

Effect of reciprocal teaching strategy on eighth-grade English students' reading motivation in English

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Abstract

This study set out to investigate whether the reciprocal teaching method could improve the reading motivation of eighth-grade English learners. The study used an explanatory sequential mixed-method research design to achieve the intended goal. Phase one involved collecting quantitative data by employing a pretest-posttest Nonequivalent Control Group design. The Motivation for Reading Questionnaire was used to collect responses from students. Phase two data, which were qualitative, were collected in response to the findings of the quantitative data through semi-structured interviews. One public high school for males and one for females was chosen from the population. The groups were formed by pairwise matching scores in the pre-test and then allocated to control and experimental groups. The conventional teaching method was used to instruct the control group, while the experimental group received instruction using a reciprocal teaching strategy. In phase 1, a questionnaire on reading motivation was employed to collect data. Two-way ANCOVA and paired samples t-tests were used for data analysis. Following the findings of phase one data, semi-structured interviews with the experimental group were conducted to collect qualitative data, which were then assessed using thematic analysis. The results showed that the experimental group was more motivated in reading tasks. Educational implications of reciprocal teaching were also discussed.

Keywords: Reciprocal Teaching, Reading Motivation, English.

Introduction

Reading is considered a crucial skill for English language learners around the globe. It is not a natural part of human development but an active procedure requiring much practice and proficiency (Yuliyanti et al., 2018). In daily life, one cannot avoid reading activities as one has to read newspapers, reports, messages, books, and numerous other forms of writing. The knowledge or information that students get from the reading activity in the classroom gives

meaningful contributions to every aspect of their lives (Rodli, 2017). Reading is a source of information, a pleasurable activity, and a means of connecting one's knowledge of a language (Islam, 2020).

Reading motivation is becoming significant in the context of English language learning (Ahmadi & Gilakjani, 2012). Reading motivation is indispensable for pupils to develop those skills that can enhance students' capability to read the text and grasp the meaning properly. One method that is assumed to increase students' reading skills is the reciprocal teaching strategy developed by Palinscar and Brown (1984) to aid the students in understanding the text. Based on guided practice and modeling, reciprocal teaching is an instructional approach in which the teacher demonstrates reading comprehension techniques before progressively introducing them to the class. It involves training and practice with four strategies: predicting, clarifying, questioning, and summarizing.

These strategies are the structural sources of dialogue about texts read by trainers and small groups of students (Nurduanti et al., 2019). Mutual lessons are collaborative learning methods in which students work to improve one another with small groups and group members to improve their reading comprehension and reading motivation (Tarchi & Pinto, 2016). Teachers and students first use a broader educational strategy to support the meaning of the text positively and interestingly (Blazer, 2007).

Students focused on educational strategies to ensure mutual lessons motivate students to read. Mutual education strategies solve students' lack of motivation to read and learn English (Khan & Ch., 2021). Ismail et al., 2012 found the positive effects of reciprocal teaching strategies on reading student motivations. According to Hana et al. (2020), these strategies can improve student motivation, help students read texts, and help them become independent learners. Students are motivated because they are no longer passive and have a clear purpose for reading. This is important because good motivation helps students study seriously (Boonde, 2011).

Objectives

1. To assess the influence of the Reciprocal teaching strategy on grade eight students' reading motivation in English.
2. To examine how reciprocal teaching strategies affect reading motivation in 8th-grade students differently for boys and girls in English Subjects.
3. To explore experiences, views, and perceptions of male and female students in experimental groups about reciprocal teaching strategy at the grade eight level in English subject.

Hypothesis

H₀₁: There is no significant mean difference in female students' pre and post-test reading motivation scores in control and experimental groups.

H₀₂: There is no significant mean difference in male students' pre and post-test reading motivation scores in control and experimental groups.

H₀₃: No significant mean difference exists in the pre and post-test reading motivation scores of students in control and experimental groups.

