The Effect of Reciprocal Strategy and Learning Style on Reading Comprehension of the 10th Grade Students of SMAN 3 Amlapura

Hari Sukrawan, I Made (2012).

ABSTRACT

The Effect of Reciprocal Strategy and Learning Style on Reading Comprehension of the 10th Grade Students of SMAN 3 Amlapura. Thesis, Language Education Study Program, Post Graduate Program, Ganesha University of Education.

Key Words: *reciprocal teaching strategy, learning style, and reading comprehension.*

This study aimed at investigating the effects of reciprocal teaching and learning style on the English reading comprehension of 10th grade students of SMAN 3 Amlapura. The research subjects of this study were the 10th grade students of SMAN 3 Amlapura. There were 180 students involved as the research subjects of this study. This study was a quasy experiment. The data were collected quantitatively. The data were collected using two types of instruments: test and questionnaire. The method of data analysis used was two-way ANOVA. The study concluded that the use reciprocal strategy significantly improve students' reading comprehension of the 10th grade students of SMA Negeri 3 Amlapura. Reciprocal strategy is also significantly improve visual-dominant students in reading comprehension. There was no significant difference in students' reading comprehension between the two groups of students who were dominant in Kinestatic learning style treated with learning style.

INTRODUCTION

With the release of Regional Autonomy laws in 1999, Indonesia, which had been a centralized country for decades, started its decentralization reform. The laws give broader autonomy to local governments and schools to manage their educational service provisions, including in the area of English language education. English is taught as a foreign language in Indonesia and is a compulsory subject in secondary schools. However, the teaching of English in many areas and schools, particularly in isolated areas and resource-poor schools, is still far from perfect.

Teaching English in Indonesia is focused on the student's ability in communication. The communication can be in oral and or written forms. The learner should be able to learn the four language skills, namely: listening, speaking, reading and writing. The first two skills are commonly referred to as receptive skill and the rest as productive skills. The learners should have the abilities in reading and listening to support their speaking and writing. Based on the writer's observation and experience as an English teacher, it is known that the teaching of reading has been priority because the final national examination test consists of 70 percent of reading test.

Reading is not a single skill but combination of many skills that lead to the derivations of meaning (Burn, et al, 1996). In line with this, Smith (1997) stated that this is not surprising then because reading has begun to be regarded as a whole language activity in which context, prediction and meaning are as important as the structure or discrete part of the words.

In the school-based curriculum (SBC), the four skills are equally developed. The four language skills are treated as integrated learning interaction. Hence, the type of teaching, where each skills being treated independently, are not being suggested in this curriculum. On the contrary, it stands as a challenge for teachers to find out the best way to overcome literacy problem for beginners by offering integrated skills teaching. Therefore, a syllabus designer needs to provide various learning experiences which are based on Competence Model, Language Model, Literacy level and different language skills pertaining to written and spoken language. This is considered to be an extremely difficult task for a language teacher.

In secondary schools, students receive the bulk of English language instruction. In lower secondary schools, it is taught five times a week (45 min. per lesson). In upper secondary schools, English is taught five times a week in the first and second years. In the third year, it is taught five times a week in the science and social studies strands and 11 times a week in the language strand. One academic year is 36 weeks, so lower secondary school students receive up to 136 lessons a year and 368 lessons in three years. Thus, during their schooling in the lower and upper secondary schools, the students get some 736 hours of English instruction-a very significant number of hours devoted to a foreign language.

Officially, the English instructional objective at the lower secondary school is that the students will develop the English skills of reading, listening, speaking, and writing in thematic situations in accordance with their individual develop-mental levels and interests at the 1,000 word-level and using appropriate structures. In the upper level, the students are expected to develop similar

language skills in certain thematic situations at the 2,500 word-level and using appropriate structures.

To this end, ELT in Indonesia's schools adopts a competence approach, as mentioned before, with the following guiding principles: 1) language is an instrument to express meaning; 2) meaning is determined by both linguistic and situational contexts; 3) learning a language is learning to use the language in communicative activities in the target language; 4) mastery of the language components is needed to support the mastery of communicative competence; and 5) the teaching of the language components can be done whenever necessary (Huda 1999).

Unlike its predecessors, the SBC English Syllabus adopts a more flexible format leaving a great deal of room for creativity on the part of teachers and materials developers. The current curriculum provides only general guidelines in the form of learning objectives, teaching methods and techniques, and the scope and general order of the learning materials.

The SBCs' aim is to prepare students with good and acceptable language organization. The English language subject for Senior High School Standard Competency is described as follows: (Understanding various meaning of interpersonal, ideasional, and contextual) language features, such as:1. Descriptive 2. Narrative 3. Spoof/recount 4. Procedure 5. Report 6. Anecdote: (Nos. 1-6 plus Nos plus 7-12 for Senior High Schools) 7. Explanations 8. Exposition 9. Discussions 10. News Items.

In becoming a Nation of Readers (1985), Anderson, R., Hiebert, Scott, and Wilkinson as stated in Yoosabai (2009) stated that the basic life skill of reading is a cornerstone for success in both school and life. They further state that without the ability to read well, people lost opportunities for personal fulfillment and job successes. Without the ability to read, a person might not be able to cure cancer, invent the next technological breakthrough, or fix a complex piece of machinery. People who cannot read can function in the literate world, but they must have a strong memory or use trial and error. For example, a person who wants to get a job has to be able read the application and the training material. Person couldn't only watch television and listening to the radio to understand history or current events. Statistics show that lower reading abilities lead to students dropping out of school, having lower paying jobs, and a creating a greater propensity to continue the cycle of illiteracy in the next generation (Alliance for Excellent Education, 2007; Daggett, 2003; Kutner, Greenberg, Jin, Boyle, Hsu, & Dunleavy, 2007) in Yoosabai (2009). Getting a drivers license, applying for a student loan, and even

filling out income tax forms are some areas where people with lower reading abilities will struggle.

While, assigning students the reading of historical texts, scholarly articles, popular press books, and/or internet publications is common in higher education. Perhaps equally common is instructor disappointment in students' comprehension of the assigned readings. That is, although every student knows how to read, many have never learned good reading skills (Royse, 2001, p. 127). This lack of good reading skills is exacerbated by the central role of reading comprehension in higher education success. According to Hart and Speece (1998), one of the greatest demands on students attending post-secondary institutions is the comprehension of many different and difficult texts (p. 670).

One solution to this problem of poor reading comprehension skills is the explicit teaching of reading comprehension strategies to both undergraduate and graduate students (e.g., reciprocal teaching, SQ4R, induced imagery). Hodge, Palmer, and Scott (1992) determined that college-aged students who were ineffective readers often did not monitor the comprehension of their reading, and rarely instigated any strategies to adjust to deficiencies in reading comprehension. In addition, Meyer, Young, and Bartlett (1989) demonstrated that explicit instruction in reading comprehension strategies is an effective means for improving reading comprehension in adults. Unfortunately, explicit instruction in reading comprehension is rarely taught at the higher education level (see Pressley, Woloshyn, Lysynchuk, Martin, Wood, & Willoughby, 1990; Wilson, 1988).

In order to achieve optimum reading exercise, students should also be given an exercise in which they can thoroughly play their analytical and reasoning ability, have ability to details, mastering of exercises, drills and other focused activities. Winch,et al (2006) depict that effective teachers of reading skills should have a wide repertoire of teaching practice, which they are able to skillfully employ to suit the classroom context, their purpose and the need of their students. This also aims at selecting and using the most effective teaching strategies to assist students to make progress as readers.

