoretical framework that underpins the research.

Chapter III elaborates on the research methodology, including the research design, subjects of the study, data sources, methods of data collection and analysis, and procedures to ensure data validity.

Chapter IV presents a description of the research object, followed by the findings and a discussion of the results in relation to the research focused and theoretical framework.

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Chapter V outlines the conclusions drawn from the study and provides suggestions based on the research findings.

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CHAPTER II
LITERATURE REVIEW

A. Previous Research

Before conducting this study, the researcher reviewed several previous studies related to the topic. The following are studies that support this research:

1. The research conducted by Ahmad Ridho Rojabi with the title "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension"[23]

   This study investigated the impact of the Reciprocal Teaching Method on improving reading comprehension among EFL university students, focusing on their ability to understand and engage with texts. Many EFL learners struggle with reading comprehension due to unengaging, teacher-centered methods, leading to low motivation and poor performance. Conducted at a university in Indonesia, the research employs a quasi-experimental design with pretest-posttest assessments. The participants were divided into two groups, an experimental group taught using Reciprocal Teaching and a control group using conventional methods. Quantitative data from reading comprehension tests were analyzed using t-tests, revealing a significant improvement in the experimental group's scores ($p < 0.05$). The collaborative nature of Reciprocal Teaching also increased student engagement. The study

[23] Ahmad Ridho Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension," Voices of English Language Education Society 5, no. 2 (2021): 132–142. https://doi.org/10.29408/veles.v5i2.3860.

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concludes that Reciprocal Teaching is effective for university-level EFL learners but suggests further exploration of student responses to enhance its application.

2. The research conducted by Ting Pick Dew et. al with the title "The Effectiveness of Reciprocal Teaching as Reading Comprehension Intervention: A Systematic Review".[24]

This study conducted a systematic review to evaluate the effectiveness of Reciprocal Teaching as an intervention for improving reading comprehension across various educational levels, focusing on its ability to enhance students' understanding of texts, critical thinking, and engagement in learning. Many students struggle with reading comprehension due to passive, traditional teaching methods that fail to promote active interaction. Conducted by researchers at the Universiti of Malaysia Sabah, this study synthesized findings from multiple peer-reviewed articles, employing a systematic review methodology to analyze both quantitative and qualitative data on Reciprocal Teaching's impact in diverse contexts, including primary, secondary, and tertiary education. The results indicated that Reciprocal Teaching, through its strategies of predicting, questioning, clarifying, and summarizing, significantly improves reading comprehension across subjects, with consistent evidence of enhanced student engagement and metacognitive skills. However,

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[24] Ting Pick Dew dkk., "The Effectiveness of Reciprocal Teaching as Reading Comprehension Intervention: A Systematic Review," *Journal of Nusantara Studies (JONUS)* 6, no. 2 (2021): 156–84, https://doi.org/10.24200/jonus.vol6iss2pp156-184.

challenges such as inadequate teacher training and time constraints during implementation were frequently reported. The study concludes that Reciprocal Teaching is a highly effective intervention for boosting reading comprehension but recommends comprehensive teacher professional development and structured implementation frameworks to address barriers and ensure its successful adoption in varied educational settings.

3. The research conducted by Rafik Ahmed with the title "Reciprocal Teaching as a Cognitive and Metacognitive Strategy in Promoting Saudi University Students' Reading Comprehension".[25]

This study examined the effect of Reciprocal Teaching on reading comprehension among Saudi university students, focusing on vocabulary acquisition and inference skills. Many students face challenges in understanding English texts due to limited vocabulary and passive learning approaches, resulting in weak comprehension. Conducted at a Saudi Arabian university, this mixed-methods study used a pretest-posttest design for 50 students, with the experimental group receiving Reciprocal Teaching instruction and the control group following traditional methods, supplemented by semi-structured interviews for qualitative insights. Results show significant improvements in the experimental group's vocabulary and inference skills ($p < 0.01$). Interviews revealed that students enjoyed the interactive strategy but had challenges in questioning

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[25] Rafik Ahmed Abdelmoati Mohamed, "Reciprocal Teaching as a Cognitive and Metacognitive Strategy in Promoting Saudi University Students' Reading Comprehension," Open Education Studies 5, no. 1 (2023): 48–66. https://doi.org/10.1515/edu-2022-0200.

due to limited vocabulary. The study suggests that Reciprocal Teaching is highly effective but recommends integrating vocabulary-building activities to address student challenges

4. The research conducted by Nofouz Mafarja et. al "Using of Reciprocal Teaching to Enhance Academic Achievement: A Systematic Literature Review".[26]

This study conducted a systematic literature review to explore the use of Reciprocal Teaching in enhancing academic achievement across various educational contexts, focusing on its impact on student comprehension and engagement. Many students struggle with academic performance due to traditional, teacher-centered methods that limit active participation and critical thinking, leading to suboptimal learning outcomes. Conducted by researchers at the University of Malaya, the study analyzes existing literature using a systematic review approach, synthesizing findings from diverse studies on Reciprocal Teaching's application in subjects like reading, mathematics, and science. The results indicated that Reciprocal Teaching consistently improves academic achievement by fostering collaborative learning and metacognitive skills, with significant gains in comprehension and problem-solving abilities across primary, secondary, and tertiary levels. However, challenges such as teacher training and implementation time were noted. The study

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[26] Nofouz Mafarja, Mimi Mohaffyza Mohamad, Hutkemri Zulnaidi, and Hidayah Mohd Fadzil, "Using of Reciprocal Teaching to Enhance Academic Achievement: A Systematic Literature Review," Heliyon 9, no. 1 (2023): e18269. https://doi.org/10.1016/j.heliyon.2023.e18269.

concludes that Reciprocal Teaching is highly effective but suggests professional development for educators to maximize its benefits in varied educational settings.

5. The research conducted by Liam O'Hare et al "Comparing the Effectiveness of Two Reciprocal Reading Comprehension Interventions for Primary School Pupils in Disadvantaged Schools".[27]

   This study investigated the impact of two Reciprocal Reading interventions (universal and targeted) on reading comprehension among primary school students, focusing on improving comprehension in disadvantaged settings. Many students in such schools face reading difficulties due to limited resources and low engagement, resulting in academic underachievement. Conducted across 98 primary schools in the UK with 5,222 students, this randomized controlled trial compares a whole-class universal intervention and a targeted intervention for struggling readers. Quantitative data from comprehension tests show that the targeted group made two months' additional progress ($p < 0.05$), while the universal group showed no significant gains. Teachers reported higher engagement but noted time constraints. The study suggests that targeted Reciprocal Reading interventions are effective for struggling readers but require sufficient implementation time.

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[27] Liam O'Hare et al., "Comparing the Effectiveness of Two Reciprocal Reading Comprehension Interventions for Primary School Pupils in Disadvantaged Schools," British Journal of Educational Psychology 93, no. 1 (2023): 97–119. https://doi.org/10.1111/bjep.12623.

Table 2. 1
The Similarities and Differences Previous Research

No.	Research title	Similarities	Differences
1.	Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension	1. Both studies focused on the application of Reciprocal Teaching to enhance reading comprehension in an EFL context. 2. Both investigated the impact of Reciprocal Teaching on students' reading skills, emphasizing interactive learning strategies.	1. Previous research was used a quasi-experimental design with pretest-posttest assessments, while the current study employs a qualitative case study approach with classroom observations and interviews. 2. Previous research primarily measured quantitative improvements in reading scores, while the current study emphasized qualitative insights into students' responses and the effectiveness of Reciprocal Teaching. 3. The previous research was conducted with university-level EFL students, whereas the current study focused on 11th-grade senior high school students at MA Al Amien Ambulu.
2.	The Effectiveness of Reciprocal Teaching as Reading Comprehension	1. Both studies explored the effectiveness of Reciprocal Teaching as an intervention for improving reading comprehension.	1. Previous research is a systematic literature review synthesizing findings from multiple studies,

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	Intervention: A Systematic Review	2. Both acknowledge the role of Reciprocal Teaching in fostering active student engagement and metacognitive skills.	while the current study is a primary qualitative case study conducted in a specific school setting. 2. The previous study covers a wide range of educational levels and contexts globally, whereas the current study is localized to 11th-grade students at MA Al Amien Ambulu. 3. The previous study did not focus on students' qualitative responses, whereas the current study specifically analyzes students' perceptions and experiences.
3.	Reciprocal Teaching as a Cognitive and Metacognitive Strategy in Promoting Saudi University Students' Reading Comprehension	1. Both studies investigated Reciprocal Teaching's role in improving reading comprehension among EFL learners. 2. Both studies incorporated qualitative data to understand students' experiences using interviews.	1. The previous study used a mixed-methods approach with a pretest-posttest design, while the current study is purely qualitative, relying on a case study framework. 2. The previous research highlighted specific challenges like limited vocabulary, while the current study broadly explored students' responses without focusing on a single skill barrier.

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			3. The previous research was conducted in university students in Saudi Arabia, focusing on vocabulary and inference skills, while the current study targeted high school students.
4.	Using of Reciprocal Teaching to Enhance Academic Achievement: A Systematic Literature Review	1. Both studies examine the effectiveness of Reciprocal Teaching in improving educational outcomes, with the current study focusing specifically on reading comprehension. 2. Both studies conducted in academic settings with a focus on improving learning outcomes.	1. Previous research was a systematic literature review analyzing Reciprocal Teaching across various subjects and educational levels, while the current study is a qualitative case study focused on reading comprehension in a single high school. 2. The previous research addressed academic achievement broadly, whereas the current study narrowed its scope to EFL reading comprehension skills. 3. The previous research did not emphasize students' qualitative responses, while the current study prioritized analyzing students' perceptions through interviews and observations.

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5	Comparing the Effectiveness of Two Reciprocal Reading Comprehension Interventions for Primary School Pupils in Disadvantaged Schools	1. Both studies explored the effectiveness of Reciprocal Teaching strategies in improving reading comprehension. 2. Both studies acknowledged the importance of student engagement as a factor in the success of Reciprocal Teaching interventions.	1. The previous research used a randomized controlled trial to compare two Reciprocal Reading interventions, while the current study employed a qualitative case study approach. 2. The previous research quantified progress in reading comprehension, while the current study focused on qualitative outcomes, such as students' responses and observed improvements in comprehension skills. 3. The previous study was conducted with primary school students in disadvantaged schools in the UK, whereas the current study focused on EFL students in a senior high school in Indonesia.

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Concerning the research gap, previous studies differ from the current research in several important aspects. Most previous studies employed quantitative, quasi experimental, or mixed methods designs that mainly focused on measuring students' reading comprehension improvement

through test scores and statistical outcomes. In contrast, the current research used a qualitative case study approach to explore students' experiences, participation, perceptions, and challenges during the implementation of Reciprocal Teaching through classroom observations and interviews. In addition, many previous studies were conducted in university settings, primary schools, or international contexts, whereas the present study is situated in an Indonesian Islamic senior high school located in a semi urban area, providing a more contextual understanding of Reciprocal Teaching in an EFL classroom. Previous research also tended to discuss reading comprehension in general, while this study specifically focused on narrative text comprehension, including students' difficulties in understanding plot development, conflicts, resolutions, and moral values. Furthermore, systematic review studies mainly synthesized findings from earlier research and did not provide direct classroom evidence regarding how Reciprocal Teaching operates in actual learning situations. Therefore, this study seeks to provide more in depth and contextual insights into the implementation of Reciprocal Teaching and students' responses during the learning process in a real classroom setting.

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B. Theoretical Framework

1. Teaching Reading Comprehension in EFL Contexts

Teaching reading comprehension is not just about asking students to read a text and then answer the questions after it. Instead, it is an active process where the teacher helps students to understand the meaning of the

text. According to Harmer, the teacher's role in a reading class is to be a facilitator who guides students before, during, and after the reading activity. In an EFL context like Indonesia, teachers need to use specific strategies to make the text easier to understand, because students are not just learning the content of the story, but they are also struggling with the foreign language itself.[28]

Furthermore, teaching reading comprehension in high schools must align with the current curriculum, which is Kurikulum Merdeka. This curriculum requires the teaching-learning process to be student-centered, meaning that students should be more active than the teacher. To achieve this, teachers cannot use traditional methods like lecturing or asking students to translate word-for-word all the time. Teachers need to provide a structured strategy that teaches students how to use their own thinking skills to solve reading difficulties. Therefore, understanding the principles of teaching reading is necessary before implementing a specific strategy like Reciprocal Teaching in the classroom.

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2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is Reading comprehension is a complex cognitive process that involves extracting and constructing meaning from written texts. According to Grabe and Stoller, reading

[28] Jeremy Harmer, *The Practice of English Language Teaching New Edition*, Longman handbooks for language teachers (Longman ; Distributed in the U.S.A by Longman Pub, 2001).

comprehension entails the interaction of bottom-up processes (e.g., decoding words, recognizing syntax) and top-down processes (e.g., activating prior knowledge, making inferences).[29] This interactive model emphasizes that effective readers combine linguistic knowledge with contextual understanding to interpret texts. In EFL contexts, reading comprehension is critical for academic success, as it enables students to engage with subject matter, develop critical thinking, and prepare for standardized assessments.[30]

Klingner et al. define reading comprehension as a multicomponent process involving three key elements. The first is the reader, encompassing an individual's background knowledge, vocabulary, and reading strategies. The second is the text, which includes the content, structure, and complexity of the reading material. The third is the activity, referring to the purpose of reading (e.g., learning or enjoyment) and the strategies employed.[31]

In the Indonesian EFL context, students often face challenges in reading comprehension due to limited vocabulary, unfamiliar text structures, and lack of strategic reading skills.[32] For instance, identifying main ideas, understanding contextual vocabulary, and making inferences are common difficulties among senior high school

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[29] Grabe dan Stoller, *Teaching and Researching Reading*, 105–6.

[30] Sulistiyo, *Reading for Meaning: Theories, Teaching Strategies and Assessment* (Pustaka Kaiswaran, 2015).

[31] Vaughn, *Teaching Reading Comprehension to Students with Learning Difficulties*, 5.

[32] Ramadhianti dan Somba, "Reading Comprehension Difficulties in Indonesian Efl Students."

students. Anderson highlights that comprehension requires active engagement, where readers monitor their understanding and adjust strategies as needed.[33] This aligns with the current study's focus on exploring how Reciprocal Teaching (RT) fosters active engagement in reading comprehension.

b. Component of Reading Comprehension

Klingner et al. define reading comprehension as a multicomponent process involving three key elements. The first is the reader, encompassing an individual's background knowledge, vocabulary, and reading strategies. The second is the text, which includes the content, structure, and complexity of the reading material. The third is the activity, referring to the purpose of reading (e.g., learning or enjoyment) and the strategies employed. Anderson highlights that comprehension requires active engagement, where readers monitor their understanding and adjust strategies as needed. This aligns with the current study's focus on exploring how Reciprocal Teaching (RT) fosters active engagement in reading comprehension.[34]

c. Challenges in EFL Reading Comprehension

In the Indonesian EFL context, students often face challenges in reading comprehension due to limited vocabulary, unfamiliar text

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[33] Neil J. Anderson, *Exploring Second Language Reading: Issues and Strategies*, TeacherSource (Heinle, 1999).

[34] Vaughn, *Teaching Reading Comprehension to Students with Learning Difficulties*.

structures, and lack of strategic reading skills. For instance, identifying main ideas, understanding contextual vocabulary, and making inferences are common difficulties among senior high school students. Richards and Renandya identify several obstacles for EFL learners:[35]

1) Limited Vocabulary: Difficulty understanding words in context hinders comprehension.
2) Cultural Differences: Unfamiliar cultural references in texts can impede understanding.
3) Lack of Strategic Skills: Many students rely on word-for-word translation rather than strategic approaches like inferencing or summarizing.
4) Passive Instruction: Teacher-centered methods limit opportunities for active engagement.

In Indonesia, these challenges are exacerbated by large class sizes, limited reading materials, and a focus on exam-oriented instruction.[36] For senior high school students, mastering reading comprehension is crucial for national examinations and academic success, yet many struggle with higher-order skills like inferencing and synthesizing. Reciprocal Teaching addresses these challenges by promoting active, strategy-based reading in a collaborative setting,

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[35] Jack C. Richards dan Willy A. Renandya, ed., *Methodology in Language Teaching: An Anthology of Current Practice*, 1st publ., 17. print (Cambridge Univ. Press, 2013).
[36] Sulistiyo, *Reading for Meaning: Theories, Teaching Strategies and Assessment*.

which aligns with kurikulum merdeka. This study used these challenges as a framework to explore how it mitigates barriers to coamprehension in a semi-urban EFL context.