Literature Review

Numerous prior studies have been undertaken in reading courses to assess the efficacy of reciprocal teaching tactics in enhancing student reading motivation, augmenting involvement, and improving reading comprehension (Rojabi, 2021).

Aprilia et al. (2021) conducted a study to determine the motivations for reading with reciprocal teaching methods of 8th-grade learners in Indonesian schools. This study was experimental, and students in the control and testing groups collected data through testing and reading motivation questionnaires. Reciprocal teaching strategies were found to affect students' reading motivations positively.

Similarly, Khan and Ch. (2021) examined the effects of reciprocal teaching strategies on reading motivation among seventh-grade learners on English topics. A quasi-experimental study design was used, and two intact classes were extracted and randomly assigned as control and test groups. Ninety students participated as subjects in the study. Data were collected using reading motivational surveys. The analysis showed that the motivational levels of experimental groups taught by mutual lessons were higher compared to the control group. The conclusion is that reciprocal teaching strategies can improve the motivation and enjoyment of seventh-grade students in English subjects.

Nurbaidah (2016) examined the impact of reciprocal teaching on students' understanding and motivation for second-class students in the Indonesian English Department. The study design was semi-experimental, with 64 students serving as a sample. Researchers collected data on reading motivation and reading comprehension using questionnaires. After analysis, it was found that the reciprocal teaching method improved the understanding and motivation of the experimental groups taught by the reciprocal teaching method.

Muthik et al. (2022) examined the effectiveness of reciprocal teaching strategies on student reading motivations and learning outcomes at the 8th-grade level. Tests and questionnaires were used to collect quantitative testing data. Results showed that mutual apprenticeships can increase students' motivation to study. Teachers are encouraged to apply this teaching method to stimulate students' learning motivations and excitement. Researchers used a semi-experimental design with control groups before and after the test, and questionnaires and essay-type tests were used to collect data in Ramadani's (2021) study of the effects of reciprocal teaching models on biology subject learning interests and outcomes. The study concluded that the reciprocal teaching method was highly effective for increasing student learning comprehension.

In a similar vein, the research conducted by Syaiful and Ahmad (2017) revealed the value of reciprocal teaching methods. In the eleventh grade, they conducted experimental research to see how well the reciprocal teaching method improves students' reading and motivation. According to her research, mutual classrooms have proven extremely beneficial due to mutual readability and student motivation. This study's research design was semi-experimental with control and test groups. The purpose of the data collection was reading motivation, reading comprehension, and a three-dimensional self-development questionnaire. The analysis revealed that mutual apprenticeship enhanced students' reading comprehension and motivation. According to Ismail et al. (2012), reciprocal teaching methods motivate students and assist them in overcoming reading difficulties. The motivation to plan, evaluate, and monitor reading outcomes was strong.

Aprilia et al. (2021) examined the relationship between reciprocal teaching strategies and reading motivation to improve reading comprehension among 8th-grade students in Indonesia. Data were collected through surveys. The study was conducted as an experiment in which a reciprocal teaching method was applied. It was found that reciprocal teaching methods helped learners strengthen their interest in reading and improve their understanding of reading. Researchers concluded that this educational strategy allowed students to interact with classmates during the reading process, increasing their motivation and ability to read.

Ramita (2015) examined the impacts of Reciprocal teaching and reading interest on students' reading comprehension at the university level. A 2 x 2 factor design was used. In this design, 18 students were involved in the test group, with 16 being read before and after the test. This study concluded that mutual education strategies greatly improve students' reading comprehension and interest. Another study by Ahmadi (2016) examines the impact of mutual education strategies on understanding EFL learning and reading at the university level in Iran. He used a mixed-method design and selected 60 participants as a sample of two universities in Iran. Testing, surveys, and interviews collected data. The findings indicated that reciprocal teaching practices significantly enhanced these learners' reading comprehension and motivation.

Methodology

Research Design

The study used an explanatory sequential design, which is a mixed-method research design. Phase one involved collecting quantitative data by employing a pretest-posttest Nonequivalent Control Group design. Phase two data, which were qualitative, were collected in response to the findings of the quantitative data through semi-structured interviews.