If strategy usage is known to be effective in promoting reading comprehension, strategies are applied based on several reasons: students may not see the relationship between strategy use and success (Butler & Winne, 1995); students may have too little prior knowledge, relative to the task at hand, to employ particular strategies effectively (Carpenter & Just, 1986); students may be more focused on grade performance than on knowledge acquisition (Mayer, 1996); students may view strategy usage as too demanding or difficult (Palmer &

Goetz, 1988); and, instructors may assign tasks that are too simplistic to warrant the use of explicit strategies (van Meter, Yokoi, & Pressley, 1994).

Given that the explicit teaching of reading comprehension strategies has been demonstrated to be effective in enhancing learning and performance, the reciprocal strategy is one of comprehension strategies that can effectively be employed in the high school classroom. Reciprocal teaching is an instructional strategy based on modeling 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 (Brown & Palaincsar, 1989; Palincsar, 1986; Palincsar & Brown, 1984). Specifically, reciprocal teaching consists of three main components, (a) the teaching and learning of specific reading comprehension strategies, (b) the dialogue between an instructor and students where the instructor models why, when, and where to use these reading comprehension strategies, and (c) the appropriating of the role of the instructor by the students, that is, students begin to model the reading comprehension strategies for other students.

Thus, the goals of reciprocal teaching are for students to learn the reading comprehension strategies, learn how and when to use the strategies, and become self-regulated in the use of these strategies.

Besides the strategy used, students learning style could also be used to help struggling readers in improving their comprehension. According to Haggart (2003), students with different sensory learning styles have distinct ways they prefer to learn and areas where they will have difficulty in learning. The bulleted statements below define some of those areas:

- Kinesthetic learners tend to like to read how-to books and action-oriented books, but they will have trouble sitting still or listening for more than four minutes.
- Tactile learners tend to like to read historical novels or biographies, but they will have trouble succeeding without lots of sensory stimuli.
- Auditory learners tend to like to read plays and dialogues, but they will have trouble reading silently and with speed when not allowed to vocalize.
- Visual learners tend to like to read for pleasure, but they will have trouble working in an environment with noise and distractions

By looking at reciprocal strategy which had been studied by many researchers over the world (see emperical review page 39) and as explained above in the reference to the learning style in language learning, the present study investigated whether or not the reciprocal technique and learning style contribute significantly toward the students' reading comprehension.

1.2 Statements of the Problems

The problem of the study can be formulated as follows:

1. Is there any significant difference of the effect of reciprocal strategy on students' reading comprehension between those who are taught by reciprocal strategy and those who are taught by conventional strategy?
2. Is there any interactional effect of learning styles and teaching strategy on students' reading comprehension?
3. Is there any significant difference in reading comprehension between visual dominant students who are taught by reciprocal strategy and those who are taught by conventional strategy?
4. Is there any significant difference in reading comprehension between Audio dominant students who are taught by reciprocal strategy and those who are taught by conventional strategy?
5. Is there any significant difference in reading comprehension between Kinesthetic dominant students who are taught by reciprocal strategy and those who are taught by conventional strategy?

THEORETICAL FOUNDATION

This chapter presents the literature related to this research, and is comprised of the following sections: a summary of the theories and models of reading, a description of the cognitive and metacognitive strategies, a detailing of reciprocal teaching and its theoretical, learning style, framework, and an overview of the studies related to reciprocal teaching and also the hypothesis of the study.

Theories of Reading

Reading is a skill that a reader uses to search for world knowledge, understanding and entertainment (Chandavimol, 1998). Moreover, reading is a matter of an interaction that involves the reader, the text, and the actual interaction between the reader and text (Aebersold & Field, 1997).

To sum up, it could be said that ESL/EFL reading is an interactive process that involves constructing the meaning of a text. Readers interact with a text to derive the meaning from it, relying on different reading models. Therefore, knowing these models will help understand how readers work out the meaning from a text.

Models of the Reading Process

Reading is a cognitive process that consists of a reader, a text, and the interaction between the reader and the text. There exist three main models for the description of the second-language reading process: the bottom-up model, the top-down model, and the interactive model (Kamil, 2010).

The Bottom-up Model

This reading model focuses on the smaller units of a text such as its letters, words, phrases and sentences. Then, a syntactic and semantic processing occurs during which reading reaches the final meaning. In this model, the reader reads all of the words in a phrase, or a sentence before being able to understand.

The Top-down Model

The top-down model was first introduced by Goodman (1967). He proposed the idea of reading as a "psycholinguistic guessing game" in which the reader uses his background (prior) knowledge or textual schemata to connect with a text and to relate these to new or unexpected information found in the text in order to understand it. This model focuses on linguistic guesswork rather than graphic textual information. Moreover, the readers do not need to read every word of a text, but rather, they concentrate on predicting the next group of words. They concern themselves with guessing the meaning of the words or phrases.

The Interactive model

This model is built on the interaction of the bottom-up and top-down models. Nunan (1990), Rumelhart (1977), and Grabe (1991) in Yoosabai (2009) argue that efficient and effective reading requires both top-down and bottom-up decoding. L2 readers, for example, may use top-down reading to compensate for deficiencies in bottom-up reading. To achieve meaning, they use their schemata to compensate for the lack of bottom-up knowledge (Grabe, 1991).

These three models of the reading process help explain how readers construct meaning and how they compensate for their comprehension deficits. Successful readers usually alter their model based on the need of a particular text and situation. The interactive model, which is the combination of the bottom-up and top-down processes, leads to the most efficient processing of texts. Knowing that the interactive model can help L2 readers in achieving successful reading, teachers should find reading instructions based on this model to promote L2 readers' abilities.

The reciprocal teaching approach is a type of reading instruction that is based on the interactive model. It covers four main reading strategies. In order to understand more about reading strategy instruction, the aspects of language learning strategies and reading strategies will be discussed.

Language Learning Strategies

Learning strategies are processes used by learners to help them facilitate the acquisition, storage, retrieval, and use of information (Oxford, 1990). They help learners make the learning process easier and more successful. Learning strategies for second language learners are of two vital kinds, the cognitive and the metacognitive strategies (Oxford, 1990). Cognitive strategies are mental processes used in learning and problem solving, and metacognitive strategies

involve the process by which learners are aware of cognitive and regulatory processes such as planning, setting goals, monitoring or control learning, self-management, and self-evaluation of learning (O'Malley & Chamot, 1987; Wenden, 1999).

In the second language reading class, readers try to use strategies that help them comprehend the texts or facilitate their learning when they face reading problems. To comprehend a reading text, cognitive strategies, metacognitive strategies, and reading for comprehension must be performed (Anderson, 2003).

Reading in EFL Context

Harmer (2007) states that an important part of the teacher's job is to get students to read English texts since reading is very useful for language acquisition. Reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Therefore, the practice of reading in schools should be designed carefully in order to gain the maximum teaching objectives.

Temple & Gillet (1994) view reading as a language ability. They see that the raw material of reading-sounds, words, sentences, and communicative interactions-is much the same as that of language in general. People who currently use the term whole language acknowledge that reading is a language ability and should be taught in close and meaningful connection with the whole spectrum of language abilities, including talking, writing, and thinking.

Reading Comprehension

Comprehension is the ultimate goal of every reading practice. Reading comprehension should be understood as a process that involves not only recalling facts but also inferencing and evaluating the author's point of views. Spivey (as cited in Rahim, 2008:p4) states that reading comprehension is a process of social constructivism. This means while reading reader is constricting knowledge and relating it to his previous knowledge.

Factors that Influence Reading

To gain a good result in reading, there are some major factors that should be taken into consideration. The recognition of the factors will help the learners minimize or even avoid their failure in comprehending what they are to be read. Delman et. at (cited in Marhaeni, 1989) states that the factors that will influence the reading comprehension are: (1) the level of the difficulty of material; (2) the reader response; (3) the reader's background of experience for a reading selection; (4) the nature of reader; (5) and environment.