3. Narrative Text

a. Definition of Narrative Text

Narrative text is a type of text that tells a story or a series of events in the past. The main purpose of this text is to entertain or amuse the readers through a story. Examples of narrative texts include fables, folk tales, legends, short stories, and novels. In the senior high school curriculum, especially in Kurikulum Merdeka, narrative text is one of the mandatory genres that students must master in their English lessons.[37]

b. Generic Structure of Narrative Text

A narrative text usually has a specific structure to build the story. First is the orientation, which introduces the characters, the setting of time, and the place of the story. Second is the complication, where the main problem or conflict in the story begins to happen. Third is the resolution, where the problem is solved, either in a happy ending or a sad ending. Lastly, some texts include a re-orientation or moral value, which contains the lesson that readers can take from the story.[38]

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[37] Anderson, *Exploring Second Language Reading*.
[38] Anderson, *Exploring Second Language Reading*.

c. Language Features of Narrative Text

Narrative texts use specific language features that often make them difficult for EFL students. These features include the use of past tense sentences (such as simple past tense, past continuous, etc.), time connectives (like once upon a time, one day, then), adverbs of time, and specific characters rather than general ones. Because the story used past tense and descriptive language, students frequently struggle to follow the sequence of events and get confused by unfamiliar past verbs.[39]

4. Reciprocal Teaching

a. Definition

Reciprocal Teaching is an instructional approach that focused on improving students' reading comprehension through guided dialogue and the explicit teaching of metacognitive strategies. This strategy was first introduced by Annemarie Palincsar and Ann Brown in 1984 as a method that encourages students to take an active role in understanding texts through a gradual transfer of responsibility from teacher to learner.[40] According to Palincsar and Brown, Reciprocal teaching consists of four key activities, predicting, questioning, clarifying, and summarizing. which are used as reciprocal processes between teacher and students during reading sessions. These strategies

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[39] Anderson, *Exploring Second Language Reading*.

[40] Aannemarie Sullivan Palinscar dan Ann L. Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities," *Cognition and Instruction* 1, no. 2 (1984): 117–75, https://doi.org/10.1207/s1532690xci0102_1.

not only help students to interpret and comprehend text but also to monitor their own understanding as they read.

b. The Four Core Activities of Reciprocal Teaching

Predicting, clarifying, questioning, and summarizing are characteristics of reciprocal teaching. According to Palincsar & Brown, these four strategies are essential to one's comprehension process when reading a text. Depending on the situation, the purpose of the reader, and the problem he or she is facing, these strategies can be used individually or in groups.

1) Predicting

Predicting involves triggering the students' previous knowledge and/or the hypotheses that might be presented in the reading text.[41] According to Duffy, predicting relies upon generating and using the readers' past experience and knowledge about the text through finding the comprehensive clues.[42] This strategy works as a connective device which serves to link the reader's previous knowledge about the text with the new knowledge that he/she will acquire during the reading process. When students make predictions, they become more involved with the text because they have to think actively about what might come next and then check whether their guesses are

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[41] Regie Routman, *Reading Essentials: The Specifics You Need to Teach Reading Well* (Heinemann, 2003).

[42] Gerald G. Duffy, *Explaining Reading, Third Edition: A Resource for Explicit Teaching of the Common Core Standards*, 3rd ed (Guilford Publications, 2014).

correct while reading. This process keeps them focused and encourages them to think critically about the meaning of the text. Studies have shown that when students are trained to predict effectively, their engagement and comprehension improve because they learn to approach reading as an interactive process rather than a passive one.

2) Questioning

Questioning strategy refers to the information that is needed to construct a cogent question.[43] This approach allows students to discover important concepts and recall important information. Questioning allows students to create their own questions about the text to identify key ideas, clear up confusion, and monitor their understanding. This strategy turns reading into a more meaningful and reflective activity. When students generate question such as “why did this happen?” or “what does the author mean by this?” they think more deeply about the text. It also helps them develop critical thinking skills and stay focused on the main points. Teachers can guide students by modelling how to ask both factual and inferential questions, which encourages learners to go beyond surface-level understanding. In group discussions, questioning supports cooperation and shared interpretation among peers.

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[43] Routman, *Reading Essentials*.

3) Clarifying

Clarifying refers to the process of recognizing the organization of written materials, pointing out obstructions and difficulties that stand in the way of understanding the text, and asking questions and for explanations within the discussion.[44] Clarifying means using students' metacognitive processes to observe their knowledge. Clarifying means identifying difficult or confusing parts of the text and finding ways to understand them better. This might include rereading certain sections, talking with classmates, or using context clues to guess the meaning of unfamiliar words. Clarifying is important because it helps students recognize when they don't understand something and take steps to fix it. For EFL learners, this is especially useful since they often face challenges related to vocabulary or sentence structure. Learning to clarify helps students become more independent readers and gives them confidence to handle complex texts on their own.

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4) Summarizing

The last reading strategy of the reciprocal teaching model is summarizing; it means to retell what others have told from what you have read while focusing only on the main points of

[44] Routman, *Reading Essentials*.

the text, and to predict the proceeding section of the text.[45] In this strategy, summary is used as a way to find out if students understand the text. Summarizing helps students identify the main ideas and important details from what they have read and restate them in their own words. This step reinforces comprehension and makes it easier to remember the key points. By summarizing, students learn to separate the most important information from supporting details and organize it logically. This process also allows them to review what they have learned and make sure they truly understand the text. Summarizing is often seen as the final stage in Reciprocal Teaching because it shows that students have successfully understood and can express the main meaning of the text in a clear and concise way.[46]

c. The Phases of Implementing Reciprocal Teaching

According to Klinger et al. the description of implementation of reciprocal teaching technique consists of five phases. They are the teacher demonstration, the direct instruction and guided practice, the teacher-students groups, the student-led groups, and students' independent use of the strategies. Based on those phases, the teacher will guide the students from guided, semi-guided, to independent in

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[45] Routman, *Reading Essentials*.

[46] Palinscar dan Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities."

applying reciprocal teaching strategies. Those phases should be followed by the teacher. Therefore, the implementation of reciprocal teaching can run well, and the goal of improving students' reading comprehension can be achieved.[47]

1) Phase 1:

   Teacher Demonstration. The teacher models how to use the strategies (predicting, clarifying, questioning, and summarizing). Students see all four strategies on the first day, so they can get the portrait of it. Therefore, they will not get difficulties in applying those strategies in the next step.

2) Phase 2: Direct Instruction and Guided Practice. The teacher teaches each of the strategies in more depth, one per lesson. The teacher explains how to implement the strategy while students are reading. The teacher also supports the students with prompts and reminders as they try out the strategy. Then the teacher provides feedback.

3) Phase 3: Teacher-student Group. The teacher leads discussion about the text in small groups, prompts students to use the strategies and provides support and feedback as needed. The teacher gradually lets students work by themselves as students become more proficient.

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[47] Vaughn, *Teaching Reading Comprehension to Students with Learning Difficulties*.

4) Phase 4: Student-led Groups. Students lead the discussion about the text and prompt their friends in the group to use the four strategies. Students give feedback to their friends on strategy implementation. Meanwhile, the teacher provides assistance as needed.

5) Phase 5: Students' Independent Use of the Strategies. Students use the four strategies while they are reading the text and self-regulate their implementation strategies. They monitor their own comprehension. They also monitor and give feedback on their friends' comprehension through the discussion.

d. Advantages and Disadvantages of Reciprocal Teaching

1) Advantages of Reciprocal Teaching

a) The strategies chosen not only to promote RT but also to provide opportunities for students to learn and to monitor their own learning and thinking.

b) The teacher takes an active role in RT; he is the leader of the discussion to improve the comprehension of the material being read. These collaborative, problem-solving dialogues involve talk that is purposeful and relaxed and provide opportunities to expand, explore and extend.

c) Learners can gain self-confidence, cooperation and motivation to read.

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d) In RT, pairs of students can alternately teach each other their languages.

e) RT provides the context for specific strategy instruction and for transforming the student into a strategic reader.

2) Disadvantages of Reciprocal Teaching

a) Can be time-consuming because it needs longer time to implement the whole strategy instructions included in reciprocal teaching. Hence, teachers should manage time effectively when they apply this technique.

b) Noisy because dialogue or discussion happens during learning for all groups in class.

c) Needs more control from the teachers because teachers do not teach directly but just monitor.[48]

e. The Goals of Reciprocal Teaching

Reciprocal teaching is an instructional strategy based on modelling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students.[49] Several scholars have elaborated on and refined the principles of Reciprocal Teaching. Lori Oczkus described RT as a "conversation about a text" that helps readers think more deeply and strategically. according to Oczkus,

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[48] Palinscar dan Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities."

[49] Palinscar dan Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities."

Reciprocal teaching builds a sense of community in the classroom, allowing students to share perspectives and construct meaning collaboratively through dialogue and reflection. Structured discussion during reading promotes deeper engagement with the text and enhances both comprehension and communication skills.[50]

Rosenshine and Meister argued that the four core strategies of RT are grounded in research on effective comprehension instruction, showing that explicit teaching of these strategies results in significant improvement in students' understanding of text. Guided practice and consistent feedback enable learners to internalize these strategies, leading to greater independence and self-regulation in reading comprehension.[51] Furthermore, Abeer Al-Ghazo highlighted that Reciprocal Teaching not only enhances reading comprehension but also fosters students' motivation and self-efficacy in reading. Mastery of the four strategies encourages students to take ownership of their learning process, which increases engagement, persistence, and confidence in handling complex texts.[52]

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In the context of English as a Foreign Language (EFL), Reciprocal Teaching has been widely applied to improve reading comprehension, particularly among learners who struggle with vocabulary, inference, and identifying main ideas. Studies have shown

[50] Oczkus, *Reciprocal Teaching at Work*.
[51] Rosenshine dan Meister, "Reciprocal Teaching."
[52] Hairul Nizam Ismail dkk., *The Role of Reciprocal Teaching Strategy as an Important Factor of Improving Reading Motivation*, 53 (2012).

that Reciprocal Teaching promotes active learning through peer collaboration and metacognitive engagement. For instance, Rojabi found that RT improved EFL students' ability to construct meaning, make inferences, and use contextual clues effectively.[53]

5. Metacognition in Reading

a. Definition of Metacognition

Metacognition, defined as "thinking about thinking," plays a pivotal role in reading comprehension.[54] In reading, metacognition enables students to monitor their comprehension (e.g., recognizing when a text is unclear) and employ strategies to address difficulties (e.g., re-reading, summarizing). Pressley and Afflerbach note that proficient readers use metacognitive strategies unconsciously, while struggling readers often lack this awareness, leading to comprehension breakdowns.[55] RT explicitly teaches metacognitive strategies, making it an effective tool for developing self-regulated reading skills.

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b. Components of Metacognition

Baker and Brown categorize metacognition into two components:[56]

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[53] Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension."

[54] John H. Flavell, "Metacognition and Cognitive Monitoring: A New Area of Cognitive–Developmental Inquiry.," *American Psychologist* 34, no. 10 (1979): 906–11, https://doi.org/10.1037/0003-066X.34.10.906.

[55] Michael Pressley dan Peter Afflerbach, *Verbal Protocols of Reading: The Nature of Constructively Responsive Reading* (Lawrence Erlbaum Associates, 2019).

[56] Duncan Baker-Brown dan Graeme Brooker, ed., *The Pedagogies of Re-Use: The International School of Re-Construction*, School of Re-Construction (Routledge, 2024).

1) Metacognitive Knowledge

   Awareness of one's cognitive processes, including knowledge of strategies, tasks, and personal strengths/weaknesses.

2) Metacognitive Regulation

   The ability to monitor and control cognitive processes, such as planning, evaluating, and adjusting strategies during reading.

6. Student Responses in Language Learning

Student responses, encompassing engagement, motivation, and perceived challenges, are critical indicators of instructional effectiveness in language learning. According to Dörnyei and Ryan, student engagement involves behavioural (e.g., participation), emotional (e.g., interest), and cognitive (e.g., effort) dimensions.[57] In reading instruction, engaged students are more likely to persist through challenges and develop positive attitudes toward learning.[58] Motivation, both intrinsic (e.g., interest in reading) and extrinsic (e.g., achieving good grades), also influences comprehension outcomes.[59]

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[57] Zoltán Dörnyei dan Stephen Ryan, *The Psychology of the Language Learner Revisited*, Second Language Acquisition Research Series (Routledge, Taylor & Francis Group, 2015).

[58] John T. Guthrie and Allan Wigfield, "Engagement and Motivation in Reading," in Handbook of Reading Research, ed. Michael L. Kamil et al., vol. 4 (New York: Routledge, 2015), 403–22.

[59] Allan Wigfield dkk., "Beyond Cognition: Reading Motivation and Reading Comprehension," *Child Development Perspectives* 10, no. 3 (2016): 190–95, https://doi.org/10.1111/cdep.12184.

In Reciprocal Teaching, Oczkus said the collaborative and student-led nature of the strategy fosters engagement by giving students ownership of their learning.[60] However, challenges such as initial discomfort with peer-led discussions or difficulty mastering Reciprocal teaching strategies may arise, particularly in EFL contexts where students are accustomed to teacher-centered instruction.[61] The current study used theories of engagement and motivation to analyze students' responses to Reciprocal teaching, exploring how these factors shape their reading comprehension experiences in a semi-urban senior high school setting.

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[60] Oczkus, *Reciprocal Teaching at Work*.

[61] Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension."

CHAPTER III
RESEARCH METHOD

A. Research Approach and Design

This study adopted a qualitative research approach, which focused on in-depth exploration of social phenomena within their natural settings. According to Creswell, qualitative research was suitable for describing complex phenomena, capturing participants' experiences, and generating rich, narrative data to understand contextual nuances. Qualitative methods allowed researchers to track unique events, interpret diverse perspectives, and develop theories through detailed observation and analysis. In this study, the qualitative approach was chosen to explore the implementation of Reciprocal Teaching and its impact on students' reading comprehension skills, as well as their responses to the strategy, in a semi-urban senior high school context.

The research design of this study was descriptive qualitative research. This design was appropriate because it enabled the researcher to describe and interpret the implementation of Reciprocal Teaching in the classroom and to explore students' responses toward the strategy. Through this approach, the researcher was able to obtain detailed information about students' reading comprehension processes and their engagement during the learning activities.

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B. Research Location

Choosing the right research location is a critical step because it directly affects the success of gathering relevant data. The chosen field must align with the research focus and meet all the data requirements needed for the study.

When deciding on a location, a researcher must carefully consider practical factors such as geographical context, time, cost, and available energy. Additionally, the decision is often driven by a specific gap or unique instructional need discovered at the target institution. Therefore, selecting the location is a deliberate choice to ensure the research outcomes are valid and meaningful.

In this study, the researcher selected MA Al Amien Ambulu as the research location. Several specific reasons supported this selection. First, this school provides an appropriate setting since it implements the Reciprocal Teaching strategy in its teaching-learning process, making it a valuable field to explore extensively. Second, the choice of this location is backed by findings from a preliminary study, which proved that the school matches the focus of the current research title.

Third, conducting the study at this school helps the researcher gather authentic data regarding the implementation of Reciprocal Teaching, students' responses, and the actual process of reading narrative texts. Fourth, the Reciprocal Teaching strategy fits well with the current condition of the students at MA Al Amien Ambulu, who face challenges due to limited exposure to English, low metacognitive awareness, and an overdependence on traditional teacher-centered instruction. Implementing this strategy is expected to create a more effective reading environment in the classroom.

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C. Research Subject

In qualitative research, the research subject or informant served as the primary data source to answer the research focus. Selecting the right informants ensured that the collected data was valid, detailed, and relevant to the study. If the research focus was connected to an educational institution, the members and administrators of that institution became the main sources of information.

While quantitative studies used random sampling, this qualitative research utilized a purposeful sampling strategy. Purposeful sampling meant selecting specific people and settings that could best help the researcher understand the central phenomenon. To build a detailed understanding, the subjects in this study were chosen based on particular criteria and objectives, resulting in the selection of the following participants:

1. English Teacher of MA Al Amien Ambulu

   Mr. Arif, the English teacher, was selected as a primary research subject for classroom observations and interviews. His participation aimed to provide direct data and insights regarding how he planned and executed the Reciprocal Teaching strategy in terms of learning objectives, instructional materials, and teaching steps.

2. The Students of MA Al Amien Ambulu

   The second group of subjects consisted of eleventh-grade students from the observed class. Specifically, four students were selected by the researcher to participate in the interview sessions based on the following reasons:

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a. Recommendations from the English teacher based on their classroom behavior.
b. One student was selected because they have a good background in English, are active, and capable in class.
c. Two students were selected because they could actively engage with the Reciprocal Teaching strategies despite not having a strong initial background in English.
d. One student was selected because they had no background knowledge in English but showed high motivation during the reading sessions.

D. Data Collection

Data collection involved multiple methods to capture rich, contextual information.[62] This study used three primary data collection methods: observation, interviews, and document review, as described below:

1. Observation

Observation is a fundamental method for collecting authentic data by directly observing behaviours and interactions in the research setting.[63] Observation allows researchers to record real-time phenomena, study behaviours that participants may not articulate, and capture contextual details. In this study, the researcher conducted non-participant observation, acting as an outsider to observe and record classroom interactions during Reciprocal Teaching implementation without participating in activities.

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[62] Creswell, J. W, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed. (Boston: Pearson, 2014) : 67.
[63] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2014).

This approach ensured focus on data collection and minimized researcher bias.

This research, the researcher selected one of the observations' roles specifically this research was conducted by a non-participant observer who concentrated on a monitor and took notes during observation activities without involved in the participant's activities. In observation activities, the researcher observed since Mr. Arif entered the class and started it with salam, greeting, praying, checking student condition and attendance list.

Also, some elements were considered as an important part to be observed, those were:

a. The researcher observed the objective condition of MA Al Amien Ambulu.
b. The researcher observed on Mr. Arif's way to explain the materials and the material used of teaching reading comprehension of narrative texts through Reciprocal Teaching strategy.
c. The researcher observed on Mr. Arif's steps of implementing Reciprocal Teaching in reading comprehension of narrative texts, such as started since the preliminary, core up to the closing activity..

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2. Interview

Interviews provide in-depth insights into participants' experiences, perceptions, and attitudes.[64] This study employs semi-structured interviews with open-ended questions to allow flexibility while

[64] Creswell, *Research Design*.

maintaining focus on the research questions. Semi-structured interviews are suitable for capturing detailed personal perspectives and exploring unexpected themes.

In this study, the researcher used open-ended questions in the interview. The researcher interviewed four students to explore their experiences, challenges, and perceptions of RT's impact on their reading comprehension.

3. Document Review

Document review included to some private and public notes that this research gain about a study venue and participant. Those are; a newspaper, meeting minutes, an individual journal, letters, and so forth[65]. These resources offer insightful data that aids researchers in comprehending central phenomena in qualitative research.

In this current research collected the document review as follows;

a. Profile of MA Al Amien Ambulu,,
b. The students' data at the selected class of MA Al Amien Ambulu,
c. Syllabus consists of core competence, learning material, and learning activity,
d. The lesson plans include, Identity, the educational unit name, subject identity, class/semester, time location, core and basic competence, goal, learning material, learning objectives, learning method, learning media, it formed a learning process that assisted to impart subject

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[65] Cresswell, 223

information, and learning materials, including; books, print, and electronic media, the natural environment, or other applicable learning resources, learning steps, and learning assessments.

E. Data Analysis

This study adopted a qualitative research approach. Data analysis in qualitative research involved organizing, interpreting, and synthesizing data to answer the research questions. This study adopted the Miles, Huberman, and Saldaña model of qualitative data analysis, which included three stages:[66]

1. Data Condensation

   In data condensation, the researcher started to picked out, focused, streamlined, abstracted, and modified data from the research topic, such as field notes, interview transcripts, papers, and other empirical materials. Data was made stronger by condensing it. Then, the researcher summarized the findings from the data collection, which included the purpose, the material, the steps, and the evaluation of the implementation of Reciprocal Teaching in reading comprehension of narrative texts. Subsequently, the researcher condensed the summary result to proceed to the data display. Hence, the researcher applied a data condensation by going over the interview and observation reports afterwards rewritten and categorized various significant points that were associated with the research focus.

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[66] Matthew B. Miles dkk., *Qualitative Data Analysis: A Methods Sourcebook*, Edition 3 (Sage, 2014).

2. Data Display

After the researcher categorized the data, next move to data display. In qualitative research, data display refers to a brief explanation, blueprint, and a connection among categories. In this research, the data organization was achieved in a descriptive manner. At this point, data has been taken and organized using data retrieval. Then, the researcher represented the outcomes of the data content, included; the purpose, material, and steps of the implementation of Reciprocal Teaching in reading comprehension of narrative texts at MA Al Amien Ambulu. Last, the researcher drew verification conclusion.

3. Drawing and Verifying Conclusions

Conclusion is drawn after the data collection result is presented and in-depth comprehension has provided. The researcher then corroborated the data by examining its correlation with previously provided data and new data which were utilized to draw a conclusion from the implementation of Reciprocal Teaching in reading comprehension of narrative texts, including the purpose, materials, and steps through Reciprocal Teaching strategy.

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F. Data Validity

In fact, the validity becomes a major deliberation to develop and evaluate the instrument of measuring. The extent to which an instrument measures what it is intended to measure. To set the data validity of qualitative research data, the researcher should pay attention on 'the triangulation'. In

addition, source triangulation and technique triangulation are the two types of triangulation utilized by the researcher to determine the reliability of qualitative data. By comparing the data that had been collected from various sources exist.

1. Source Triangulation

   The source triangulation method was used to ensure the credibility and reliability of the data. The data were obtained from one-on-one interviews with Mr. Arif as the English teacher and with selected students at MA Al Amien Ambulu, particularly those who showed varying levels of engagement during the implementation of Reciprocal Teaching. The data from these two sources were then compared to obtain valid and trustworthy findings.

   The interview from the teacher was compared with the students interview, for example, Mr. Arif stated that the main goal of implementing Reciprocal Teaching in reading comprehension of narrative texts was to enable students to apply the four strategies, namely predicting, questioning, clarifying, and summarizing, in understanding texts, identifying the structure of narrative, constructing meaning actively, and developing their metacognitive awareness during the reading process.

   In short, through source triangulation, researchers verify the validity of data by cross-referencing the same information from various sources and comparing those sources to determine whether the data leads to the same conclusions.

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2. Technique Triangulation

The triangulation technique refers to the process of ensuring the validity of data by comparing information obtained through different methods, such as interviews, observations, and document analysis, which are then integrated by the researcher. The interview data have been explained in the previous section.

The second source of data was obtained through classroom observations. The researcher observed the teaching and learning process starting from when Mr. Arif entered the classroom, greeted the students, and checked the attendance list. Before explaining the material, the teacher conveyed the learning objectives of implementing Reciprocal Teaching in reading comprehension of narrative texts, allowed students to ask questions freely, and then proceeded to explain the topic. During the learning process, students were observed to apply the four Reciprocal Teaching strategies, namely predicting, questioning, clarifying, and summarizing, in line with the learning objectives. In addition, students actively participated in group discussions and were able to construct meaning from the narrative texts collaboratively.

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Furthermore, the third source of data was obtained through document analysis, such as lesson plans. The documents also showed the objectives of implementing Reciprocal Teaching in reading comprehension of narrative texts. As stated in the lesson plan, the objectives were: first, students are able to apply the four Reciprocal

Teaching strategies, namely predicting, questioning, clarifying, and summarizing, in understanding narrative texts. Second, students are able to construct meaning from narrative texts through cooperative group discussions by considering the social function, text structure, and appropriate language features in context.

Essentially, after researchers have compared and cross-checked sources during the triangulation process, the next step is for them to use triangulation techniques to verify the validity of the data by cross-checking the same information using different techniques and comparing the results to determine whether the data leads to the same conclusions.

G. Research Procedures

The research procedure refers to the researcher's research implementation strategy, which includes preliminary research, design development, actual research, and report writing. Regarding the research technique described above, this research comprises three steps that the researcher must complete on the research procedure form, as follows:

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1. Pre-field Stage

Pre-field stage was implemented before doing the field work.

a. Developing the research design: The plan was created by the researcher after considering the following factors: the title of the research, the justification for the research, the research's focus, its objective, its advantages, its subject and its methodology.

b. Selecting research field: The researcher selected the research field at MA Al Amien Ambulu.
c. Permit processing: Before the researcher conducted the research, the researcher obtained a license from the university website, visited the research site to obtain authorization from the school principal and Mr. Arif as the English teacher, and then started the research stage process.
d. Assessing the state of the field: Following authorization, the research began to improve comprehension of the context of the research object, and to facilitate data collection.
e. Make a research instrument: Following the completion of the preceding phases, the final step was to prepare the instrument required for conducting the research, including observation checklists, semi-structured interview guides, and document review templates.

b. Field Work Stage

The research data was collected at this stage. Three methods were used by the researcher to gather the data for the study: document review, interviews, and observation. The researcher conducted non-participant observations over four class sessions at MA Al Amien Ambulu, recording data on the implementation of Reciprocal Teaching, student interactions, and comprehension behaviors using field notes and checklists. Semi-structured one-on-one interviews were conducted with Mr. Arif and selected students, recorded, and transcribed for analysis. The researcher

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also collected and reviewed student worksheets, teacher lesson plans, and classroom artifacts related to the Reciprocal Teaching sessions.

3. Data Analysis Stage

After data collection through observation, interviews, and document reviews were completed, Miles, Huberman and Saldana's model was used to analyze the data. Following that, it was explained to the report's format and discussed with the adviser. Then, this study was tested and revised one last time after the examination was conducted.

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CHAPTER IV
DATA PRESENTATION AND ANALYSIS

A. Data Presentation and Analysis

Generally, the approaches and procedures indicatedd in Chapter 3 were used to generate the data descriptions and conclusions and then included in the data presentation and analysis. The data descriptions in this research were classified to the subject that was relevant to the research questions.

Every research required to present data because the data was a proof that the writer did the research, saw, felt, and examined directly the situation of the research object, conducted interviews with several informants in obtaining data, and gained various supporting documents. Besides, this was relevant to the data collection techniques that the researchers determined by interview, observation, and document review techniques.

When the data has been collected, then, an analysis was carried out in which the interview results were strengthened from various informants, supported by the results of observations and also with varied documents review needed in the research, so that related data were described, such as; the implementation of Reciprocal Teaching in reading comprehension of narrative texts and students' responses to the strategy at eleventh grade students IPS 1 MA Al Amien Ambulu. As follows:

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1. General Profile of MA Al-Amien

MA Al-Amien is a private Islamic senior high school located on Jl. K. Masduqi Kebonsari, Sabrang Village, Ambulu District, Jember Regency, East Java. The school is registered with the National School Identification Number (NPSN) 60728109 and the Madrasah Statistical Number (NSM) 131235090077. Currently, the institution holds an A accreditation status. Historically, MA Al-Amien is closely related to the Al-Amien Islamic Boarding School (Pesantren), which is one of the oldest boarding schools in Jember. The pesantren itself was founded in 1948 by KH. Masduqi Musthofa. In 2019, the historical significance of this pesantren was highlighted by the visit of the 7th President of the Republic of Indonesia, Ir. H. Joko Widodo.

Originally, the pesantren implemented a traditional Islamic education system through Madrasah Diniyah (Madin) Mambaul Ulum, which was divided into Ibtidaiyah and Tsanawiyah levels. To meet the demand for formal education, MA Al-Amien was officially established in the year 2000, initiated by KH. Syamsul Arifin, M.Si.

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Today, MA Al-Amien plays a major role within the local educational community. The Office of Islamic Education (PENMA) of the Ministry of Religious Affairs in Jember Regency appointed MA Al-Amien as the leader and secretariat of KKMA 06 Jember. In this position, the school coordinates 24 private Islamic senior high schools across the southern area of Jember.

Vision and Mission of MA Al-Amien

The institutional development of MA Al-Amien is guided by its clear vision and mission statements, which direct all educational activities and policies.

1. Vision: "Excellent in achievement, competitive, and characterized by Islamic values."

2. Mission:

a. To develop Islamic religious attitudes, behaviors, and practices both inside and outside the madrasah environment.

b. To intensively build a spirit of excellence and healthy competition among all members of the madrasah in both academic and non-academic fields.

c. To encourage, assist, and support students in developing their abilities, talents, and interests, so they can achieve optimal development and high competitiveness.

Under the leadership of the current principal, Zaenal Arifin, M.Pd.I, MA Al-Amien focused on both religious knowledge and practical skills. The school introduces a lifeskill program designed to prepare students for the workforce after graduation. This program includes five main areas: batik making, graphic design, screen printing (sablon), makeup artistry (tata rias), and automotive skills.

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To support its daily educational operations, MA Al-Amien manages a specific set of student and staff resources. The detailed distribution of these resources is explained below.

MA Al-Amien currently has a total student body of 500 students, who are distributed across 18 study groups (rombel). Out of the total population, there is 1 student categorized as having special educational needs. In terms of academic specialization, the student body is divided into two active majors. The Natural Sciences (IPA) major consists of 183 students, while the Social Sciences (IPS) major consists of 169 students.

The learning process at MA Al-Amien is managed by a total of 20 personnel, all of whom serve as active teachers. Based on gender distribution, the faculty consists of 11 male teachers and 9 female teachers. In terms of employment status, all 20 teachers are non-civil servant (Non-PNS) educators.

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2. The Implementation of Reciprocal Teaching in Reading Comprehension of Narrative at XI IPS MA Al Amien Ambulu

a. The Reason for selecting Reciprocal Teaching Strategy in Reading Comprehension of Narrative Text at XI IPS MA Al Amien Ambulu

The researcher conducted interview, observation and document review to gain a complete and valid data presentation. Besides, the researcher described, elaborated, and interpreted through each research focus. Accurately, before the teacher taught at the classroom, certainly

the teacher prepared a lesson plan especially the purpose of implementing Reciprocal Teaching in reading comprehension of narrative texts. Meanwhile, according to the statement interview of Mr. Arif as the English teacher of MA Al Amien Ambulu, he stated:

> "The purpose of implementing Reciprocal Teaching in this class was to help students understand the narrative text more deeply, not just translating word by word. I wanted them to be able to predict what the story is about, ask questions about the content, clarify the difficult parts, and summarize the main events by themselves. so the main goal was to train students to be more active and independent in understanding the text, especially because most of them were still very dependent on me to explain everything. I have also included the main purposes in the lesson plan, such as students were able to identify the social function, text structure, and linguistic features of narrative texts, and students were able to construct the meaning of the text through the four Reciprocal Teaching strategies."[67]

As the researcher concluded the statement above, the purposes delivered in implementing Reciprocal Teaching in reading comprehension of narrative texts were; first, students were capable to identify the social function, text structure, and linguistic features of narrative texts. Second, students were able to actively construct meaning from the narrative text through the four RT strategies such as predicting, questioning, clarifying, and summarizing. Third, students were trained to become more independent and metacognitively aware readers rather than remaining dependent on teacher explanation.

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[67] Arif, interviewed by the researcher, Jember, November 20, 2025.

The teacher statement above was supported by the one-on-one interview from Student 1 as the student of X IPS 1 MA Al Amien Ambulu, she said that:

> "In my opinion, before Mr. Arif started the lesson he explained to us that the purpose of learning reading through this strategy was so that we could understand the story by ourselves, not just waiting for the teacher to translate it. He said we needed to learn how to guess what would happen in the story, ask questions about things we did not understand, find the meaning of difficult words, and make a summary of what we read. I think this was different from how we usually learned English before because we were more active in the class."[68]

It was added by the other student in the one-on-one interview from Student 2 as the student of X IPS 1 MA Al Amien Ambulu, she confirmed that:

> "Well, as far as I understand, Mr. Arif told us that the goal of this learning was for us to be able to read and understand the narrative text on our own by using the four strategies he taught us. He also mentioned in the lesson plan that we needed to understand the structure of the story and its language features. From my experience, I felt that the purpose was not only about understanding the story but also about training us to think more carefully while reading, which was something I had never really done before in English class."[69]

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Based on classroom observation, the implementation of Reciprocal Teaching in reading comprehension of narrative texts showed that the learning process was in line with the objectives stated by the teacher. Before the lesson, the teacher explained that students were expected to understand narrative texts independently through

[68] Nadhif, interviewed by the researcher, Jember, November 20, 2025.

[69] Hafid, interviewed by the researcher, Jember, November 20, 2025.

predicting, questioning, clarifying, and summarizing strategies, as well as identifying the social function, text structure, and language features of the text. During the lesson, students actively participated in applying these four strategies in reading activities. Students appeared more engaged compared to previous learning methods, as they tried to understand the text independently rather than relying on teacher translation. Although some students still needed guidance, especially in the clarifying stage, the overall classroom interaction showed increased student participation and independence in comprehending the narrative text.[70]

Moreover, on the document review, the lesson plan was also proven about the purpose of implementing Reciprocal Teaching in reading comprehension of narrative texts. As it stated on point C 'learning objectives' number 1 and 2, there were several purposes as follows; first, students were able to identify the social function, text structure, and linguistic features of narrative texts. Second, students were able to construct the meaning of narrative texts through the implementation of the four Reciprocal Teaching strategies such as predicting, questioning, clarifying, and summarizing is correctly and in context.

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[70] Observation at MA Al Amien, November 20, 2025

b. The Material of Reciprocal Teaching Implementation in Reading Comprehension of Narrative Texts at XI IPS MA Al Amien Ambulu

To find out the types of learning materials used in the reading comprehension class, the researcher conducted interviews, observations, and a document review. Based on the interview with Mr. Arif, the English teacher of MA Al Amien Ambulu, he explained his reasons for selecting the reading text:

> "For the material, I chose a narrative text titled 'The Tale of the Three Brothers' because the story has a clear narrative structure, it has an orientation, complication, and resolution that are easy to identify. Besides, the story contains rich vocabulary and interesting moral values that I thought would be suitable for the eleventh-grade students to analyze using the four RT strategies. The material was also adjusted to the current Kurikulum Merdeka objectives, which require students to understand the social function, text structure, and linguistic features of narrative texts."[71]

From the teacher's statement, the researcher noted that the learning material used was the narrative text entitled "The Tale of the Three Brothers." This text was selected because it has a complete structure, rich vocabulary, and appropriate moral values that fit both the eleventh-grade learning targets and the four Reciprocal Teaching strategies.