Definition of Reciprocal Teaching

Reciprocal teaching has been defined in many different ways. According to Rosenshine and Meister (1994), reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive thinking as they make

meaning from a text. reciprocal teaching is a scaffolded discussion method that is based on reading comprehension strategies, scaffolding and modeling, and social interaction. This instruction allows a teacher to model and give the students enough practice on those four main strategies to construct the meaning of a text in a social setting. The students monitor their own thinking through the reading process. Reciprocal teaching develops reading comprehension and promotes readers to be better in reading and helps them reach the most important goal of reciprocal teaching, becoming independent readers.

Reciprocal Teaching and Reading Comprehension

Palincsar and Brown (1984) explained that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is based on a sociocultural method through which readers are modeled, explained, and guided in acquiring strategies within a social, supportive environment. Moreover, the four main strategies of predicting, questioning, clarifying, and summarizing promote and enhance reading comprehension (Dole et al., 1991).

Reciprocal Teaching and its Theoretical Framework

The reciprocal teaching approach is a model originally developed by Annemarie Palincsar and Ann Brown during the mid-1980s. It is one of the reading instruction methods which cover the necessary reading strategies: predicting, generating questions, clarifying, and summarizing. It helps students improve their reading comprehension, and thus become better readers. The goal of reciprocal teaching is to use discussion to improve students' reading comprehension, develop self-regulatory and monitoring skills, and achieve overall improvement in motivation (Allen, 2003). Its theoretical framework is based on three sociocultural theories namely, the zone of proximal development, proleptic teaching, and expert scaffolding (Brown & Palincsar, 1984).

These approaches provided the background theories to reciprocal teaching (Adunyarittigun & Grant, 2005) in which: (a) the teacher guides the students into the right use of the four key strategies and gives them a chance to practice them; (b) the teacher acting as an expert models the whole process of the reciprocal teaching approach for the students' benefit; (c) the students, supported by expert peers, work in cooperative groups as the teacher decreases support in order for the learners to develop independent reading competence.

The Three Features of Reciprocal Teaching

The theory of reciprocal teaching presents three key features: scaffolding and explicit instruction, four main strategies, and social interaction.

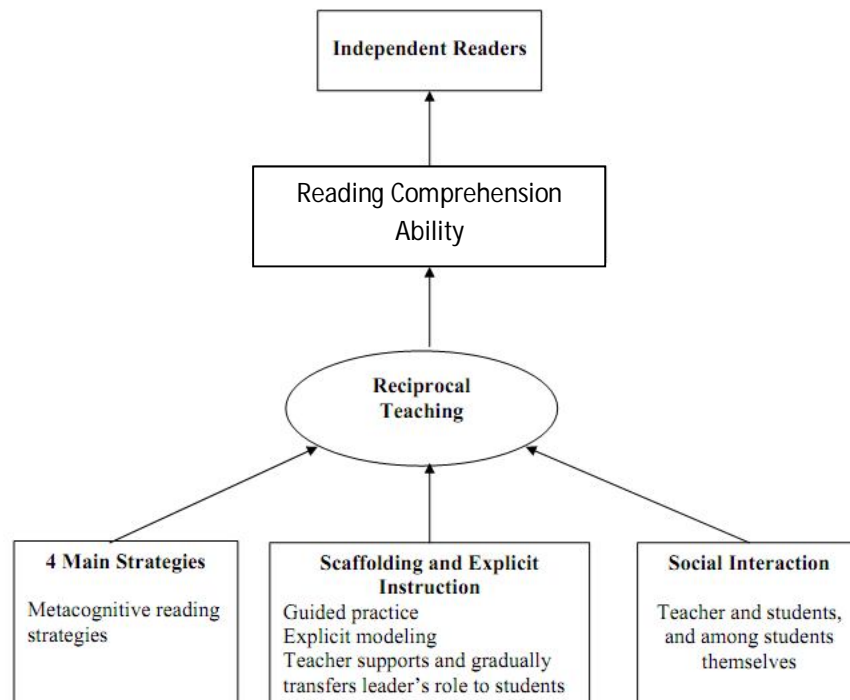Diagram 2.1. Summary of the reciprocal teaching theoretical framework

Figure 2 The Reciprocal Teaching Theoretical Framework

The following studies support the notion that reciprocal teaching increases reading comprehension.

Studies Related to Reciprocal Teaching

Palincsar and Brown's Research

Palincsar and Brown (1984) developed reciprocal teaching to help 7th-grade poor readers to improve the reading comprehension. Two studies were conducted to test the effectiveness of reciprocal teaching. In the first one, reciprocal teaching was compared to a traditional teaching method. The results showed that reciprocal teaching produced greater gains than the traditional method. In the second study, the experimental group interventions were conducted by volunteer teachers (not the experimenters). The results were very similar to the ones in the first study.

Later, Brown and Palincsar (1986) compared the effectiveness of four instructional procedures to teach the four strategies of predicting, questioning, clarifying, and summarizing. The subjects were average 5th- and 6th-graders.

Learning Style

A learning style is a preference for the way a person learns and remembers what he or she has learned (Wayman, 2003). Human development and cultural experiences of home, school, and society form learning style, a composite of

psychological, affective, and cognitive behaviors, which is a relatively reliable indicator of how a person responds to, interacts with, and perceives the learning environment. A person's learning style creates ways of thinking and of representing information (Ouellette, 2000). A person acts differently than other people because his or her behavior is an external reflection of how that person understands situations (Guild & Grager, 1998). Because learning style is part of what makes a person the person he or she is, learning style becomes an essential part of any educator's philosophy of education; learning style affects every aspect in the classroom including curriculum development, classroom management, and daily practices.

Modality Styles

1. Kinesthetic learners.

Kinesthetic learners prefer to learn by doing and direct involvement (Haggart, 2002; Hutton, 2006b). Kinesthetic learners learn best when they incorporate movements using their large or gross motor muscles (Keys Learning, 1993). This type of learner is always moving, often prefers to learn in a single style, and struggles to convert what he or she has learned into writing (Wayman, 2003). Younger kinesthetic learners often have trouble remembering what others tell them or show them unless given frequent reminders (Carbo, Dunn, & Dunn, 1998). Exploring, manipulating items, building and playing games are their favorite learning approaches (Haggart, 2003).

2. Tactile learners.

Tactile learners prefer to learn by touching and by converting physical inputs into emotions (Dybvig, 2005; Haggart, 2002). Tactile learners learn best when they incorporate their sense of touch and when they involve their emotions and feelings (Keys Learning, 1993). They want to explore subtle physical and emotional distinction in their learning. When engaged in learning, tactile learners use excited facial expressions as they mirror the students around them. Tactile learners will learn vocabulary best if teachers introduce it to them with tactile resources before reading (Carbo et al., 1998; Dunn, 2006).

3. Auditory learners.

Auditory learners prefer to learn by verbal instructions from themselves or others (Haggart, 2002). Thus, discussions, "thinking out loud," and listening are their favorite learning approaches (Haggart, 2003). Phonics is often a good method to teach auditory beginning readers (Dunn, 2006). When engaged in learning, auditory learners tend to use animated voices. Having some white noise

or quiet music playing helps auditory learners concentrate (Freitas, 2006). When using imagery, they tend to subvocalize and think in sounds. The specific details are not important (Barbe & Swassing, 1979). Auditory learners typically get in trouble in class because they talk out of turn and argue. Sounds easily distract auditory learners (Hutton, 2006a). About ten percent of all students prefer the auditory learning style while about thirty percent of educators prefer the auditory learning style (Haggart, 2003).

CONCEPTUAL FRAMEWORK

Reciprocal Teaching and Reading Comprehension

Palincsar and Brown (1984) explained that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is based on a sociocultural method through which readers are modeled, explained, and guided in acquiring strategies within a social, supportive environment. Moreover, the four main strategies of predicting, questioning, clarifying, and summarizing promote and enhance reading comprehension (Dole et al., 1991). Baker and Brown (1984) and Palincsar and Brown (1985) stated that those four main strategies were based on the following criteria: 1) the successful readers employ these strategies; 2) these strategies support both comprehension monitoring and comprehension fostering; 3) each strategy is applied when there is a problem in reading a text; 4) these strategies are regarded as metacognitive strategies.
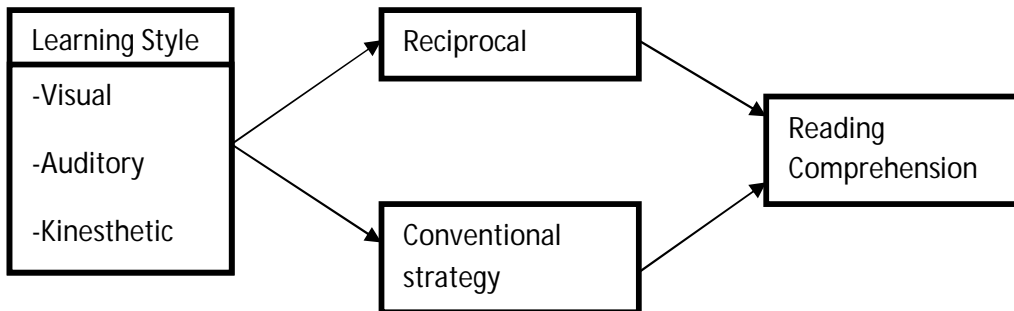
Therefore reciprocal strategy will be very helful for the student in reading comprehension since reciprocal give a stept in reading comprehension.

Learning Styles and Reading

The reading process is primarily visual because a student must look at a word and understand all of the meanings within the use of that word (Barbe & Swassing, 1979). Even after moving beyond word recognition, visualization continues to be a major part of the reading process. Wilhelm (2004) stated that being able to create images and mental models is an essential element of reading comprehension. The need to create images and mental models puts auditory, kinesthetic, and tactile learners at a disadvantage (Barbe & Swassing, 1979).

There are strategies that teachers can use to help auditory, kinesthetic, and tactile learners succeed with the visual skill of reading. For kinesthetic learners, teachers can allow students to use their fingers to point to words as they read (Barbe & Swassing, 1979). Finger pointing helps them to focus on specific words or passages. For auditory learners teachers can focus on word attack skills that rely on the sounds of letters. For example, phonics instruction is more helpful for

auditory learners than the look-say method. Teachers should allow, and even encourage, auditory learners to move their lips when reading even though lip movement can slow down their reading.

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┌─────────────────┐         ┌──────────────────┐
│ Learning Style  │    ┌───►│ Reciprocal       │
│                 │    │    └──────────────────┘    ┌──────────────────┐
│ -Visual         │────┤                            │ Reading          │
│                 │    │                            │ Comprehension    │
│ -Auditory       │    │    ┌──────────────────┐    └──────────────────┘
│                 │    └───►│ Conventional     │
│ -Kinesthetic    │         │ strategy         │
└─────────────────┘         └──────────────────┘
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RESEARCH HYPOTHESIS

The hypotheses of this study can be formulated as follows:
a. The students' reading comprehension who are taught by reciprocal strategy is higher than those who are tought by conventional strategy.
b. There are interaction between teaching strategy and learning style.
c. Students with dominant visual learning style who are taught by reciprocal strategy is higher than those who are tought by conventional strategy.
d. Students with dominant Audible learning style who are taught by reciprocal strategy is higher than those who are taught by conventional strategy.
e. Students with dominant kinestatic learning style who are taught by reciprocal strategy is higher than those who are taught by conventional strategy.

RESEARCH METHODS

This research was designed in an quasi experimental design called Post test only control group design since the objectives of this research were to find out the significant difference in reading comprehension between students who were taught by reciprocal strategy and by conventional strategy, and to find out the relationship between the implementation of strategy in teaching reading comprehension, learning style in learning English. this design involves two groups, both of which are formed by random assignment. One group received the experimental treatment while the other did not, or receives a different treatment. The population of the study had engaged the tenth grade of Senior High School of SMA N 3 Amlapura in the academic year 2011/2012, the total of number of the population was 180 of students. The sample of the study was 108 of the tenth grade students of SMA N 3 Amlapura. Random sampling technique was employed to divide the control and experiment groups used. There were three variables in this study, namely: independent, moderator, and dependent variables.

- The independent variable of this study was reciprocal strategy
- The moderator variable was students learning styles.

      3.4 Students' reading comprehension was categorized as dependent variable. The dependent variable, students' reading comprehension was measured by using posttest which was conducted at the end of the experimental period or after six times treatment was given for each group. The posttest was in the form of reading comprehension test in which both groups, experimental and control group, were assigned to answer the test. The researcher used several instruments that were classified into two kind instruments, namely: data collection instruments and treatment instruments. There were two collecting data instruments needed in this research, namely: reading comprehension test (post test), and learning style questionnaires in studying English. Based on the calculation the reability of the test was 0.975, it mean that the test was high in reability.

Data Analysis

  Data analysis was done to test the research hypotheses and to answer the research questions of this study. Based on the research designs. hypotheses testing was administered by two-ways ANOVA. After two-way of ANOVA had been administered and an interaction was proven significant. A post hoc analysis was conducted in this research.

FINDINGS AND DISCUSSION

4.1 Findings & Data Description

      The data obtained from this research were tabulated to meet the need of the data analysis as stated in the research design. The aim was to give general description about distribution of the data. The data of each of variables were first of all analyzed for its reliability and validity using SPSS Window Program 16.0 Version.

      As stated previously, there were three major that underlined the research: 1) whether there was any significant difference in reading comprehension between students who were treated using reciprocal strategy and conventional strategy, 2) wheather there was ani significance difference in reading comprehension between students who has learning styles-dominant were treated using reciprocal strategy and Conventional Reading strategy and, 3) whether there was any interaction Is there any interactional effect of learning styles and teaching strategy.

      The groups that were given reciprocal strategy as treatment were assigned as the experimental groups, while the group in which Conventional Reading was

used, was assigned as the control group. The data collection was conducted in SMA N 3 Amlapura in the academic year 2011/20121. They were assigned to be in experimental or in control group by random sampling and in the end, two groups were determined.

The obtained data were analyzed by using two forms of statistical analysis, namely: descriptive statistic analysis and inferential statistic analysis. Descriptive statistic was used to analyze the mean score and standard deviation in order to organize and summarize the data sample, while inferential statistics was administered to infer and draw conclusion about the population, based on the samples data In this stage, the researcher measured the central tendency of the score which included mean and the spread or desperation (standard deviation) in order to give clear picture on how each group in the study performed in the post test. The data of central tendency mean and standard deviation can be seen in table 4.1

Table 4.1. The data of central tendency mean and standard deviation.