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This explanation was supported by the one-on-one interview with Student 3, who shared his experience regarding the text used in class:

> "During the learning process, Mr. Arif gave us a narrative text called 'The Tale of the Three Brothers.' The story was about three brothers who each made a different choice when they met

[71] Arif, interviewed by the researcher, Jember, November 20, 2025

> Death, and I thought the story was quite interesting and a little different from the usual texts we read in class. Mr. Arif explained to us the structure of the story, starting from the orientation, then the complication, and the resolution. He also pointed out some difficult vocabulary in the text that we needed to clarify, and we were asked to predict what would happen before we read the full story."[72]

Student 4 also confirmed the suitability of the material during her one-on-one interview:

> "Well, the text that we used was a narrative story titled 'The Tale of the Three Brothers.' I found the story quite challenging at first because there were many unfamiliar words, but Mr. Arif guided us step by step using the four strategies so I slowly began to understand. He also explained the social function and the text structure of the narrative, which helped me understand not just the story but also how a narrative text is constructed. I think the material was suitable for us even though it was a bit difficult in the beginning."[73]

The interviews with both the teacher and the students showed that the narrative text "The Tale of the Three Brothers" provided a good context for the class. It allowed the eleventh-grade students to practice predicting, questioning, clarifying, and summarizing while analyzing the core elements of a narrative text.

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Furthermore, these interview findings were confirmed by the researcher's classroom observation. The researcher observed that when Mr. Arif introduced *"The Tale of the Three Brothers,"* the students showed high attention and interest in the text. The teacher distributed the text and guided students to read it carefully, then

[72] Putri, interviewed by the researcher, Jember, November 20, 2025
[73] Reva, interviewed by the researcher, Jember, November 20, 2025

explicitly explained the narrative structure, including orientation, complication, and resolution, while asking students to identify each part directly from the text. Students were observed actively participating in locating these structural elements, although some still needed guidance in distinguishing the complication and resolution parts. In addition, the story was seen to contain meaningful moral values relevant to the Kurikulum Merdeka framework, which were used by the teacher to stimulate class discussion and encourage students' reflection on the characters' decisions. Overall, the observation confirmed that the selected narrative text was appropriate for eleventh-grade students and effectively supported both reading comprehension and the implementation of Reciprocal Teaching strategies.[74]

Lastly, the document review also verified the data regarding the reading material. The text choice was outlined in the official Learning Objectives Flow (Alur Tujuan Pembelajaran/ATP) for eleventh-grade English. It was also clearly stated in the teacher's Teaching Module (Modul Ajar) under points B and D, which confirmed that "The Tale of the Three Brothers" was the official narrative text chosen for the Reciprocal Teaching sessions.

In brief, the data from the interviews, observations, and document review showed that the material used in the reading

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[74] Observation at MA Al Amien, November 20, 2025

comprehension class was the narrative text entitled "The Tale of the Three Brothers." The text was highly suitable because its rich vocabulary and clear generic structure allowed students to successfully apply all four Reciprocal Teaching strategies.

c. The Steps of Reciprocal Teaching Implementation in Reading Comprehension of Narrative Texts at XI IPS MA Al Amien Ambulu

In implementing Reciprocal Teaching strategy in teaching Narrative Text entitled “The Tale of Three Brothers,” the instructional process was carried out systematically through the four main syntaxes of Reciprocal Teaching: predicting, questioning, clarifying, and summarizing. The triangulation data were obtained from interviews with the English teacher and four students, classroom observations, and document review of the Teaching Module.

Based on the observation of the first meeting, the teacher, Mr Arif, initiated the class by greeting the students, checking the attendance list, and ensuring that the classroom environment was clean and ready for the lesson. To start, the teacher conducted a brief diagnostic oral test to evaluate the students' background knowledge regarding narrative text. During this phase, the researcher observed that the classroom was quite quiet, and many students looked hesitant or confused when the teacher asked basic questions like "What is a complication in a story?" and "What tenses do we use in stories?". Noting their lack of confidence, the teacher adjusted the depth of the

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explanation, using simpler language to refresh their memory about narrative structures.[75]

When observing the classroom, the researcher note that the atmosphere in the classroom change when the teacher introduced the story "The Tale of Three Brothers" and distributed visual illustrations of the three brothers and the figure of Death. The students suddenly became more focused and enthusiastic because many of them recognized the story from the Harry Potter universe. The teacher then instructed the students to read the first paragraph about the brothers traveling at twilight and encountering a dangerous river. After they finished reading, the teacher began the explicit modeling of the Reciprocal Teaching strategy, explaining how the four main steps—predicting, questioning, clarifying, and summarizing—can help them understand English texts better.[76]

The teacher demonstrated these four steps one by one using the text chunk where Death confronts the three brothers.

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In the predicting stage, Mr. Arif explained that he first introduced the students to the concept of making predictions before reading the text deeply. According to the interview, he stated:

> "In the predicting activity, I first showed the students the title of the story 'The Tale of Three Brothers' along with the illustrations of the three brothers and the figure of Death. Before reading the full text, I asked students to predict what might happen in the story based on the title, the pictures, and the opening paragraph.

[75] Observation at MA Al Amien, November 20 ,2025
[76] Observation at MA Al Amien, November 20 ,2025

> I also modeled prediction directly by explaining my own prediction about how Death might deceive the three brothers after they crossed the dangerous river. After the modeling activity, students practiced making predictions in pairs and later in groups."[77]

This statement was strengthened by Student 1, who explained:

> "Before reading the story completely, Mr. Arif asked us to guess what would happen next based on the title he showed us. Honestly, at first I felt a little nervous because I was not used to being asked directly what I thought would happen, since usually we just waited for the teacher to explain everything. But after he demonstrated his own example first, like guessing how Death might trick the three brothers, it became easier for me to try guessing too."[78]

Student 2 also confirmed similar activities during the predicting stage:

> "The teacher explained how predicting works and gave examples of predictions from the opening paragraph, especially about the brothers crossing the dangerous river. After that, we discussed our own predictions in groups. I think this activity was quite different from how we usually learned, because before we never really had the chance to share what we thought might happen in a story, we just waited to find out from the teacher."[79]

Furthermore, Student 3 stated:

> "In n the predicting activity, we tried to guess the continuation of the story before reading the next paragraph. Honestly, I liked this activity the most among the four strategies, because it made me curious about the story. I wanted to keep reading to find out whether my guess was correct or not, so it felt more like solving a puzzle than just reading a text for class."[80]

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Student 4 also confirmed the implementation of this stage:

> "The teacher guided us to make predictions from the illustrations and the opening paragraph first, before continuing with the reading activity. For me, this was helpful because I am someone who needs to see an example first before trying

[77] Arif, interviewed by the researcher, Jember, November 20, 2025
[78] Nadif, interviewed by the researcher, Jember, November 20, 2025
[79] Hafid, interviewed by the researcher, Jember, November 20, 2025
[80] Putri, interviewed by the researcher, Jember, November 20, 2025

> something myself. After Mr. Arif showed how he made his own prediction, I felt more confident to try guessing what would happen to the three brothers."[81]

These interview findings were strongly supported by the researcher's classroom observation. The researcher observed Mr. Arif showing the title of the story before reading activities started. The teacher modeled prediction by connecting the opening paragraph with possible future events in the story. Afterward, students actively discussed their predictions in pairs and groups before continuing to the next section of the text.

Moreover, the document review of the Teaching Module verified these implementation steps. The module clearly described predicting activities in which students were instructed to make predictions based on the story title, opening paragraph, and illustrations before reading further sections of the narrative text.

After the predicting activity, the learning process continued with the questioning stage. According to Mr. Arif, questioning activities were designed to train students to think critically about the content of the story. He explained:

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> "In the questioning stage, I demonstrated how students should create comprehension questions from the text. I first gave examples of simple and critical questions related to the paragraph, such as why Death became angry with the three brothers or why the first brother wanted the most powerful wand. After the modeling session, students worked together in

[81] Reva, interviewed by the researcher, Jember, November 20, 2025

> groups to construct their own comprehension questions from each section of the story."[82]

This explanation was strengthened by Student 1, who stated:

> "Mr. Arif first showed us how to make comprehension questions from the story, like asking why Death became angry with the three brothers. After that, we worked in groups to create our own questions from each part of the story. At first, it felt strange because we were used to answering questions, not making them. But after trying it a few times, I started to understand what kind of questions could make us think more about the story."[83]

Student 2 also confirmed the same instructional process:

> "The teacher guided us to ask questions not only about explicit information but also about hidden meanings in the story, such as why the first brother chose the most powerful wand. For me, this was the hardest strategy among the four, because I was used to answering questions from the teacher, and making my own questions was not easy. At first, I did not know what kind of questions I should ask, so I just followed my friends' examples until I got the idea."[84]

Similarly, Student 3 explained:

> "During the questioning activity, we discussed questions related to the characters, events, and moral values in the story, like why the youngest brother chose the cloak instead of the wand or the stone. I found this activity quite challenging at first, but it made me realize that a story can be understood in many different ways depending on what kind of question we ask, not just whether we remember the events correctly."[85]

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Student 4 also supported this statement:

> "The questioning stage helped us think more deeply because we had to create and answer questions from the text by ourselves, not just from the teacher. Honestly, this was the part I struggled with the most, because sometimes my questions were too simple, like just asking about names or places. But after discussing with my group, I learned how to make questions that

[82] Arif, interviewed by the researcher, Jember, November 20, 2025
[83] Nadif, interviewed by the researcher, Jember, November 20, 2025
[84] Hafid, interviewed by the researcher, Jember, November 20, 2025
[85] Putri, interviewed by the researcher, Jember, November 20, 2025

> asked about reasons and feelings of the characters, not only facts."[86]

The researcher's classroom observations also supported these findings. The researcher observed Mr. Arif modelling how to formulate comprehension questions before students created their own questions collaboratively. Students actively asked questions related to the story events, character motivations, vocabulary meaning, and moral values during the group discussion activities.

Furthermore, the document review verified the implementation of this stage. The Teaching Module clearly stated that students should formulate both LOTS and HOTS questions related to the narrative text during the questioning process.

The next syntax implemented during the learning process was clarifying. According to the interview with Mr. Arif, clarifying activities focused on helping students understand difficult vocabulary and confusing information found in the text. He explained:

> "In the clarifying stage, I guided students to identify difficult vocabulary from the story such as 'treacherous,' 'conjured,' and other unfamiliar words. I demonstrated how students could use context clues from the surrounding sentences to understand the meanings without directly translating every word. After that, students worked in groups to identify difficult vocabulary and discuss the meanings together."[87]

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This explanation was strengthened by Student 1, who stated:

> "Mr. Arif showed us how to guess the meaning of difficult words by looking at the sentences around it, before we tried to find the

[86] Reva, interviewed by the researcher, Jember, November 20, 2025
[87] Arif, interviewed by the researcher, Jember, November 27, 2025

> meanings by ourselves. Honestly, this part was helpful for me because usually if I see a word I don't know, I just open the dictionary on my phone right away. But this time he asked us to try guessing first based on the story, and sometimes my guess was actually close to the real meaning."[88]

Student 2 also confirmed similar activities:

> "In the clarifying stage, we tried to find difficult words from the story and talked about the meanings together with our group. There were words like 'treacherous' and 'conjured' that I had never seen before, so at first I was confused. But when my friends and I discussed it together, it became easier because we could help each other figure it out instead of just one person looking it up alone."[89]

Student 3 similarly explained:

> "The teacher helped us understand difficult words by connecting them with the sentence around it, like he asked us 'what do you think is happening in this part of the story, based on the other words?' I think this was useful because sometimes the word looks hard, but when we read the whole sentence again, it actually makes more sense than we thought."[90]

Student 4 also supported this statement:

> "When we found a difficult word, the teacher told us to look at the sentences before and after it to guess the meaning, instead of translating it directly. For me this was a bit hard at first because I was so used to just translating word by word. But after trying it a few times during this activity, I started to get used to guessing the meaning from the context first."[91]

These interview findings were strongly supported by classroom observation results. The researcher observed students identifying difficult vocabulary from the text and discussing the meanings collaboratively within their groups. The teacher continuously

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[88] Hafid, interviewed by the researcher, Jember, November 27, 2025
[89] Nadif, interviewed by the researcher, Jember, November 27, 2025
[90] Putri, interviewed by the researcher, Jember, November 27, 2025
[91] Reva, interviewed by the researcher, Jember, November 27, 2025

monitored the discussions and assisted students in understanding difficult words using contextual analysis instead of direct translation.

Additionally, the document review completely verified this implementation process. The Teaching Module specifically described clarifying activities in which students were instructed to identify difficult vocabulary, discuss meanings through context clues, and record the clarified words in their worksheets.

Finally, the learning process continued with the summarizing stage. According to Mr. Arif, summarizing activities were intended to help students conclude the main ideas and moral values from the story. He explained:

> "In the summarizing stage, I first demonstrated how to summarize a paragraph briefly using simple sentences and the students' own words. After reading each section of the story, students worked in groups to identify the main ideas and create summaries. In the final meeting, students presented the summaries of the complete story along with the moral lessons they learned from 'The Tale of Three Brothers.'"[92]

This statement was strengthened by Student 1, who explained:

> "After finishing the discussion, we had to summarize the main points of the story using our own sentences before presenting them in front of the class. At first I didn't really know how to start, because I always thought summarizing meant copying the important sentences from the text. But Mr. Arif told us to close the text and just say what we remembered in our own words, so it felt more like telling the story to a friend."[93]

Student 2 also confirmed similar activities:

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[92] Arif, interviewed by the researcher, Jember, November 27, 2025
[93] Nadif, interviewed by the researcher, Jember, November 27, 2025

> "The summarizing activity helped us understand the story more clearly, because we had to find the important points from each paragraph before we could put them together. Honestly, this part made me realize that I actually understood more of the story than I thought, because when I tried to explain it again, the important parts just came to my mind naturally."[94]

Student 3 stated:

> "In the final discussion, we combined all the paragraph summaries into one complete summary of the whole story, from the part where the brothers met Death until the ending. It was a bit confusing at first because each of us remembered different parts, so we had to talk it through together to make sure the summary made sense from beginning to end."[95]

Student 4 also explained:

> "We presented the summaries and the moral values of the story during the last meeting, and Mr. Arif gave corrections and feedback after that. For me, the hardest part was explaining the moral value, because I understood the story but it was harder to say what lesson we could learn from it in my own words, not just repeating what the teacher said before."[96]

These interview findings were supported by the researcher's classroom observations. The researcher observed students collaboratively identifying the main ideas of each paragraph and constructing summaries using their own language. During the presentation session, students explained the summaries and moral values found in the story while other groups gave responses and feedback.

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[94] Hafid, interviewed by the researcher, Jember, November 27, 2025
[95] Putri, interviewed by the researcher, Jember, November 27, 2025
[96] Reva, interviewed by the researcher, Jember, November 27, 2025

Moreover, the document review verified these activities. The Teaching Module clearly described summarizing activities in which students summarized each section of the narrative text, concluded the complete storyline, and analyzed the moral values contained in "The Tale of Three Brothers."

In brief, the triangulation data from interviews, classroom observations, and document review demonstrated that the implementation of Reciprocal Teaching strategy was conducted systematically through the four main syntaxes of predicting, questioning, clarifying, and summarizing. The learning process successfully encouraged active student participation, collaborative discussion, critical thinking, vocabulary development, and deeper reading comprehension during the teaching of narrative text in the eleventh-grade classroom.

3. The Students Respond to The Application of Reciprocal Teaching Strategy in Reading Comprehension of Narrative Texts

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Regarding the interview from Mr. Arif as the English teacher of MA Al Amien Ambulu which was related to the students' responses during the implementation of Reciprocal Teaching, he stated:

> "In general, the students responded quite positively to the implementation of Reciprocal Teaching. At the beginning of the lesson, many students seemed unfamiliar with the learning steps because they were used to teacher-centered reading activities where the teacher explained everything. When I introduced predicting, questioning, clarifying, and summarizing, some students looked confused and needed extra explanation. However, after I demonstrated how to apply each strategy using the text, they slowly

began to understand what they were supposed to do. During group activities, most students became more active compared to previous lessons. They started to participate in discussions, although at the beginning some of them were still hesitant to speak or share ideas. Over time, their participation increased, and they seemed more interested in reading activities because they were involved directly in understanding the text."[97]

The researcher simplified that the students' responses toward the implementation of Reciprocal Teaching were generally positive, although initial adjustment was needed at the beginning of the learning process. The students showed a transition from passive learning habits to more active involvement in reading activities. While some students were initially confused due to unfamiliarity with the strategy, they gradually adapted after the teacher provided modeling and guidance. This adjustment process led to increased participation, especially in group discussions where students were required to apply the four strategies collaboratively.