		A1	A2	B1	B2	B3	A1B1	A1B2	A1B3	A2B1	A2B2	A2B3
N	Valid	59	59	58	57	59	45	42	39	41	37	44
	Missing	31	31	32	33	31	45	48	51	49	53	46
Mean		29.35 59	26.91 53	29.15 52	27.43 86	27.10 17	29.71 11	27.33 33	27.84 62	26.68 29	27.70 27	26.56 82
Median		29.00 00	26.00 00	29.00 00	26.00 00	27.00 00	30.00 00	26.50 00	27.00 00	26.00 00	27.00 00	26.00 00
Mode		28.00	25.00	26.00 (a)	25.00 (a)	27.00	34.00	25.00 (a)	27.00 (a)	25.00	25.00	25.00 (a)
Std. Deviation		5.185 40	4.739 01	4.556 86	4.766 02	5.047 00	4.703 10	5.266 86	4.687 83	4.395 67	4.508 42	4.886 61
Variance		26.88 8	22.45 8	20.76 5	22.71 5	25.47 2	22.11 9	27.74 0	21.97 6	19.32 2	20.32 6	23.87 9
Range		21.00	17.00	19.00	19.00	19.00	17.00	21.00	18.00	15.00	18.00	17.00
Minimum		18.00	19.00	19.00	20.00	18.00	21.00	18.00	19.00	19.00	19.00	18.00
Maximum		39.00	36.00	38.00	39.00	37.00	38.00	39.00	37.00	34.00	37.00	35.00
Sum		1732. 00	1588. 00	1691. 00	1564. 00	1599. 00	1337. 00	1148. 00	1086. 00	1094. 00	1025. 00	1169. 00

Remark:

A1: students' reading comprehension taught using Reciprocal strategy

A2: students' reading comprehension taught using Conventional strategy,

B1: Visual-dominan students' reading comprehension,

B2: Audio-dominan students' reading comprehension,

B3: Visual-dominan students' reading comprehension,

A1B1: Visual-dominan students' reading comprehension taught using Reciprocal strategy,

A1B2: audio-dominan students' reading comprehension taught using Reciprocal strategy,

A1B3:Kinestatic-dominan students' reading comprehension taught using Reciprocal strategy,

A2B1: Visual-dominan students' reading comprehension taught using Conventional strategy,

A2B2: Audio-dominan students' reading comprehension taught using Conventional strategy, A2B3:Kinestatic-dominan students' reading comprehension taught using Conventional strategy

Table 4.1 showed that the students who were taught by Reciprocal strategy showed better achievement in reading comprehension than the students who were treated using Conventional Strategy. Visual-dominant Students showed better achievement in reading comprehension than Audiol-dominant Students. But it showed that the Audio-dominant Students were better in reading comprehension than the Kinestatic-dominant Students. Visual-dominant Students style taught by Reciprocal strategy showed better achievement in reading comprehension than the Visual-dominant Students taught by Reciprocal strategy. Audiol-dominant Students taught by Reciprocal strategy showed better achievement in reading comprehension than the Kinestatic-dominant Students taught by Reciprocal strategy. The Visual-dominant Students taught by Conventional strategy showed better achievement in reading comprehension than the Visual-dominant Students taught by Conventional strategy. the Audio-dominant Students taught by Conventional strategy showed better achievement in reading comprehension than Kinestatic-dominant Students taught by Conventional strategy. From the data reading comprehension test of the tenth grade students of

SMA Negeri 3 Amlapura could be made data of distribution frequency of each group in the form of table and histogram diagram.

Prerequisite Testing

Normality of Data Analysis

Table 4.24. The result of normality testing

	Kolmogorov-Smirnov(a)			Shapiro-Wilk			Criteria
	Statistic	df	Sig.	Statistic	df	Sig.	
A1	.127	26	.200(*)	.941	26	.169	Normal
A2	.121	26	.200(*)	.947	26	.275	Norma
B1	.127	26	.200(*)	.941	26	.196	Norma
B2	.151	26	.132	.922	26	.058	Norma
B3	106	26	.437	.907	26	.025	Norma
A1B1	.127	26	.200(*)	.941	26	.196	Normal
A1B2	.151	26	.132	.922	26	.058	Norma
A1B3	.106	26	.437	.907	26	.025	Norma
A2B1	.121	26	.200(*)	.947	26	.275	Norma
A2B2	.147	26	.153	.938	26	.162	Norma
A2B3	.115	26	.200(*)	.973	26	.682	Norma

Based on the calculation above, none of the data lower than the calculated value 0,05. It meant the data was distributed normal.

4.2.2 Variance Homogeneity Testing

Table 4.25 Test of Homogeneity of variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
READING	Based on Mean	,448	2	177	,639
	Based on Median	,447	2	177	,640
	Based on Median and with adjusted df	,447	2	174,492	,640
	Based on trimmed mean	,452	2	177	,637

The result of the calculation as presented in Table 4.6 showed that the probability value based on mean and the significant value was .639. Considering the results of Levene's statistics, it could be seen that the probability value > 0.05. Thus, it meant that the score of the students have homogeneous variance or equal.

Based on prerequisite testing, the normality and variance homogeneity test on data of students' reading comprehension above, the hypothesis testing can be continued by using two way ANOVA.

Hypothesis Testing

After completing the requirements of homogeneity of the variable and normal distribution, two way ANOVA statistical analysis was administered at 5% level of significance.

The first hypothesis,

The first hypothesis is "The students' reading comprehension who are tought by reciprocal strategy is higher that those who are tought by conventional strategy, statistically analysis could be seed in the table 4.26

Table 4.26. calculation of two way Anova for the first hypothesis.

Source of variance	SS	df	MS	F	Fc.v.$_{el}$	P-value
Between group	184.860	1	184.860	8.731	3.89	0.004
Within group	3684.014	174	21.172			

Total	142353.000	180				

From the analysis, F=8,731 while Fc.v.= 3.89, .here F > Fc.v., so Ha was accepted. It meant there was significant difference in students' reading comprehension between the two groups of students who were treated differently using Reciprocal strategy and Conventional strategy.

The Second hypothesis,
The first hypothesis was "There are interaction between teaching strategy and learning style, statistically analysis could be seed in the table 4.26
Table 4.27. calculation of two way Anova for the second hypothesis.

Source of variance	SS	df	MS	F	Fc.v.$_{el}$	P-value
Between group	220.495	2	110.247	5.207	3.04	.006
Within group	3684.014	174	21.172			
Total	142353,000	180				

From the analysis, F=5.21 while Fc.v.= 3.04 here F > Fc.v., so Ha was accepted. It meant there was significant interaction in students' reading comprehension between the teaching strategy and learning style.

After known that there was interaction between the groups, than the post hoc was conducted using Tukey analysis. The result of the analysis presented in table 4.28 as follow:

Table 4.28. Multiple Comparisons

Multiple Comparisons

Dependent Variable: READING

Tukey HSD

(I) LS	(J) LS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
VISUAL	AUDIO	1,0938	,84196	,040	-,8966	3,0841
	KINESTETIK	2,4271*	,82686	,011	,4724	4,3817
AUDIO	VISUAL	-1,0938	,84196	,040	-3,0841	,8966
	KINESTETIK	1,3333	,85496	,266	-,6877	3,3544
KINESTETIK	VISUAL	-2,4271*	,82686	,011	-4,3817	-,4724
	AUDIO	-1,3333	,85496	,266	-3,3544	,6877

Based on observed means.

*. The mean difference is significant at the ,05 level.

From the table above showed the mean difference between visual learning style and audio learning style was 1.09, it meant the visual learning style had dominant influence than audio learning style; the mean difference between visual learning style and kinestatic learning style was 2.42, it meant the visual learning style had dominant influence than kinestatic learning style; the mean difference between Audio learning style and Kinestati learning style was 1.33, it meant the audio learning style had dominant influence than kinestatic learning style, the most dominan learning style was visual followed by audio than the last was kinestatic in students' reading coprhension.

The third hypothesis,

The third hypothesis was "Students with dominant visual learning style who are taught by reciprocal strategy is higher that those who are tought by conventional strategy.

The summary of the analysis could be seed in the table 4.28

Table 4.29. calculation of two way Anova for the third hypothesis.

	Sum of Squares	df	Mean Square	F	F-table	Sig.
Between Groups	370.563	1	370.563	18.927	3.99	.000
Within Groups	1213.875	62	19.579			

	Sum of Squares	df				
Total	1584.438	63				

From the analysis, F= 18.927while Fc.v.= 3.99 .here F > Fc.v., so Ha was accepted. It meant there was significant difference in students' reading comprehension between the two groups of students who had dominant in visual learning style were treated differently using Reciprocal strategy and Conventional strategy.

The fourth hypothesis,

The fourth hypothesis was "Students with dominan Audio learning style who are taught by reciprocal strategy is higher that those who are tought by conventional strategy.

Table 4. 30. calculation of two way Anova for the fourth hypothesis.

	Sum of Squares	df	Mean Square	F	F-table	Sig.
Between Groups	5.187	1	5.187	.226	4.02	.636
Within Groups	1239.313	54	22.950			
Total	1244.500	55				

From the analysis, F= 0.23 while Fc.v.= 4.02 .here F < Fc.v., so Ha was not accepted. It meant there was not significant difference in students' reading comprehension between the two groups of students who had dominant in Audio learning style were treated differently using Reciprocal strategy and Conventional strategy.

The fifth hypothesis,

The fifth hypothesis was "Students with dominan Audio learning style who are taught by reciprocal strategy is higher that those who are tought by conventional strategy.

Table 4.31. calculation of two way Anova for the fifth hypothesis.

	Sum of Squares	Df	Mean Square	F	F-table	Sig.
Between Groups	36.667	1	36.667	3.939	4.00	.636
Within Groups	1122.933	58	9.361			
Total	1159.600	59				

From the analysis, F= 3.94 while Fc.v.= here 4.00 F > Fc.v., so Ha was not accepted. It meant there was not significant difference in students' reading comprehension between the two groups of students who had dominant in Kinestatic learning style were treated differently using Reciprocal strategy and Conventional strategy.

In conclusion, from the analyses it can be seen that the 10th-grade students SMA N 3 amlapura receiving reciprocal instruction improved their English reading ability. In addition, it was found that after the instruction, the students in the reciprocal group obtained significantly higher posttest mean scores than the students in the skill-based group did.

DISCUSSION

As stated previously, this is an experimental study which aimed at investigating whether or not there was a significant difference in reading comprehension between students groups who were treated differently using Reciprocal strategy and Conventional strategy. This discussion of the finding discussed; first, the significant difference in reading comprehension between students who were treated differently using Reciprocal and Conventional Reading strategy. *Second*, the significant interaction effect in reading comprehension between students who were treated using Reciprocal strategy and Convebtional strategy. *Third,* the significant difference in reading comprehension between students who had Visual learning style were treated differently using Reciprocal and Conventional Reading strategy. *fourth,* the significant difference in reading comprehension between students who had Audio learning style were treated differently using Reciprocal and Conventional Reading strategy. *fifth,* the significant difference in reading comprehension between students who had Kinestatic learning style were treated differently using Reciprocal and Conventional Reading strategy.

4.3.1 The Significant Difference In Reading Comprehension Between Students Who Were Treated Differently Using Reciprocal And Conventional Reading Strategy.

The result of the descriptive analysis was the mean score of students who were taught by Reciprocal was better than students who were treated using Conventional Reading strategy. The result of analysis in which the mean score of Graphic Organizer group (A1) was 29.36, categorized high and the mean score of Conventional Reading Technique group (A2) was 26.91 categorized high.

To analyze significance difference reading comprehension within teaching strategy group used two way Anova. From the analysis, F= 18.927while Fc.v.= 3.99 .here F > Fc.v., so Ha was accepted. It meant there was significant difference in students' reading comprehension between the two groups of students treated differently using Reciprocal strategy and Conventional strategy.

In this study, the participants were trained to employ the four key strategies and to know what strategies to use, and when, why, and how to use each of them. They learned to predict, to generate questions, to identify the main idea of a paragraph, to clarify unclear words, phrases, or sentences, and to summarize their reading. The four key strategies helped them overcome difficulties when reading texts as they planned and monitored their comprehension, and evaluated their planning and its outcome. For these reasons, it can be concluded that the participants in the reciprocal teaching group benefited from practicing all four main strategies and their processes. Therefore, reciprocal teaching is a kind of reading instruction that facilitates the teaching of English reading comprehension.

This finding is in accordance with studies from Clark (2003), Cotterall (1990), Palincsar and Brown (1984), Rattanakul (1998), Smith (1998), Song (1998), Soonthornmanee (2002), and Wisaijorn (2003) at various levels of learning, from primary schooling to university, and with their investigation of the use of reciprocal teaching in training students in reading. They all found that reciprocal teaching improved students' reading comprehension.

Reciprocal strategy is as one of the process of metacognitive reading. It means that reciprocal can improve student reading comprehension. the participants improved their metacognitive reading strategies through the metacognitive process. Reciprocal teaching is one of the reading strategy instructions that improve readers' metacognitive awareness. It leads students to think about their reading process, develop a plan of action, monitor their own reading in order to construct their own knowledge, and self-evaluate their reading process (O'Malley & Chamot, 1990; Wang, 2003). In the end, they are able to become independent readers, which is the goal of teaching reading for EFL students.

The results of this study indicated that the students in the experimental group employed the metacognitive reading strategies more often after the instruction than they did before. The difference is significant and stands at 0.05 level. These findings suggest that the metacognitive reading strategies raised the participants' awareness of the reading task and improved their performance in reading comprehension. Moreover, this study found that both metacognitive awareness and reading comprehension improved with metacognitive training.

To sum up, reciprocal teaching provides effective metacognitive reading strategy instructions because it incorporates scaffolding and explicit teaching of the four main strategies, which creates an environment that facilitates productive information processing and reading comprehension. What follows below gives more explanation on the reasons why the participants in the reciprocal group performed better and which reasons have to do with the three key features that form the theoretical base of reciprocal teaching: scaffolding and explicit instruction, the four main strategies, and social interaction.

a. Scaffolding and explicit instruction.

The students in the reciprocal teaching group improved their reading comprehension and metacognitive strategies following the teacher's scaffolding. They reached a high level of ability with the help of the teacher (Pressley, 2002; Rogoff, 1990; Pearson & Fielding, 1991; and Graves & Graves, 2003). In reciprocal teaching, the teachers support their students' development through explicit instruction. This type of instruction transfers the metacognitive strategies from the teacher to the students. (Vacca & Vacca, 1989). Explicit instruction helps students understand the rationale behind the use of the four main strategies. It shows them what to do, as well as why, how, and when to do it. In other words, explicit instruction helps them internalize the four main strategies and increase their metacognitive awareness. It also assists them in developing independent strategies for coping with reading comprehension breakdown (Vacca & Vacca, 1989).

In this study, the teacher discussed what the four key strategies are and why they are important. Following this, she demonstrated how and when to use them. Then, the students practiced each of them as the teacher modeled a mixture of the four strategies and the procedure of reciprocal teaching, showing what strategies to use, and how and when to use them in the reading passage. She then transferred the leading role to the students, something that helped them to be less dependent on her (Maloch, 2002). Finally, the students worked in cooperative groups in which they were able to apply the four main strategies; this helped them master the self-monitoring strategies (Dewitz, Carr & Patbery, 1987). As a result, they were able to internalize the strategies and take responsibility for their own reading.

Regarding the dialogues between the leader and the other members of the working groups, the participants in the experimental group knew the roles they had to play and they knew the process of reading. Moreover, they were aware of how and when to use the four key strategies to complete their reading task. This

awareness was a direct result of the teacher's scaffolding and explicit instruction.

b. The four main strategies.

In this study, the participants used four main metacognitive reading strategies: predicting, questioning, clarifying, and summarizing to foster and monitor their reading comprehension.