Moreover, the interview report above was reinforced by the one-on-one interview from Student 1 as the student of XI IPS 1 MA Al Amien Ambulu, she said that:

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"At the beginning, I felt a bit confused because this way of learning reading was new for me. Usually, we just read the text, translate it, and answer questions from the teacher. But in this class, we had to predict what would happen in the story, ask questions, and also summarize it. At first, I did not really understand what I had to do, but after Mr. Arif explained and showed an example, I started to follow the steps. When we worked in groups, I felt more helped because my friends also discussed the answers together. Slowly, I became more comfortable and more active in class."[98]

[97] Arif, interviewed by the researcher, Jember, December 4, 2025
[98] Nadif, interviewed by the researcher, Jember, December 4, 2025

It was added by the other student in the one-on-one interview from Student 2 as the student of XI IPS 1 MA Al Amien Ambulu, she confirmed that:

> "In the beginning, I was not really confident because I was afraid of making mistakes, especially when I had to ask questions or make predictions about the story. It was different from usual English class, so I needed time to adapt. But Mr. Arif always guided us during the process, so I slowly understood what I had to do. After a few meetings, I started to enjoy the learning process because I could discuss the story with my group. I also felt that I was more active compared to before because I had to speak and share my ideas."[99]

Student 3 also shared his response during the interview:

> "For me, this learning method was quite interesting. At first, I was also confused because it was not like our usual reading class. But when we started working in groups, it became easier because we could help each other. Sometimes I still had difficulty understanding some parts of the text, especially difficult vocabulary, but my friends and teacher helped me. I also felt that I was more involved in the learning process because I was not just listening, but also participating in discussions."[100]

Meanwhile, Student 4 added:

> "I think this method was new for us, but it was quite good. At the beginning, I felt shy to speak because I was not used to sharing my ideas in English class. However, because we worked in groups, I felt more comfortable. The steps like predicting and summarizing also helped me understand the story little by little. Even though it was a bit difficult at first, I think it made reading class more interesting and not boring."[101]

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Based on the interview from the teacher and the students of XI IPS 1 MA Al Amien Ambulu regarding the students' responses toward the implementation of Reciprocal Teaching strategy, the researcher summarized that the students showed generally positive responses during

[99] Hafid, interviewed by the researcher, Jember, December 4, 2025
[100] Putri, interviewed by the researcher, Jember, December 4, 2025
[101] Reva, interviewed by the researcher, Jember, December 4, 2025

the learning process. Although the strategy was initially new and caused some confusion among students, they gradually adapted to the learning model after the teacher provided explanation and demonstration. The students began to show increased participation in group activities, particularly in discussing the narrative text “The Tale of the Three Brothers” using predicting, questioning, clarifying, and summarizing strategies. The learning process also created more opportunities for students to express their ideas and collaborate with peers, which made them more active compared to previous reading lessons that were more teacher-centered.

Furthermore, these interview findings were supported by classroom observations conducted by the researcher during the implementation of Reciprocal Teaching in reading comprehension of narrative texts. The researcher observed that at the beginning of the lesson, several students still appeared unsure about what they were expected to do when the teacher introduced the four strategies. Some students tended to wait for further instructions and looked at their peers before participating. However, after the teacher demonstrated how to apply the strategies using a paragraph from the text, students gradually became more engaged in the learning process. During group activities, students started to participate in predicting the content of the story based on the title and prior sentences, asking questions about unclear parts of the text, clarifying difficult vocabulary, and working together to summarize each section of the

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narrative text. The researcher also observed that students who were initially passive gradually began to contribute to group discussions as the activity continued. The classroom atmosphere became more interactive, with students discussing the story more actively compared to the beginning of the lesson.[102]

In brief, based on the data gathered from interviews and observations, the researcher deduced that students responded positively to the implementation of Reciprocal Teaching strategy in reading comprehension of narrative texts at MA Al Amien Ambulu. Although students initially experienced confusion and needed time to adapt, the strategy successfully encouraged them to become more active, confident, and involved in the learning process. The use of group discussion and structured reading strategies helped students participate more effectively and made the reading class more interactive and meaningful compared to previous learning experiences.

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Table 4. 1
Data Pesentation and Analysis

No	Research Problem	Aspect Analyzed	Data Findings
1	How does the teacher implement Reciprocal Teaching in reading comprehension of narrative texts among	Purpose	The purposes of implementing Reciprocal Teaching in reading comprehension of narrative texts at the Eleventh Grade of MA Al Amien Ambulu were:

[102] Observation at MA Al Amien, December 4, 2025

	Senior High School students at MA Al Amien Ambulu?		1. Students were able to identify the social function, text structures, and linguistic features of narrative texts. 2. Students were able to actively construct meaning from narrative texts through the application of the four Reciprocal Teaching strategies. 3. Those purposes affected students' reading comprehension development, especially in training students to become more active, strategic, and independent readers rather than relying solely on teacher-centered explanations.
		Material	The material of implementing Reciprocal Teaching in reading comprehension of narrative texts at the Eleventh Grade of MA Al Amien Ambulu was a narrative text entitled "The Tale of the Three Brothers." This text was selected based on the Kurikulum Merdeka objectives because it contained a clear narrative structure (orientation, complication, and resolution), rich vocabulary, and relevant moral values suitable for

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			the application of the four reading strategies.
		Steps	The steps of implementing Reciprocal Teaching in reading comprehension of narrative texts at the Eleventh Grade of MA Al Amien Ambulu were structured into three main stages: 1. Preliminary Activities (15 Minutes): Teacher started with salam, praying, checking students' condition and attendance, delivering learning objectives, introducing the Reciprocal Teaching strategy along with its four core steps, and dividing students into collaborative reading groups. 2. Core Activities (65 Minutes): The teacher modeled all four strategies (predicting, questioning, clarifying, and summarizing) using the opening paragraph of the text. Then, students read "The Tale of the Three Brothers" paragraph by paragraph in their groups while working together to apply the strategies (making predictions, raising questions, clarifying difficult

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			vocabulary, and summarizing main events). Finally, each group presented their findings to the class for active peer discussion. 3. Closing Activities (10 Minutes): Students concluded what they had learned, and the teacher reviewed the material, provided corrections, gave feedback on the group performances, and closed the session with salam.
2		Students' Responses	1. Students generally responded positively to the implementation of Reciprocal Teaching. Although students initially felt confused and needed adaptation, they gradually became more active, confident, collaborative, and engaged during reading activities.

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B. Discussion

1. The Implementation of Reciprocal Teaching in Reading Comprehension of Narrative Texts at XI IPS 1 MA Al Amien Ambulu

The findings of this research showed that the implementation of Reciprocal Teaching in reading comprehension of narrative texts at XI IPS

1 MA Al Amien Ambulu was carried out systematically through several instructional stages. The teacher implemented the four core strategies of Reciprocal Teaching, namely predicting, questioning, clarifying, and summarizing, to guide students in understanding narrative texts more actively and collaboratively. The implementation focused not only on helping students understand the literal meaning of the text, but also on encouraging them to construct meaning, identify important information, and become more independent readers during the learning process.

Based on classroom observations, interviews, and document review, the teacher prepared learning objectives, materials, instructional procedures, and evaluation activities that were aligned with the principles of Reciprocal Teaching and Kurikulum Merdeka. The teacher began the lesson by introducing the topic and activating students' background knowledge before reading. During the reading activities, students worked collaboratively in groups and practiced the four Reciprocal Teaching strategies under the teacher's guidance. The teacher gradually reduced direct explanation and encouraged students to discuss the text actively with their peers. At the end of the lesson, students were asked to summarize the story and reflect on the content of the narrative text.

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The findings also indicatedd that Reciprocal Teaching helped students understand narrative texts more deeply. Before the implementation of the strategy, students tended to rely heavily on the teacher's explanation and translation. However, during the implementation

process, students became more active in identifying story elements, predicting plot development, clarifying unfamiliar vocabulary, and discussing the meaning of the text collaboratively. This condition showed that Reciprocal Teaching created a more student-centered learning environment compared to conventional reading instruction.

These findings are in line with the theory proposed by Annemarie Sullivan Palincsar and Ann L. Brown who stated that Reciprocal Teaching is an instructional approach designed to improve students' reading comprehension through guided dialogue using four strategies: predicting, questioning, clarifying, and summarizing. The findings of this study showed that these four strategies were implemented collaboratively during classroom discussions and helped students monitor their own comprehension while reading narrative texts.[103]

These findings are also line with Harmer's view that teaching reading comprehension is not merely asking students to read a text and answer comprehension questions, but involves guiding learners before, during, and after the reading process. In this study, the teacher provided structured guidance by activating students' background knowledge before reading, facilitating collaborative discussion during reading, and encouraging students to summarize and reflect after reading. These instructional stages demonstrate the teacher's role as a facilitator who

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[103] Palinscar dan Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities."

supported students in constructing meaning rather than simply transmitting information.[104]

Furthermore, the findings support the interactive model of reading proposed by Grabe and Stoller, who argue that reading comprehension results from the interaction between bottom-up and top-down processing. During Reciprocal Teaching, students not only decoded vocabulary and sentence structures but also activated their prior knowledge through predicting, connected ideas while questioning, clarified unfamiliar expressions, and synthesized information through summarizing. These activities enabled students to construct meaning actively from the narrative texts.[105]

The findings also reinforce Anderson's perspective that reading comprehension requires active engagement in which readers continuously monitor their understanding and modify their strategies when comprehension difficulties occur. Throughout the implementation of Reciprocal Teaching, students actively checked their understanding by asking questions, clarifying unfamiliar vocabulary, and discussing the text with peers, demonstrating the use of self-monitoring strategies during reading.[106]

Furthermore, the findings support the theory proposed by Lori D. Oczkus who explained that Reciprocal Teaching encourages students to

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[104] Harmer, *The Practice of English Language Teaching New Edition*.
[105] Grabe dan Stoller, *Teaching and Researching Reading*.
[106] Anderson, *Exploring Second Language Reading*.

become active constructors of meaning through cooperative discussion and peer interaction. In this research, students actively participated in group discussions, exchanged ideas with peers, and became more engaged during reading activities. The collaborative learning environment allowed students to develop not only comprehension skills but also confidence and participation in classroom interaction.[107]

The implementation process found in this research is also consistent with the phases of Reciprocal Teaching proposed by Klingner et al. The teacher first modeled the strategies, guided students during practice, facilitated group discussions, and gradually encouraged students to lead discussions independently. These instructional stages reflected the gradual transfer of responsibility from teacher to students, which is considered essential in developing students' metacognitive awareness and reading independence.

In addition, the findings of this study support previous research conducted by Ahmad Ridho Rojabi which found that Reciprocal Teaching improved students' engagement and reading comprehension through collaborative learning activities. Similar to Rojabi's findings, this research revealed that students became more active during reading activities and showed greater involvement in classroom discussion. However, unlike the previous study that focused mainly on quantitative improvement in reading

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[107] Oczkus, *Reciprocal Teaching at Work*.

scores, the current research explored the actual classroom implementation process and students' experiences during the learning activities.[108]

The findings are also relevant to the systematic review conducted by Ting Pick Dew which concluded that Reciprocal Teaching effectively improves reading comprehension, metacognitive awareness, and student engagement. [109]The present research similarly found that students became more aware of reading strategies and participated more actively during classroom interaction. Moreover, the findings support the study conducted by Rafik Ahmed Abdelmoati Mohamed which reported that Reciprocal Teaching enhanced students' comprehension and encouraged active learning through collaborative discussion.[110]

Therefore, the implementation of Reciprocal Teaching in this research can be considered effective in creating a student-centered reading classroom that supports comprehension development, collaboration, and metacognitive engagement in understanding narrative texts.

2. Students' Responses toward the Implementation of Reciprocal Teaching in Reading Comprehension of Narrative Texts

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The findings of this research revealed that students generally gave positive responses toward the implementation of Reciprocal Teaching in

[108] Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension."

[109] Ting Pick Dew dkk., "The Effectiveness of Reciprocal Teaching as Reading Comprehension Intervention: A Systematic Review," Journal of Nusantara Studies (JONUS) 6, no. 2 (2021)

[110] Rafik Ahmed Abdelmoati Mohamed, "Reciprocal Teaching as a Cognitive and Metacognitive Strategy in Promoting Saudi University Students' Reading Comprehension," Open Education Studies 5, no. 1 (2023)

reading comprehension of narrative texts. Based on interviews and classroom observations, students stated that the strategy helped them understand the content of the text more easily, increased their participation during learning activities, and encouraged them to become more confident in expressing their opinions during group discussions.

Most students admitted that before the implementation of Reciprocal Teaching, they often experienced difficulties in understanding English narrative texts because they focused only on translating unfamiliar vocabulary word by word. They also tended to depend heavily on teacher explanations and rarely discussed the text actively with classmates. However, after participating in Reciprocal Teaching activities, students began to understand the text through discussion, prediction, questioning, clarification, and summarization processes. As a result, students became more active readers and were more involved during classroom interaction.

These findings are line with the view of Richards and Renandya regarding the common challenges faced by EFL learners. They argue that limited vocabulary, dependence on word-for-word translation, and the lack of strategic reading skills often hinder students' reading comprehension. Before the implementation of Reciprocal Teaching, the students in this study demonstrated these characteristics by relying heavily on teacher explanations and translating unfamiliar words individually. Through collaborative reading strategies, however, students gradually shifted from

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passive translation to strategic comprehension, indicating that Reciprocal Teaching helped reduce these common barriers in EFL reading.[111]

The findings also showed that students enjoyed the collaborative learning atmosphere created through Reciprocal Teaching. Students felt more comfortable discussing difficult vocabulary and confusing parts of the story with their peers rather than only listening to teacher explanations. Group discussions helped students share ideas, exchange understanding, and solve comprehension difficulties together. In addition, some students stated that the strategy made reading activities more interesting and less monotonous compared to conventional reading instruction.

Nevertheless, several students still experienced challenges during the implementation process. Some students initially felt confused when they were required to generate questions or summarize the text independently because they were not accustomed to student-centered learning activities. Limited vocabulary also became one of the obstacles that affected students' confidence during discussion. However, continuous guidance from the teacher and peer collaboration gradually helped students adapt to the learning process.

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The findings also support the explanation of Pressley and Afflerbach, who argue that proficient readers constantly monitor their comprehension and apply appropriate strategies when they encounter difficulties. Through repeated practice with the four Reciprocal Teaching

[111] Richards dan Renandya, *Methodology in Language Teaching*.

strategies, students became more aware of comprehension breakdowns and were able to use discussion, clarification, and summarization to overcome them. This finding suggests that Reciprocal Teaching encouraged students to become more strategic and self-regulated readers.[112]

These findings are line with the theory proposed by Zoltán Dörnyei and Stephen Ryan who explained that student engagement includes behavioural, emotional, and cognitive dimensions. In this research, students demonstrated behavioural engagement through active participation in discussions, emotional engagement through increased interest and enjoyment during reading activities, and cognitive engagement through the use of reading strategies to understand narrative texts.[113]

The findings also support the theory proposed by Lori D. Oczkus who stated that Reciprocal Teaching fosters collaborative learning and allows students to take ownership of their learning process. In this study, students became more confident in discussing texts, asking questions, and sharing opinions with peers. This condition reflected the development of active and collaborative learning promoted by Reciprocal Teaching.[114]

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Moreover, the findings are relevant to the concept of metacognition proposed by John H. Flavell which emphasizes students' awareness and monitoring of their own thinking processes. Through predicting,

[112] Pressley dan Afflerbach, *Verbal Protocols of Reading*.
[113] Dörnyei dan Ryan, *The Psychology of the Language Learner Revisited*.
[114] Oczkus, *Reciprocal Teaching at Work*.

questioning, clarifying, and summarizing activities, students learned to monitor their comprehension and recognize difficulties while reading narrative texts. This process helped students become more strategic and reflective readers.[115]

The findings also support previous studies discussed in Chapter II. The study conducted by Ahmad Ridho Rojabi found that Reciprocal Teaching increased students' classroom engagement and comprehension through collaborative activities.[116] Similarly, this research revealed that students became more active and participative during reading lessons. Furthermore, the findings are consistent with the research conducted by Rafik Ahmed Abdelmoati Mohamed which reported that students enjoyed the interactive learning process provided by Reciprocal Teaching, although some students still experienced difficulties related to vocabulary and questioning activities.[117]

In addition, the findings correspond with the systematic review conducted by Nofouz Mafarja which concluded that Reciprocal Teaching enhances students' comprehension, participation, and collaborative learning experiences. The current research similarly demonstrated that

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[115] Flavell, "Metacognition and Cognitive Monitoring."
[116] Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension."
[117] Abdelmoati Mohamed, "Reciprocal Teaching as a Cognitive and Metacognitive Strategy in Promoting Saudi University Students' Reading Comprehension."

students responded positively to collaborative reading activities and became more motivated during the learning process.[118]

Therefore, the students' responses in this research indicated that Reciprocal Teaching not only supports reading comprehension development but also promotes active participation, collaborative learning, and positive attitudes toward reading activities in the EFL classroom. The findings further support Harmer's view that teaching reading comprehension should involve guiding students before, during, and after reading rather than simply asking them to answer comprehension questions. During the implementation of Reciprocal Teaching, the teacher facilitated discussion, encouraged interaction among students, and provided scaffolding whenever difficulties arose. This instructional approach enabled students to participate actively throughout the reading process and created a learning environment in which comprehension was constructed collaboratively rather than delivered directly by the teacher.[119]

Furthermore, the findings are in line with Grabe and Stoller's interactive model of reading comprehension, which emphasizes that successful reading involves the interaction between bottom-up and top-down processes. While students clarified unfamiliar vocabulary and sentence structures, they also activated prior knowledge through

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[118] Nofouz Mafarja dkk., "Using of Reciprocal Teaching to Enhance Academic Achievement: A Systematic Literature Review," *Heliyon* 9, no. 7 (2023): e18269, https://doi.org/10.1016/j.heliyon.2023.e18269.