Predicting

With predictions, reading comprehension improved when students were required to draw connections between their own background knowledge and new learning (Pearson & Fielding, 1991). Moreover using background knowledge determined the goal and hypothesis on a reading text. This increased motivation and interest which are vital elements for enhancing comprehension (Armbruster, Anderson & Ostertag, 1987). The participants wanted to know if their predictions were correct so they read consciously to confirm their hypothesis

In the experimental group, the participants predicted what the content of the passage they were going to read was about.

Predicting helps students activate their relevant background knowledge (Palincsar & Brown, 1984; Duffy, 2002). Moreover, when students make predictions about a reading topic and use their prior knowledge, they are more likely to comprehend the text (Wiseman, 1992).

In this study, in their reading, the participants first had a general look at a paragraph to see its overall content and to verify whether their predictions were correct. They planned what to do before reading. This motivated them to be more involved in their own reading. Moreover, they knew that predicting helped them improve their reading ability. For example, from the answers they gave to interview question, it can be seen that the students viewed predicting as help to improve their reading because it gave a more complete picture of the text.

Questioning

Questioning helps readers find the questions they should ask themselves to get to the main point of a paragraph. This requires them to integrate control processes. to gain the information on a text they must activate their prior knowledge, access reading strategies and text information, rehearse new information, and employ strategies.

The ability to generate appropriate questions can enhance reading comprehension, because it fosters active reading and promotes an ongoing

processing of information. Creating questions helps readers in two ways: a) it helps them determine a purpose for and guides them towards identifying the most important information; b) it requires them to construct answers as they read (Andre and Anderson, 1979). Asking questions on the content of a paragraph is a means of enhancing reading comprehension. In other words, it helps readers to identify the key elements of a text.

In this study, the students in the reciprocal teaching group created and answered questions while reading. In conclusion, questioning is a metacognitive strategy that helped the participants in the experimental group to plan their reading. It also helped them to self-monitor their asking questions: if they were not able to give clear answers to clear questions, they reread the information and clarified their understanding. As a result, questioning involved them in more active comprehension.

Clarifying

Clarifying is a metacognitive strategy which critically evaluates a text by focusing on key terms and ideas (King & Johnson, 1999). When comprehension breaks down, readers may reread or move ahead in the text in order to find ways to clarify any ambiguous information. Clarifying requires the readers to identify the parts of a text that are clear. It also activates comprehension monitoring, which helps them eliminate reading obstacles by rereading, using context clues or word formation, consulting the teacher or peers, and using dictionaries.

In the experimental group, the participants tried to clarify unknown words, reference terms, and some confusing sentences

To sum up, the participants in the experimental group used clarifying when they faced problems with comprehension. They cleared up their understanding by asking questions to sort out ambiguities, by rereading, reading further, consulting dictionaries and friends, and asking the teacher for hints. Clarifying is one of the metacognitive strategies that helped these students to improve their reading comprehension.

Summarizing

Summarizing helps readers focus on important information. Readers instructed in summarization have greater recall of information. (Rinehart et al., 1986). This strategy fosters a metacognitive process wherein they are conscious of making meaning (Lysynchuck et al., 1990). Baker and Brown (1984) note that summarizing is a means of self-assessing understanding.

In this study, the students developed this skill. The first day of working in groups, most students' summaries were left incomplete and contained too many details but later on, they better summarized the main ideas of all the paragraphs and connected them in their own words, and this they did concisely and for the whole passage.

In conclusion, and as can be seen from above, the metacognitive strategies instructed through reciprocal teaching helped the participants in the experimental group improve their reading comprehension. These four key strategies increased the awareness of their own thinking and reading process. They knew what to do and how to do it before reading, while reading, and after reading. They planned, monitored, and self-evaluated all throughout the reading process. In other words, they set the purposes of reading and built hypotheses on what they were about to read. Then, while reading, they tested these hypotheses. They controlled their thinking process and awareness to comprehend a passage. They also tried to solve the problems they faced while reading. Finally, they evaluated their own comprehension. The participants in the experimental group successfully conducted these reading processes.

c. Social interaction.

After the teacher modeled the four main strategies and the reading processes to complete the reading task, the students worked in groups of six. Each group included students of mixed abilities. Working in groups, the students learnt from the other members by sharing, discussing, and through peer tutoring. They regulated their own rules on the basis of what they had learnt from this social setting and internalized this knowledge. They engaged in a process of transformation through group discussion. For example, some proficient students made these statements about working in groups

In brief, social interaction in reciprocal teaching starts from the teacher as an expert and is directed at the students. Then through the working groups, it transfers to student-to-student interaction. According to Soranastaporn and Ratanakul (2000), reading comprehension in a foreign language is enhanced through the collaborative nature of communication. Students assist each other according to their abilities. Working in groups, students learn more, gain more experience, and increase their confidence and also gain more confidence and eager to work on becoming good leaders and on guiding their group towards the goal of completing the reading task. In this social setting, teacher and peer support enhanced the actual ability of the participants in the reciprocal teaching groups and facilitated the development of their potential.

This result was proven by Smith investigated the efficacy of reciprocal

teaching by replicating the Lysynchuk, Pressley, and Vye's study (1989). Fifty-four ESL students in a junior secondary school (9th grade) in Ghana, West Africa, participated in the 20 sessions of reading. The experimental group received reciprocal teaching whereas the students in the control group received no training. The two groups practiced with the same materials. The results of the study indicated that on the reading comprehension part of the Ghana Junior Secondary School Certificate Examination the students in the training group performed significantly better than the ones in the control group. Moreover, they gained the same results eight week after the training. The students at all levels of reading ability benefited from reciprocal teaching. Finally, they performed better in generalizing the use of the four main strategies in a social studies class.

Meanwhile Konpan (2006) compared the reciprocal teaching approach with the communicating language teaching technique on 12th-grade students' reading comprehension in Thailand. The results of this study revealed that the English reading comprehension of the group who was taught with the reciprocal teaching technique was significantly different, that is, it was higher than the one of the group instructed through the communicative language teaching technique at 0.05 level.

The results from this study show that the experimental group gained from reciprocal teaching was higher than the conventional group. the posttest mean score of the reciprocal teaching group is higher than the one of the control group, also at 0.05. The reason for this may come from the benefits this group gained from the three features of reciprocal teaching-the four main strategies, scaffolding and explicit instruction, and social interaction.

4.4.2. the significant interaction effect in reading comprehension between students who were treated using Reciprocal strategy and learning style

To analyze significance interaction effect reading comprehension within teaching strategy group and learning style using two way Anova. From the analysis, F=5,207 while Fc.v.= 3,04 here F > Fc.v., so Ha was accepted. It meant there was significant interaction in students' reading comprehension between the teaching strategy and learning style.

This result was proven by Lilia Burton's (2009) doctoral study attempted to identify factors in children's struggle to learn to read, identify interventions to help students improve, and determine the effectiveness of hands on manipulatives for these students. Ten second grade struggling readers took a Phonemic Awareness Test as a pretest. Each day for three weeks, after the students' regular

reading instruction time, they practiced phonemic awareness skills for 15 minutes. The students then used flashcards to practice their words for 15 more minutes. The results of this study showed that including kinesthetic and tactile manipulatives helped kindergarten children be more successful with phonics reading instruction.

The reading process is primarily visual because a student must look at a word and understand all of the meanings within the use of that . Even after moving beyond word recognition, visualization continues to be a major part of the reading process. being able to create images and mental models is an essential element of reading comprehension. The need to create images and mental models puts auditory, kinesthetic, and tactile learners at a disadvantage.

4.4.3. the significant difference in reading comprehension between students who had dominan learning style were treated differently using Reciprocal and Conventional Reading strategy.