[119] Jeremy Harmer, *The Practice of English Language Teaching: With DVD*, 4. ed., 8. impression, Always Learning (Pearson Education, 2013).

predicting, constructed meaning by questioning, and synthesized information through summarizing. The combination of these processes helped students understand narrative texts more effectively than relying solely on word-by-word translation.[120]

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[120] Grabe dan Stoller, *Teaching and Researching Reading*.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the findings and discussion presented in Chapter IV, the researcher draws conclusions in accordance with the research questions of this study as follows:

1. Regarding the implementation of Reciprocal Teaching in reading comprehension of narrative texts at XI IPS 1 MA Al Amien Ambulu, it can be concluded that the teacher implemented the strategy in a structured and systematic way. The implementation began with preliminary activities such as greeting, checking attendance, and explaining learning objectives. In the core activity, the teacher introduced and modeled the four Reciprocal Teaching strategies, namely predicting, questioning, clarifying, and summarizing. After the modeling stage, students worked in groups to apply these strategies while reading the narrative text "The Tale of the Three Brothers." The teacher also monitored and guided students during the process. In the closing activity, students presented their group results, received feedback from the teacher, and reflected on the learning process. The evaluation was conducted continuously during the learning process through attitude, knowledge, and skill assessment. Overall, the implementation showed that Reciprocal Teaching was carried out in a clear sequence from teacher modeling to student-centered group activities.

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2. Regarding the students' responses toward the implementation of Reciprocal Teaching in reading comprehension of narrative texts at XI IPS 1 MA Al Amien Ambulu, it can be concluded that the students showed generally positive responses. At the beginning of the learning process, some students experienced confusion because the strategy was new and different from their usual reading activities. However, after the teacher explained and demonstrated how to use the four strategies, students gradually adapted to the learning process. Students became more active in group discussions, more willing to participate, and more engaged in understanding the narrative text. They also showed increased confidence in expressing ideas, although some students still needed guidance in applying the strategies, especially in questioning and clarifying stages. Over time, the learning process became more interactive, and students demonstrated better participation and cooperation in reading activities.

B. Suggestions

Based on the findings and conclusions of this study, the researcher would like to give some suggestions that may be useful for English teachers, students, and future researchers.

1. For the English teacher

   It is suggested that the English teacher continue to apply the Reciprocal Teaching strategy in teaching reading comprehension, especially for narrative texts, because it can encourage students to be more active, independent, and involved in the learning process. The teacher is also expected to give more intensive guidance during the questioning and clarifying stages, since these two aspects were found to be more challenging for students. In addition, the teacher may provide more varied texts and

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continuous practice so that students become more familiar with the strategy and can apply it more effectively. The use of supporting media such as visual aids or digital materials is also recommended to increase students' interest and understanding.

2. For the students

   Students are suggested to be more active and confident in participating during the learning process, especially in group discussions. They should not only depend on the teacher but also try to explore meanings independently by using the predicting, questioning, clarifying, and summarizing strategies. Students are also encouraged to improve their vocabulary knowledge and reading habits so that they can better understand narrative texts and participate more effectively in class activities.

3. For the future researchers

   Future researchers are suggested to conduct further studies on the implementation of Reciprocal Teaching in different skills, levels, or types of texts. It is also recommended to explore the use of Reciprocal Teaching combined with other learning strategies or learning media to see its effectiveness in improving students' English skills. Additionally, further research with a larger sample size and longer duration may provide more comprehensive and deeper findings regarding the effectiveness of this strategy in English language learning.

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RESEACRH MATRIX

Title	Variables / Focus	Sub-Focus	Data Sources	Research Method	Research Questions
Implementing Reciprocal Teaching in Reading Comprehension of Narrative Texts at MA Al Amien Ambulu	Focus 1: Implementation of Reciprocal Teaching in reading comprehension of narrative texts. Focus 2: Students' responses toward the application of Reciprocal Teaching strategy.	Focus 1: a. Planning Stage b. Implementation Stage Focus 2: a. Cognitive Response b. Participation Response	Teacher: 1. Pre-implementation interview 2. Post-implementation interview Students: 1. Four student representatives of XI IPS (post-implementation interview) Observation: Classroom observations Documentation: 1. Teaching Module (Modul Ajar). 2. Reciprocal Teaching group worksheets. 3. Researcher's field notes.	1. Approach: Qualitative Approach. 2. Design: Descriptive Qualitative Research. 3. Data Collection: Observation, Interview, Documentation. 4. Data Analysis: Miles, Huberman, and Saldana (2014): a. Data Condensation. b. Data Display. 3. Drawing and Verifying Conclusions. Data Validation: Source Triangulation and Technique Triangulation.	1. How does the teacher implement Reciprocal Teaching in reading comprehension of narrative texts among Senior High School students at MA Al Amien Ambulu? 2. How do the students respond to the application of Reciprocal Teaching strategy in reading comprehension of narrative texts at MA Al Amien Ambulu?

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APPENDIX

Appendix 1. Field Notes

Researcher: M. Rivkhi Hisbullah
Research Location: MA Al Amien Ambulu
Subject: English, Narrative Text (The Tale of the Three Brothers)
Class: XI IPS 1
Academic Year: 2025/2026

Field Notes 1
Date: Tuesday, November 18, 2025
Activity: Submission of Research Permit and Pre-Implementation Interview with English Teacher
Phase: Pre-Implementation

Descriptive Notes

• The researcher visited MA Al Amien Ambulu to submit the research permit and meet the English teacher of class XI IPS.

• The administrative process was completed successfully, and the school granted permission for the research.

• The researcher conducted a preliminary interview with Mr. Arif regarding the reading comprehension class before the implementation of Reciprocal Teaching.

• Mr. Arif explained that reading lessons were generally conducted using traditional teaching methods.

• Students usually read the text, listened to the teacher's explanation, and answered comprehension questions afterward.

• According to Mr. Arif, many students depended on the teacher to explain unfamiliar vocabulary and text content.

• Students rarely asked questions during reading activities and tended to wait for the teacher's explanation.

• Student participation during reading lessons was generally low.

• Some students appeared passive and less motivated when reading English texts.

• Mr. Arif stated that he had prepared a teaching module using Reciprocal Teaching for three meetings.

• The narrative text "The Tale of the Three Brothers" was selected as the learning material.

• The teacher considered the text appropriate because it contains a clear narrative structure, challenging vocabulary, and moral values relevant to students.

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• Mr. Arif expected Reciprocal Teaching to help students become more active and independent readers.

• The teacher also expected students to apply the four Reciprocal Teaching strategies: predicting, questioning, clarifying, and summarizing.

Reflective Notes

• Reading instruction before the implementation was still largely teacher-centered.

• Students appeared to rely heavily on teacher explanations during reading activities.

• Limited participation and low reading independence were identified as major classroom issues.

• Information obtained from the interview provided baseline data for observing changes during the implementation of Reciprocal Teaching.

Field Notes 2

Date: Thursday, November 20, 2025

Time: 10.30 AM–12.00 PM

Activity: Observation Session 1

Focus: Introduction of Reciprocal Teaching, Predicting Stage, Questioning Stage, and Students' Initial Responses

Phase: Whilst-Implementation (Meeting 1)

Descriptive Notes

• The researcher arrived before the lesson and sat at the back of the classroom as a non-participant observer.

• The teacher opened the lesson by greeting the students, leading a prayer, and checking attendance.

• The classroom atmosphere was generally quiet and orderly at the beginning of the lesson.

• The teacher conducted a brief diagnostic activity by asking students questions about narrative texts.

• Several students answered the questions, but many appeared hesitant and uncertain..

• The teacher introduced the narrative text "The Tale of the Three Brothers."

• Printed copies of the text were distributed to students.

• Several students recognized the story and showed interest in the lesson.

• The teacher explained the concept of Reciprocal Teaching and introduced the four strategies: predicting, questioning, clarifying, and summarizing.

• The teacher modeled the predicting strategy using the title and illustrations from the text.

• Students listened to the explanation and observed the demonstration.

• Students worked in pairs to discuss their predictions about the story.

• Most students participated in pair discussions and shared their predictions with classmates.

• The teacher modeled how to create comprehension questions from the text.

• Examples of factual and inferential questions were provided.

• Students were asked to formulate their own questions in pairs.

• Many students produced simple factual questions related to characters and settings.

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• The teacher encouraged students to develop deeper questions by focusing on character motivations and events.
• The lesson ended with a review of the four Reciprocal Teaching strategies.
• Students were informed that group activities would be conducted in the next meeting.

Reflective Notes

• Students showed curiosity and interest toward the narrative text.
• Predicting activities encouraged students to participate more actively.
• Most students were still unfamiliar with generating inferential questions.
• Teacher guidance remained necessary throughout the questioning stage.
• Students appeared to be adapting to a more student-centered learning approach.

Field Notes 3

Date: Thursday, November 27, 2025

Time: 10.30 AM–12.00 PM

Activity: Observation Session 2

Focus: Clarifying Stage, Summarizing Stage, Group Discussion, and Role Rotation

Phase: Whilst-Implementation (Meeting 2)

Descriptive Notes

• The researcher arrived before the lesson and took the same position at the back of the classroom as a non-participant observer.
• The teacher opened the lesson by greeting the students, leading a prayer, checking attendance, and reviewing the four Reciprocal Teaching strategies.
• Several students referred to their notes from the previous meeting during the review session.
• The teacher divided students into heterogeneous groups consisting of four members.
• Each student received a role card as Predictor, Questioner, Clarifier, or Summarizer.
• Students rearranged their seats and formed discussion groups.
• The classroom became briefly noisy during the grouping process but returned to a more focused atmosphere after instructions were given.
• The teacher distributed worksheets and the next section of the narrative text.
• Students began discussing the text according to their assigned roles.
• Participation levels varied across groups.
• Some students actively led discussions, while others initially relied on their peers.
• Several students encountered unfamiliar vocabulary while reading the text.
• Some students directly asked the teacher for word meanings.
• The teacher encouraged students to identify meanings through context clues before providing assistance.
• Students attempted to discuss unfamiliar words with their group members.
• Most groups completed the clarifying activities and recorded their answers on the worksheet.
• Students then moved to the summarizing stage.
• Group members discussed the main ideas and important events from the assigned section of the story.

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• Some students experienced difficulty identifying key points and distinguishing them from supporting details.
• The teacher provided guidance by asking students to focus on the most important events in the narrative.
• During the second discussion cycle, students rotated their roles within the group.
• Students adjusted to their new responsibilities and continued the discussion.
• Several students who were previously less active became more involved after role rotation.
• The classroom atmosphere became more interactive as discussions progressed.
• Most groups successfully completed the assigned tasks before the lesson ended.
• The teacher closed the lesson by reviewing the discussion results and reminding students about the presentation session in the next meeting.

Reflective Notes

• Students appeared more familiar with the Reciprocal Teaching procedure compared to the first meeting.
• Clarifying unfamiliar vocabulary remained one of the main challenges during the lesson.
• The teacher consistently encouraged students to become less dependent on direct explanations.
• Role rotation increased participation and reduced reliance on a few active students.
• Group discussions showed gradual improvement in collaboration and reading engagement.

Field Notes 4

Date: Thursday, December 4, 2025

Time: 10.30 AM–12.00 PM

Activity: Observation Session 3 and Post-Implementation Interview with English Teacher and Student Representatives

Focus: Group Presentations, Class Evaluation, Moral Value Discussion, and Post-Implementation Interview

Phase: Post-Implementation (Meeting 3)

Descriptive Notes

• The researcher arrived before the lesson and observed the classroom from the back of the room.
• The teacher opened the lesson by greeting the students, leading a prayer, and checking attendance.
• Students discussed final points with their group members and prepared presentation materials.
• Groups took turns presenting the results of their Reciprocal Teaching activities.
• Students explained their predictions, questions, vocabulary clarifications, and summaries of the story.
• Several students appeared nervous while presenting in front of the class.
• Other students listened to the presentations and responded to questions from presenting groups.
• Classroom interaction increased during the question-and-answer sessions.
• Students attempted to express their opinions about the story and its events.
• After all presentations were completed, the teacher reviewed the narrative structure of “The Tale of the Three Brothers.”
• The class discussed the orientation, complication, and resolution of the story.
• The teacher guided students to identify the moral values presented in the narrative.
• Many students actively participated in the discussion about the moral lessons of the story.

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• Several students connected the moral values of the story to real-life situations.

• Group worksheets were collected as part of the assessment process.

• After the lesson, the researcher conducted interviews with the English teacher and selected student representatives.

• The teacher stated that students had become more active and independent during reading activities.

• Student representatives reported that the strategy was initially unfamiliar but became easier after repeated practice.

• Students expressed positive opinions about group discussions and role-based activities.

Reflective Notes

• Students demonstrated greater confidence during classroom discussions compared to earlier meetings.

• Most students showed a better understanding of the narrative text and its moral values.

• Classroom participation increased throughout the implementation process.

• Interview results indicatedd generally positive responses toward Reciprocal Teaching.

• The implementation of Reciprocal Teaching appeared to support students' reading engagement and participation in learning activities.

Appendix 2. Lesson Plan

MODUL AJAR

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI (Sebelas) / I (Ganjil)
Materi Pokok : Narrative Text
Alokasi Waktu : 3 Pertemuan x (2 x 45 Menit)
Model Pembelajaran : Tatap muka menggunakan metode group discussion dan reciprocal teaching

KOMPETENSI AWAL

Capaian Pembelajaran Bahasa Inggris Fase F, yaitu:

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Jenis teks Narrative menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual termasuk konteks budaya. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi teks argumentatif (teks autentik) dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih

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beragam. Peserta didik memproduksi beragam teks tulisan dan visual opini dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

Elemen Menyimak - Berbicara

Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

Elemen Membaca - Memirsa

Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

Elemen Menulis - Mempresentasikan

Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

PROFIL PELAJAR PANCASILA

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Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar kritis, kreatif, bergotong royong, dan berkebinekaan global.

SARANA DAN PRASARANA

- Whiteboard
- Boardmarker
- Buku Kerja / Kertas Folio
- Alat tulis
- Lembar Kerja Teks The Tale of Three Brothers (dibagi per bagian cerita/chunks)

TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

MODEL PEMBELAJARAN

Tatap muka menggunakan metode group discussion dan reciprocal teaching (Predicting, Questioning, Clarifying, Summarizing).

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN (LEARNING GOALS)

Pada akhir unit ini, Siswa diharapkan mampu:

1. Mengidentifikasi tujuan komunikatif, nilai-nilai moral, dan struktur skematis (orientasi, komplikasi, resolusi) dari teks naratif.
2. Mengidentifikasi beberapa unsur kebahasaan dari teks naratif: past tense (bentuk lampau), time connectives (kata hubung waktu), dan pronoun references (rujukan kata ganti).
3. Menyatakan informasi tersurat dan tersirat (gagasan utama dan informasi rinci) dari teks naratif
4. Menerapkan empat strategi Reciprocal Teaching (memprediksi, membuat pertanyaan, mengklarifikasi, merangkum) untuk menguasai pemahaman membaca pada teks naratif.
5. Mengevaluasi perspektif dan pilihan karakter di dalam teks naratif melalui diskusi kelompok kolaboratif.
6. Melakukan presentasi kelompok yang berfokus pada merangkum dan menganalisis pesan moral dari teks naratif.

B. PEMAHAMAN BERMAKNA

Teks narrative melalui kegiatan mendengarkan, berbicara, membaca, memirsa, menulis, dan mempresentasikan topik-topik terkait cerita fiksi otentik dan nilai-

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nilai moral kehidupan, seperti: konsekuensi dari keserakahan, kesombongan, kebijaksanaan dalam menghadapi kematian, serta pentingnya menghargai hidup.

C. PERTANYAAN PEMANTIK

1. Have you ever heard about "The Tale of Three Brothers" from the Harry Potter universe? What is it about?
2. If Death gave you one magical wish, what would you ask for? A powerful weapon, the power to recall the dead, or a way to hide from Death?
3. Why do you think greed and pride often lead characters in fairy tales to their downfall?
4. What can we learn from the story about how we should live our daily lives?

D. KEGIATAN PEMBELAJARAN

PERTEMUAN 1

Kegiatan Pendahuluan (10 menit)

1. Guru meminta salah satu peserta didik untuk memimpin doa, mengecek kehadiran peserta didik di kelas, mengecek kebersihan kelas, serta kesiapan belajar peserta didik.
2. Diagnostic Test: Guru melakukan tes awal lisan singkat dengan menanyakan pemahaman dasar peserta didik tentang komponen teks naratif (What is a complication in a story? What tenses do we use in stories?). Guru menyesuaikan kedalaman materi berdasarkan jawaban peserta didik.

Kegiatan Inti (70 menit)

Kegiatan Literasi: Orientasi Pada Cerita (15 menit)

1. Guru membagikan judul cerita The Tale of Three Brothers beserta ilustrasi gambar tiga bersaudara dan sesosok jubah (Death).
2. Siswa diminta membaca paragraf pertama tentang tiga bersaudara yang melakukan perjalanan di waktu senja dan sampai di sungai yang dalam serta berbahaya untuk diseberangi.
3. Pemodelan Strategi Secara Eksplisit oleh Guru (40 menit)
4. Guru menjelaskan kegunaan 4 langkah Reciprocal Teaching untuk membantu pemahaman membaca.

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5. Guru mendemonstrasikan secara langsung keempat langkah tersebut pada lembar kerja utama saat membaca bagian cerita ketika sosok Death muncul menghadang tiga bersaudara karena merasa dicurangi:
   - Langkah 1 (Predicting): Guru mencontohkan cara membuat prediksi berdasarkan judul dan paragraf pembuka. Contoh: "Based on the opening, I predict that Death will pretend to congratulate them but actually plans a trick to trap them later because they cheated him."
   - Langkah 2 (Questioning): Guru mencontohkan cara membuat pertanyaan pemahaman (HOTS dan LOTS) dari teks. Contoh: "Why was Death angry at the brothers? What does 'cunning' mean in this situation?"
   - Langkah 3 (Clarifying): Guru menandai kata sulit dalam paragraf tersebut seperti 'treacherous' atau 'conjured' dan mendemonstrasikan cara mencari tahu artinya melalui petunjuk konteks kalimat.
   - Langkah 4 (Summarizing): Guru mencontohkan cara merangkum paragraf pembuka dengan kalimat sendiri. Contoh: "In summary, three clever brothers built a magical bridge to cross a dangerous river, prompting Death to appear and trickily offer them rewards."

Latihan Terbimbing Berpasangan (15 menit)

1. Siswa mencoba berlatih secara berpasangan menerapkan 4 langkah di atas pada beberapa baris kalimat berikutnya ketika anak pertama meminta tongkat sihir yang paling kuat (Elder Wand). Guru berkeliling memberikan masukan.

Kegiatan Penutup (10 menit)

1. Guru merangkum pembelajaran hari ini mengenai pentingnya menerapkan 4 langkah Reciprocal Teaching untuk memahami teks sastra.
2. Guru memberikan motivasi dan menginformasikan bahwa pada pertemuan berikutnya siswa akan mulai melakukan kerja kelompok mandiri dengan pembagian peran yang berputar. Kelas ditutup dengan doa.

PERTEMUAN 2

Kegiatan Pendahuluan (10 menit)

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1. Guru membuka pembelajaran dengan berdoa, mengecek kehadiran, kebersihan kelas, dan memastikan kesiapan siswa untuk melanjutkan membaca kelanjutan cerita.
2. Guru menyegarkan kembali ingatan siswa tentang 4 peran penting dalam Reciprocal Teaching.

Kegiatan Inti (70 menit)

Pembentukan Kelompok & Pembagian Peran (10 menit)

1. Guru membagi siswa menjadi beberapa kelompok diskusi heterogen yang terdiri dari 4 anggota.
2. Guru membagikan Lembar Kerja Kelompok Reciprocal Teaching beserta potongan teks cerita kelanjutan dari pertemuan pertama.
3. Setiap siswa di dalam kelompok memegang satu kartu peran utama: Siswa A (The Predictor), Siswa B (The Questioner), Siswa C (The Clarifier), dan Siswa D (The Summarizer).

Penerapan Siklus 1 Reciprocal Teaching - Bagian Anak Kedua (25 menit)

1. Siswa membaca bagian teks tentang kisah anak kedua yang meminta batu untuk membangkitkan orang mati (Resurrection Stone).
   Setiap siswa bekerja mengisi Lembar Kerja Kelompok sesuai peran masing-masing secara berurutan:
   - The Predictor membagikan tebakannya mengenai apa yang akan terjadi pada anak kedua.
   - The Questioner mengajukan pertanyaan pemahaman membaca kepada anggota kelompoknya.
   - The Clarifier mencatat kosakata atau frasa sulit yang membingungkan dalam bagian tersebut dan mendiskusikan artinya bersama kelompok.
   - The Summarizer merangkum poin utama atau inti cerita dari bagian anak kedua tersebut.
2. Semua proses dicatat secara tertulis pada lembar kerja kelompok.

Penerapan Siklus 2 Reciprocal Teaching - Bagian Anak Ketiga (25 menit)

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1. Guru menginstruksikan siswa untuk melakukan rotasi peran (peran berputar searah jarum jam). Siswa yang tadinya Predictor kini menjadi Questioner, Summarizer menjadi Predictor, dan seterusnya.
2. Siswa melanjutkan membaca bagian teks berikutnya mengenai anak ketiga yang rendah hati dan meminta jubah gaib (Invisibility Cloak) untuk menghindari Death.
3. Siswa kembali mengulang proses 4 langkah Reciprocal Teaching di dalam kelompok sesuai dengan peran baru mereka dan menuliskannya di lembar kerja.

Pengumpulan Hasil Kerja & Pemantauan Guru (10 menit)

1. Guru terus memantau jalannya diskusi teks di setiap kelompok, membantu jika ada kelompok yang kesulitan mengklarifikasi arti kata atau kesulitan menyusun pertanyaan kritis terkait pemahaman membaca.

Kegiatan Penutup (10 menit)

1. Guru melakukan evaluasi singkat mengenai jalannya proses diskusi kelompok dan bagaimana pergantian peran membantu mereka memahami teks secara mandiri.
2. Guru meminta kelompok untuk mempersiapkan diri mempresentasikan rangkuman dan hasil analisis membaca mereka di pertemuan berikutnya. Pertemuan diakhiri dengan doa.

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PERTEMUAN 3

Kegiatan Pendahuluan (10 menit)

1. Guru membuka pelajaran dengan doa dan memeriksa kehadiran siswa.
2. Guru menjelaskan tata cara presentasi yang berfokus pada pelaporan hasil 4 langkah Reciprocal Teaching yang telah dilakukan kelompok pada pertemuan sebelumnya.

Kegiatan Inti (70 menit)

Persiapan Akhir Kelompok (10 menit)

1. Siswa duduk berkelompok untuk meninjau kembali Lembar Kerja Reciprocal Teaching mereka dari teks utuh The Tale of Three Brothers (dari hasil kerja memprediksi, membuat pertanyaan, mengklarifikasi kosakata, hingga merangkum nilai moral).

Presentasi Fokus Reciprocal Teaching (40 menit)

1. Setiap kelompok maju ke depan secara bergantian untuk mempresentasikan hasil pemahaman membaca mereka.
2. Dalam presentasi, setiap anggota kelompok berbicara berdasarkan peran yang sempat mereka pegang (Contoh: Menjelaskan apa saja pertanyaan pemahaman yang mereka susun, kosakata apa saja yang berhasil diklarifikasi maknanya, serta membacakan hasil rangkuman alur cerita secara utuh).
3. Kelompok lain menyimak dan memberikan tanggapan atau mencoba menjawab pertanyaan pemahaman yang dilemparkan oleh kelompok yang sedang presentasi.
4. Guru memberikan penilaian langsung terhadap kedalaman pemahaman membaca siswa berdasarkan presentasi tersebut.

Penarikan Kesimpulan Bersama (20 menit)

1. Guru dan siswa bersama-sama merangkum keseluruhan isi cerita The Tale of Three Brothers, membahas struktur teks naratif (Orientation, Complication, Resolution) yang ditemukan, serta mendiskusikan nilai moral terdalam dari cerita fiksi tersebut.

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Kegiatan Penutup (10 menit)

1. Guru mengumpulkan Lembar Kerja Reciprocal Teaching dari masing-masing kelompok sebagai bukti asesmen proses.
2. Guru membagikan lembar refleksi individu untuk diisi oleh siswa mengenai pengalaman mereka menggunakan 4 langkah strategi membaca ini.
3. Pembelajaran diakhiri dengan motivasi dari guru agar siswa terus menerapkan 4 langkah ini secara mandiri saat membaca teks bahasa Inggris lainnya. Kelas ditutup dengan doa dan salam.

ASESMEN						
No	**Aspek Penilaian**	**Deskripsi**	**Skor 16–20 (Baik Sekali)**	**Skor 11–15 (Baik)**	**Skor 6–10 (Cukup)**	**Skor 1–5 (Kurang)**
1	Akurasi Ringkasan (Summarizing)	Kemampuan menyusun intisari alur cerita *The Tale of Three Brothers* secara runtut.	Rangkuman sangat jelas, mencakup seluruh poin penting alur (awal–akhir) secara kronologis dan tepat.	Rangkuman cukup jelas, alur cerita berkesinambungan walau ada poin detail kecil yang terlewat.	Rangkuman kurang lengkap, susunan kronologi cerita agak membingungkan pembaca.	Rangkuman sangat kacau, tidak mencerminkan isi asli cerita *Three Brothers*.
2	Kualitas Pertanyaan (Questioning)	Kemampuan merumuskan pertanyaan kritis (tersirat/HOTS) dari teks.	Pertanyaan sangat kritis, menggali informasi tersirat (*implicit*) dan memicu penalaran tingkat tinggi.	Pertanyaan cukup baik, mampu menggali informasi tersurat dan sedikit informasi tersirat.	Pertanyaan terlalu sederhana, hanya fokus pada informasi teks yang sangat mendasar (LOTS).	Pertanyaan tidak jelas, tidak relevan, atau tidak sesuai dengan isi teks naratif.
3	Penguasaan Kosakata (Clarifying)	Kemampuan menemukan makna kata sulit/frasa arkais dalam cerita berdasarkan konteks.	Mampu mengklarifikasi semua kata sulit dengan sangat tepat sesuai konteks kalimat sastra cerita.	Mampu mengklarifikasi sebagian besar kata sulit dengan makna yang cukup berterima.	Banyak kesalahan dalam mengartikan kata sulit sehingga mengubah makna cerita asli.	Tidak mampu mengidentifikasi atau mengklarifikasi kata sulit sama sekali.
4	Analisis Struktur & Unsur Kebahasaan	Ketepatan menentukan elemen orientasi, komplikasi, resolusi, serta penggunaan *Past Tense*.	Struktur teks dianalisis dengan sangat tepat, identifikasi *past tenses* dan *pronoun* sangat akurat.	Analisis struktur benar, namun ada sedikit kesalahan minor dalam mengelompokkan fitur kebahasaan.	Analisis struktur kurang tepat; pemahaman fitur kebahasaan naratif masih lemah.	Gagal mengidentifikasi struktur teks naratif maupun fitur kebahasaan yang digunakan.
5	Pemahaman Nilai Moral (Moral Value)	Kesesuaian evaluasi pesan moral tokoh dengan esensi cerita.	Analisis pesan moral sangat mendalam, logis, dan dikaitkan erat dengan realitas	Nilai moral yang disampaikan relevan, namun penjelasannya masih	Nilai moral kurang relevan atau salah menginterpretasikan watak serta keputusan tokoh.	Tidak ada pesan moral yang dicantumkan, atau pemahaman cerita

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			perilaku kehidupan nyata.	standar/kurang mendalam.		melenceng total.

REFLEKSI

Petunjuk Pengerjaan:

1. Sampaikan kepada peserta didik pentingnya melakukan refleksi diri sebagai upaya mengetahui perkembangan belajar mereka setelah melewati 3 pertemuan membedah cerita naratif dengan metode Reciprocal Teaching.
2. Guru membimbing peserta didik untuk menjawab pertanyaan-pertanyaan di dalam bagian reflection ini secara jujur dalam bentuk paragraf di buku kerja mereka.

After studying Narrative Text ("The Tale of Three Brothers") using Reciprocal Teaching strategies for 3 meetings, answer the following questions as your reflection. Write your answers in the form of a paragraph in the box provided.

1. What do you know about Narrative Text and its schematic structures after this unit?
2. Which of the four Reciprocal Teaching roles (Predictor, Questioner, Clarifier, Summarizer) did you find the most challenging, and why?
3. How did the strategy of 'Predicting' before reading help you understand the text better?
4. What was the most difficult part when you tried to 'Clarify' unfamiliar words in "The Tale of Three Brothers"?
5. What is the core moral lesson of "The Tale of Three Brothers"?
6. How important is it for us to avoid being greedy and prideful like the first two brothers in our daily life?
7. What do you think would happen if the third brother was also greedy and asked for a destructive weapon instead of the Invisibility Cloak?

REFLEKSI

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Appendix 3. Learning Material

The Tale of the Three Brothers

In ancient times, when magic still walked openly upon the earth, there lived three brothers. They were powerful wizards and very close to one another, having grown up together and trained in the magical arts since childhood. One dark evening, while travelling along a lonely, winding road, they reached a deep and treacherous river. The water rushed wildly, and no boat or bridge was in sight. Many travellers before them had lost their lives trying to cross it, their bodies carried away by the fierce current never to be found again.

Being skilled in the magical arts, the three brothers raised their wands together and, with a single spell, caused a sturdy stone bridge to rise out of the water. They stepped onto it proudly, laughing at how easily they had conquered the danger. But when they reached the middle of the bridge, a tall figure in a long, hooded cloak suddenly appeared and blocked their path. A cold wind blew, and the brothers felt fear for the first time that night. The figure was Death himself. He was angry that he had been cheated out of three new victims, for travellers usually drowned in the river. But Death was cunning. He pretended to congratulate the three brothers upon their magic, hiding his fury behind a slow and terrible smile.

Death spoke in a voice as dry as dead leaves. "You have cheated me," he said. "Travellers who try to cross this river belong to me. Yet you have built a bridge and escaped my grasp." The brothers gripped their wands tightly, ready to fight, though they could feel the unnatural cold of Death's presence seeping into their very bones. But Death only smiled a terrible smile and continued, "Because you are clever, I will grant each of you one gift of your choosing." The brothers exchanged glances, uncertain whether to trust his words, yet the offer was too tempting to refuse.

The eldest brother was proud and hot-blooded. He loved duelling more than anything and had never once walked away from a fight. "Give me a wand more powerful than any that has ever existed, a wand that will always win battles for its owner!" he demanded. A wand worthy of a wizard who had conquered Death itself. Death walked to an elder tree growing on the riverbank, broke off a long branch, and fashioned it into a beautiful, slender wand. "This is the Elder Wand," Death said. "No wizard will ever defeat its master." Antioch took it and felt power running through his fingers like fire, a dark and intoxicating force that filled him with confidence and greed.

The second brother was still heartbroken because the woman he loved had died young, taken from him before they could even be married. Anger and sorrow filled his heart every single day since her passing. He was an arrogant man who decided he wanted to humiliate Death still further. "I want the power to bring loved ones back from the dead," he said, his voice trembling with longing. Death bent down, picked up a smooth grey stone from the river, and placed it in his hand. "This is the Resurrection Stone," Death whispered. "Turn it three times in your hand and the one you lost will return to you." He closed his fist around the stone, already imagining his lost love standing beside him once more, warm and alive.

The youngest brother was quiet and wise. He did not trust Death's smiling face at all, for he alone among the three sensed the danger hidden behind the generous offer. "I want something that will let me walk away from here and you will never be able to follow me," he said calmly. Death's smile grew colder. Very slowly, he unclasped his own Invisibility Cloak from his shoulders and handed it over, reluctantly, as though parting with something precious. "Take my Cloak of Invisibility. As long as you wear it, no one, not even I, will ever find you." He accepted the cloak without a word and wrapped it around himself at once, disappearing from sight completely. The brothers thanked Death and continued their separate ways, each carrying his gift into the unknown.

The first brother travelled to a distant village where he had an old enemy. Naturally, with the Elder Wand as his weapon, he could not fail to win the duel that followed, leaving his enemy dead upon the floor. That night in the inn he boasted loudly about his unbeatable Elder Wand, telling anyone who would listen how he had outwitted Death himself. Everyone heard him. When he fell asleep, drunk with wine and pride,

another wizard crept into his room, stole the wand, cut his throat, and left him dead on the cold floor. Thus Death claimed the first brother, just as he had always intended.

The second brother returned to his house. Alone in the darkness, he turned the Resurrection Stone three times in his trembling hand. To his amazement and delight, the figure of the girl he had once hoped to marry appeared before him. She was pale and cold, separated from the world of the living by a thin veil. She looked sad and distant, as though she stood on the other side of a wall he could never break through. Though she had returned to the mortal world, she did not truly belong there, and she suffered. The more he tried to hold her, the more miserable they both became, trapped between two worlds that were never meant to meet. In despair, driven mad by hopeless longing, he hanged himself so that he could truly join her. Thus Death claimed the second brother.

But Death searched for the third brother for many, many years and could never find him. Hidden beneath the Invisibility Cloak, he travelled safely, married, had children, and lived a long, peaceful life, moving quietly through the world like a shadow. He watched his family grow and his grandchildren play, grateful every day for the wisdom he had shown on that dark bridge. When he finally became very old and felt his time had come, he removed the cloak, gave it to his son, and greeted Death as an old friend. He went with him gladly, without fear or regret. Hand in hand, they left this world together like equals. And so the three brothers were united with Death — the first two as victims, the third as a friend.