The result of the descriptive analysis was the mean score Of students who had Visual learning style taught by Reciprocal was better than students who who had Visual learning style treated using Conventional Reading strategy. The result of analysis in which the mean score of Reciprocal group (A1B1) was 27,3333, categorized high and the mean score of Conventional Reading Technique group (A2B1) was 26,6829categorized high.

To analyze significance difference reading comprehension within teaching strategy group used one way Anova. From the analysis, F= 18,927while Fc.v.= 3,99 .here F > Fc.v., so Ha was accepted. It meant there was significant difference in students' reading comprehension between the two groups of students who had dominant in visual learning style were treated differently using Reciprocal strategy and Conventional strategy.

For the Audio learning style group, The result of analysis in which the mean score of Conventional group (A2B2) was 27,7027, categorized high and the mean score of Conventional Reading Technique group (A1B2) was 27,3333 categorized high.

The result of the descriptive analysis was the mean score Of students who had Audio learning style taught by conventional was better than students who who had Visual learning style treated using Reciprocal Reading strategy. From the analysis, F= 0,226 while Fc.v.= 4,02 .here F < Fc.v., so Ha was not accepted. It meant there was not significant difference in students' reading comprehension

between the two groups of students who had dominant in visual learning style were treated differently using Reciprocal strategy and Conventional strategy.

For the Kinestatic learning style group, The result of analysis in which the mean score of Reciprocal group (A1B3) was 27,8462, categorized high and the mean score of Conventional Reading Technique group (A2B3) was 26,5682 categorized high.

From the analysis, F= 3,939 while Fc.v.= here 4,00 F > Fc.v., so Ha was not accepted. It meant there was not significant difference in students' reading comprehension between the two groups of students who had dominant in Kinestatic learning style were treated differently using Reciprocal strategy and Conventional strategy.

The significance of each learning style was analized by using Anova past hoc tes, Tukey. The mean difference between visual learning style and audio learning style was 1,0938, it meant the visual learning style had dominant influence than audio learning style; the mean difference between visual learning style and kinestatic learning style was 2,4271, it meant the visual learning style had dominant influence than kinestatic learning style; the mean difference between Audio learning style and Kinestati learning style was 1,3333, it meant the audio learning style had dominant influence than kinestatic learning style, the most dominan learning style was visual followed by audio than the last was kinestatic in students' reading coprhension.

From the three learning style, visual had dominat than other two learning style. It based the condition of the characteristic of the students in SMA N 3 Amlapura that had tendendcy to guid in studying reading. Therefore   the students had to be given a text as hand out and feeded in reading comprehension. They tended read the text and found the meaning. For the Audio student they found difficulty in understanding what their friend asked and spoke in the prosess of reciprocal practice. For the kinesthetic learning style, the tended to feel ashame when they made a question, and they had difficulty in predicting the text.

5.5 Implications

Based on the result of analysis in this study, it was found that Reciprocal strategy made a better achievement in reading

comprehension than Conventional. And the result of analysis also found student who had visual learning style made a better achievement in reading comprehension. The implication that could be drawn from the finding of this study was described as follows.

The teaching learning process of Reciprocal was focused on the students rather on the teacher. Students were expected to interact actively with their friends and , so with their teacher to comprehend the reading passages. The students also could think critically and shared their understanding of the text. The activity of predicting, questioning, and summarizing also gave students a better understanding and helped their concentration while discussing and determined the reading text. But the finding that showed reciprocal was more effective than conventional to make students halt better achievement in reading comprehension indicated the teacher should think to use reciprocal strategy

Using Reciprocal strategy means the teacher serve as facilitator because it is student center learning and lead the students become active readers; the students work with all students in the classroom, work in group and work individually to get the point of the text. They try to understand the text by making prediction, questioning, clarifying, and summerizing also leads students to be independent learners when they should complete the coprehenshion by their own idea. Reciprocal can be used in any discipline and subjects; it is can be applied in any area, not only language learning.

CONCLUSIONS AND SUGGESTIONS

This research was designed in an quasi experimental design called Post test only control group design since the objectives of this research were to find out, first, the significant difference in reading comprehension between students who were taught by reciprocal strategy and by conventional strategy, and second, to find out the relationship between the implementation of strategy in teaching reading comprehension, learning style in learning English

There were two groups in this study, namely experimental groups and control group. The experimental groups were treated using Reciprocal strategy while the control group was treated using Conventional Reading strategy. To see the different of the two groups in order to see the effect of the strategies, a post test only control group design was applied. Before the post test was conducted, each group was given the treatments.

The data in this study were analyzed by the descriptive statistics and inferential statistics. The descriptive statistics analyzed the means of the data,while the inferential statistics analyzed whether or not the data was significantly different.

Posttest only, control group design (Best, 1998) was used in this research. It means the design was based on the posttest score only that was conducted after the experimental treatments had been applied. This design involved two groups which received different instructional treatment. The impact of the treatment was identified through the administration of a post test. The achievement of each group in the post test was regarded as the data.

Based on the analysis it was found out that first hypothesis testing from the analysis, F=8.731 while Fc.v.= 3.89. It meant there was significant difference in students' reading comprehension between the two groups of students who were treated differently using Reciprocal strategy and Conventional strategy. The result of the second hypothesis showed F > Fc.v. It meant there was significant interaction in students' reading comprehension between the teaching strategy and learning style. The third hypothesis showed that the F > Fc.v. It meant there was significant difference in students' reading comprehension between the two groups of students who had dominant in visual learning style were treated differently using Reciprocal strategy and Conventional strategy. The fourth hypothesis showed F < Fc.v. It meant there was not significant difference in students' reading comprehension between the two groups of students who had dominant in audio learning style were treated differently using Reciprocal strategy and Conventional strategy. The fifth hypothesis showed F > Fc.v. It meant there was not significant difference in students' reading comprehension between the two groups of students who had dominant in Kinestatic learning style were treated differently using Reciprocal strategy and Conventional strategy.

Conclusions

After conducting the experiment and collecting the data, the following conclusion could be drawn:

1) There was a significant difference in students' reading comprehension between students who were treated differently using Reciprocal strategy and Conventional strategy in which the student treated with Reciprocal strategy achieved significantly better than students treated with conventional strategy.

2) There was significant interaction in students' reading comprehension between the teaching strategy and learning style obtained score was F=5.21 while Fc.v.= 3.04.

3) There was significant difference in students' reading comprehension between the two groups of students who had dominant in visual learning style were treated differently using Reciprocal strategy and Conventional strategy in which the visual dominant student treated with Reciprocal strategy achieved significantly better than visual dominant student treated with conventional strategy.

4) There was no significant difference in students' reading comprehension between the two groups of students who had dominant in Audio learning style were treated differently using Reciprocal strategy and Conventional strategy, in which the audio dominant student treated with conventional strategy achieved significantly better than audio dominant student treated with reciprocal strategy.

5) There was no significant difference in students' reading comprehension between the two groups of students who had dominant in Kinestatic learning style were treated differently using Reciprocal strategy and Conventional strategy, in which the kinestatic dominant student treated with conventional strategy achieved significantly better than kinestatic dominant student treated with reciprocal strategy.

Suggestions

Based on the results of the study, it is therefore suggested as follows:

1. Reciprocal strategy is effective for teaching reading comprehension. It can be implemented in order to improve students' reading comprehension. In its implementation, the teacher must be aware of the complex and challenging tasks in which the students are forced to make prediction, question, clarify, and summarize the text, and also respond and think quickly about the text.

2. The results of this study can encourage educators to include learning style as their consideration in their preparation in reading instruction. The results could encourage teachers to aware with students' learning styles and incorporate lesson strategies that address those styles.

3. The research data gathered in this study provide educators with information that they can use to justify action research projects that would explore creative ways to implement reading strategy in the reading curriculum. Educators could also use this study to justify exploring ways to help students learn to adapt their learning styles.

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