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Appendix 4. Interview Guides

Teacher Interview Guides

Focus Area	Purpose	Main Questions
Objectives & Curriculum Alignment	Untuk memahami tujuan utama guru menerapkan Reciprocal Teaching (RT) dan bagaimana strategi ini mendukung kerangka Kurikulum Merdeka.	What was the main purpose of implementing the Reciprocal Teaching (RT) strategy in your reading comprehension class for narrative texts? How do these objectives align with the current Kurikulum Merdeka framework implemented at your school?
Material Selection & Instructional Modeling	Untuk mengeksplorasi alasan pemilihan teks naratif yang spesifik dan cara guru memodelkan empat strategi inti RT kepada siswa.	Why did you specifically select "The Tale of the Three Brothers" as the learning material? Could you elaborate on how you introduced and modeled the four RT strategies during the preliminary and core activities?
Classroom Management & Media Utilization	Untuk mengidentifikasi bagaimana guru mengatur dinamika kelompok belajar yang heterogen serta pemanfaatan media pembelajaran selama sesi 90 menit.	How did you manage the classroom dynamics when dividing the eleventh-grade students into reading groups? What specific teaching media did you utilize to support this 90-minute session, and why?
Challenges, Role Shifting, & Impact	Untuk memahami tantangan awal siswa (culture shock), perubahan peran guru menjadi fasilitator, serta dampak akhir strategi terhadap berpikir kritis siswa.	Did you notice any initial resistance or confusion from the students when the strategy was first introduced? How did you see your role shifting as the Reciprocal Teaching cycles progressed? How do you evaluate the impact of this strategy on the students' critical thinking and reading engagement?

Student Interview Guides

Focus Area	Purpose	Main Questions
Initial Perceptions & Emotional Responses	Untuk mengeksplorasi pemahaman awal siswa tentang Reciprocal Teaching dan respon emosional mereka saat harus beralih ke pembelajaran yang berpusat pada siswa.	What did you understand about the term "Reciprocal Teaching" when your teacher first introduced it? What were your honest feelings when you found out you would not just listen to the teacher, but had to actively analyze the text yourself?
Engagement with Material & Teacher's Modeling	Untuk mengidentifikasi ketertarikan siswa terhadap materi teks yang dipilih dan bagaimana demonstrasi guru membantu mengurangi kebingungan mereka.	How did you feel about reading "The Tale of the Three Brothers" compared to other texts you usually read in English class? How did the teacher's modeling or demonstration at the beginning of the lesson help you overcome your initial confusion?
Experience with the Four RT Strategies	Untuk memetakan strategi inti mana yang dianggap paling menarik/segar dan mana yang paling menantang bagi siswa di dalam kelompok.	Which of the four core strategies (predicting, questioning, clarifying, summarizing) felt the freshest or most interesting to you? On the flip side, which strategy did you find the most challenging to execute in your group?
Collaborative Learning perception	Untuk memahami dampak kerja kelompok kecil dalam mengatasi kesulitan teks	How did working in small groups change the way you dealt with difficult parts of the narrative text?

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Reflection on Engagement & Confidence Boost	Untuk mengukur tingkat kejenuhan atau kenyamanan belajar siswa, serta dampak jangka panjang strategi terhadap rasa percaya diri mereka dalam berbahasa Inggris.	Did this strategy make you feel bored, or did it actually make English reading more enjoyable for you? After experiencing Reciprocal Teaching, do you feel any change in your confidence when reading English texts or speaking up in class?

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Appendix 5. Verbatim

Teacher Interview Transcript

R: What was the main purpose of implementing the Reciprocal Teaching strategy in your reading comprehension class for narrative texts?

T: The main goal was to make students more active during reading lessons. Usually, they depend a lot on the teacher to explain everything. By using the four strategies—predicting, questioning, clarifying, and summarizing—I wanted them to gradually learn how to understand the text on their own instead of always waiting for my explanation.

R: How do these objectives align with the current Kurikulum Merdeka framework implemented at your school?

T: I think it fits well with Kurikulum Merdeka because students are expected to be more active in the learning process. They need to explore the text, discuss with their classmates, and share their ideas rather than just listen to the teacher.

R: Why did you specifically select "The Tale of the Three Brothers" as the learning material?

T: I chose this story because it is different from stories that students usually read. Many students already know stories like Cinderella or Malin Kundang. This story was still new for them, so I thought it would make them more interested and curious about what would happen next.

R: Could you elaborate on how you introduced and modeled the four RT strategies during the preliminary and core activities?

T: At the beginning, I did not only explain the four strategies. I used a short text and showed the students how to apply each strategy step by step. For example, I demonstrated how to make predictions from the title, how to ask questions, how to identify difficult words, and how to summarize the text. After that, they practiced the strategies in their groups.

R: How did you manage the classroom dynamics when dividing the eleventh-grade students into reading groups?

T: I divided the students into groups of four and tried to mix students with different abilities. My expectation was that they could help each other during the discussion. Students who understood the text better could support their friends who still had difficulties.

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R: What specific teaching media did you utilize to support this 90-minute session, and why?

T: I used printed texts and worksheets because students could write notes directly on them, underline important information, and mark difficult words. I also used the whiteboard to write students' predictions and discussion results.

R: In terms of evaluation, how did you design the formative assessment framework to capture more than just a final score?

T: I looked at several aspects. I observed how students participated during discussions, how they applied the RT strategies, and how they completed the worksheet. So, the assessment was not only based on the final answers.

R: Did you notice any initial resistance or confusion from the students when the strategy was first introduced?

T: Yes. At first, some students looked confused because they were not used to discussing texts in groups. Usually, they just listened to the teacher. Some students were also hesitant to ask questions or express their opinions, so I needed to guide them quite often during the first meetings.

R: How did you see your role shifting as the Reciprocal Teaching cycles progressed?

T: In the beginning, I was very involved in guiding the students. But after they became more familiar with the strategies, I gradually reduced my involvement. I spent more time observing the discussions, helping students when necessary, and giving feedback at the end of the lesson.

R: Overall, how do you evaluate the ultimate impact of this strategy on the students' critical thinking and reading engagement?

T: I think the impact was positive. The students became more active during reading activities and were more willing to share their ideas. They seemed more confident when discussing the text and less dependent on the teacher than before.

Student Interview Transcript

R: What did you understand about the term "Reciprocal Teaching" when your teacher first introduced it?

S: At first, I did not really understand it because the name sounded unfamiliar. But after the teacher explained it, I understood that we would work in groups and use four steps—predicting, questioning, clarifying, and summarizing—to help us understand the text.

R: What were your honest feelings when you found out you would not just listen to the teacher, but had to actively analyze the text yourself?

S: Honestly, I felt a little nervous. Usually, I just listened to the teacher, but this time I had to be more active. I was afraid of making mistakes or giving the wrong answer in front of my friends.

R: How did you feel about reading "The Tale of the Three Brothers" compared to other texts you usually read in English class?

S: I thought it was more interesting than the texts we usually read. The story was different and made me curious about what would happen next, so I wanted to continue reading.

R: How did the teacher's modeling or demonstration at the beginning of the lesson help you overcome your initial confusion?

S: It helped a lot because the teacher showed us what to do before we started the activity. After seeing the example, I understood better how to use the four strategies during the discussion.

R: Which of the four core strategies—predicting, questioning, clarifying, and summarizing—felt the most interesting to you?

S: I liked predicting and clarifying the most. Predicting was interesting because we could guess what would happen in the story. Clarifying also helped me understand difficult words without always asking the teacher.

R: Which strategy did you find the most challenging to do in your group?

S: For me, questioning was the hardest. I was used to answering questions from the teacher, but making my own questions was not easy. At first, I did not know what kind of questions I should ask.

R: How did working in small groups change the way you dealt with difficult parts of the narrative text?

S: It made things easier because I could ask my friends when I did not understand something. Sometimes they explained it in a simpler way, so it was easier for me to understand.

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R: What did you think about the way Mr. Arif graded your performance through worksheets, observations, and presentations?

S: I think it was fair because the teacher did not only look at the worksheet. He also paid attention to our participation during the discussion, so our effort was also considered.

R: Did this strategy make you feel bored, or did it actually make English reading more enjoyable for you?

S: It was not boring. The class felt more active because we discussed the story together. It was different from the usual reading activities.

R: After experiencing Reciprocal Teaching, do you feel any change in your confidence when reading English texts or speaking up in class?

S: Yes. Before, I was usually quiet because I was afraid of making mistakes. After doing these activities, I feel more confident sharing my opinions and answering questions during class discussions.

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Appendix 6. Statement of Authenticity

STATEMENT OF AUTHENTICITY

The undersigned:

Name: M. Rivkhi Hisbullah

SRN: 212101060007

Semester: X (Ten)

Study Program: English Language Teaching

Hereby declare that my thesis entitled "Implementing Reciprocal Teaching In Reading Comprehension of Narrative Text at MA Al Amien Ambulu" is the result of my own research/work, except for the parts that are referenced from other sources.

I hereby declare that this statement of originality is true and correct.

Jember, June 5, 2026

Sincerely yours,



M. Rivkhi Hisbullah

SRN. 212101060007

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Appendix 7. Permit Letter



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UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos. 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-14112/In.20/3.a/PP.009/11/2025
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA AL AMIEN
Jl. K. Masduqi Kebonsari, Sabrang, Kec. Ambulu, Kab. Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	212101060007
Nama	:	M RIVKHI HISBULLAH
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Implementing Reciprocal Teaching in Reading Comprehension in English Language at MA Al Amein Ambulu" selama 4 (empat) hari di lingkungan lembaga wewenang Bapak/Ibu Zaenal Arifin, S.Pd, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 18 November 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

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Appendix 8. Research Journal

RESEARCH JOURNAL

Implementing Reciprocal Teaching in Reading Comprehension of Narrative Text at MA Al Amien Ambulu

No	Day / Date	Activities	Signature
1.	18 November 2025	Submission of the research permit and pre-implementation interviews with English teachers	
2.	20 November 2025	Observation Session 1 (Focus on : Predicting, Questioning and Initial Response).	
3.	27 November 2025	Observation Session 2 (Focus on Clarifying and Summarizing).	
4.	4 December 2025	Observation Session 3 (Focus on overall class evaluation and Post-Implementation Interview with English teacher and student representatives).	
5.	5 December 2025	Retrieval of research completion letter	

Jember 5 December 2025

Headmaster of the school

Zaenal Arifin, S.Pd.I, M.Pd.

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Appendix 9. Completion of Research Letter



YAYASAN PONDOK PESANTREN AL AMIEN
SK MENKUM HAM RI NO. AHU.01.04 TAHUN 2016
MADRASAH ALIYAH AL AMIEN
AKREDITASI : A
NSM : 131235090077 NPSN : 60728109 LATITUT : -8363600 LONGTITUT : 113.601400
Alamat : Jl. K. Mas'kurqi Sabrang Ambulu Jember No. Telp.(0336) 882097 Kode Pos 86172

SURAT KETERANGAN
Nomor : KM.125/13.32.538/A.02.3/12/2025

Yang bertanda tangan dibawah ini :

Nama	: Zaenal Arifin, S.Pd.I., M.Pd.
Jabatan	: Kepala Sekolah
Unit kerja	: MA Al Amien Sabrang Ambulu

Menerangka bahwa data Mahasiswa berikut :

Nama	: M RIVKHI HISBULLAH
NIM	: 212101060007
Universitas	: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Telah melaksanakan penelitian di **Madarasah Aliyah Al Amien Sabrang, Ambulu, Jember** mulai 18 November 2025 sampai dengan 05 Desember 2025 untuk memperoleh data guna penyusunan Tugas Akhir Tesis dengan judul "**Implementing Reciprocal Teaching in Reading Comprehension in English Language at MA Al Amein Ambulu**".

Demikian surat keterangan ini, apabila dikemudian hari terdapat kekeliruan akan kami perbaiki sebagaimana mestinya.

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Ambulu, 05 Desember 2025
Kepala Madrasah

Zaenal Arifin, S.Pd.I., M.Pd.
NIP.-

Appendix 10. Plagiarism Letter



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Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : M Rivkhi Hisbullah
NIM : 212101060007
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Implementing Reciprocal Teaching in Reading Comprehension of Narrative Texts at MA Al Amien Ambulu

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (16%)

6. BAB I : 19 %
7. BAB II : 23 %
8. BAB III : 24 %
9. BAB IV : 8 %
10. BAB V : 6 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 26 Mei 2026
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Ulfa Dina Nevienda, S.Sos.I., M.Pd.I.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2.Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

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Appendix 11. Research Documentation

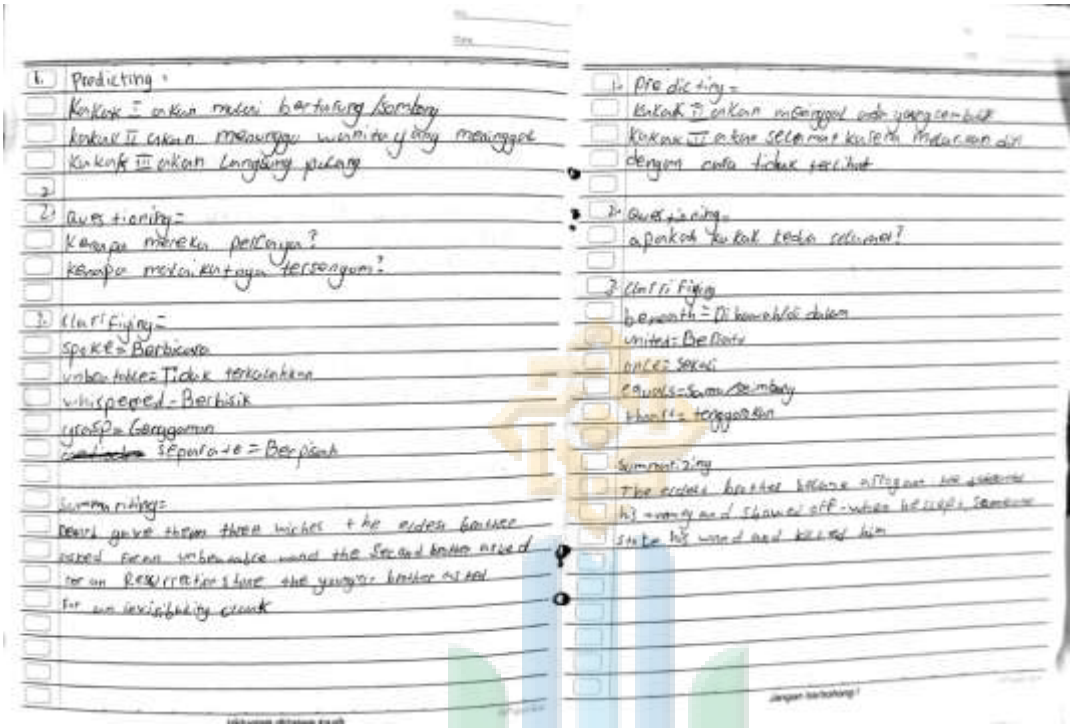


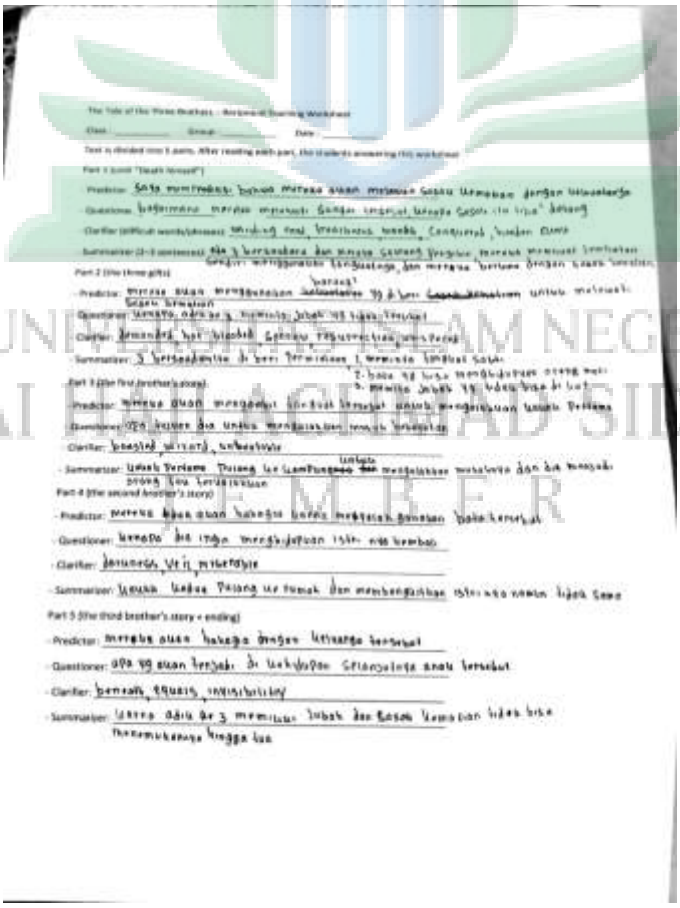




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Appendix 12. Student Worksheet





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JEMBER

AUTHOR BIOGRAPHY



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		MA Al Amien Ambulu

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