Population and Sample

All students (male and female) of grade Eight studying in Government Secondary Schools (Girls and Boys) in district Faisalabad were the population of the research. The features of the population were:

- a) Grade eight students who live in District Faisalabad.
- b) All students in grade eight who were enrolled in public schools in the district of Faisalabad.
- c) Student age between 13 to 15 years.
- d) Class size between 50-55

Sampling and Sample Size

A convenient sampling method was used to select the sample. A sample of one male and one female school from the Faisalabad district was chosen. There were 55 students in the male class and 56 pupils in the female class. For the study, all students were pretested and then divided into the experimental and control groups based on pretest score. A pairwise matching technique was used to form groups so that it could be ensured that at the start of the study, both groups were the same. After that, the groups were assigned treatments at random. While the control groups were taught conventional techniques, the experimental groups were taught reciprocal teaching strategies.

Data Collection Tools

The 18-item Motivations for Reading Questionnaire (MRQ) created by Wigfield and Guthrie in 2004 was used to collect quantitative data. The four motivational dimensions, reading curiosity, reading challenge, self-efficacy, and reading involvement were evaluated by this questionnaire. Each question on the questionnaire was intended to be answered by students using a Likert scale with four points: "1 = very different from me, 2 = a little different from me, 3 = a little like me, and 4 = a lot like me." The instrument was translated into Urdu while considering the students' backgrounds. The two Urdu and English bilingual teachers completed the translation process. The instrument was first translated into Urdu and then back into English to ensure accuracy and clarity. The tool developer has granted permission to use the tool for research purposes. The qualitative data were collected through semi-structured interviews from experimental groups only to ensure the effectiveness of the intervention.

Pilot Testing

In order to guarantee internal consistency, a pilot test of the MRQ was conducted on sixty eighth-grade students who shared the same characteristics as the study's subjects. These were previous session students of the same grade. The sub-construct of the Motivation for Reading Questionnaire with Cronbach's Alpha value is displayed in Table 1.

Table 1 Cronbach Alpha Value and Relevant Statements of MRQ

S#	Construct	Cronbach Alpha Value	Statement No	Total
1	Reading Curiosity (RC)	.806	1 to 5	5
2	Reading Challenge (RCH)	.771	6 to 10	5
3	Self-efficacy (RSE)	.912	11 to 13	3
4	Reading Involvement (RI)	.756	14 to 18	5
	Total	.790		18

The questionnaire's reliability and validity were examined. Experts were asked to review the questionnaire's content to ensure it was valid. These specialists included the researcher's supervisor and academic staff from the university. The content validation of interview questions was taken from the supervisor and academic staff.

The construct validity of the questionnaire was checked through Confirmatory Factor Analysis (CFA) through LISREL. Table 2 presents the findings from the confirmatory factor analysis of MRQ.

Table 2 MRQ Factor Loading for Items (CFA)

	Observed	Latent			
		Reading Curiosity (RC)	Reading Challenge (RCH)	Reading self-efficacy (RSE)	Reading Involvement (RI)
1	.60				
2	.58				
3	.88				
4	.85				

5	.41		
6		.60	
7		.54	
8		.67	
9		.63	
10		.73	
11			.80
12			.93
13			.90
14			.49
15			.72
16			.67
17			.53
18			.69

The standardized factor loading for confirmatory factor analysis is displayed in the results. Almost all factor loadings were statistically significant at the five percent significance level ($p < .05$).

Experimental Groups

The female experimental group consisted of 28 students, while 27 were in the male class. They were divided into heterogeneous groups. One group consists of 4 students. The total duration of intervention was 6 weeks (35 minutes), excluding days for the pretest and posttest. Thirty-one sessions (18 hours) were taught to both experimental groups. Standard lesson plans according to reciprocal teaching strategy were developed from the English Textbook of grade 8. Every group member was assigned the role of questioner, predictor, clarifier, and summarizer.

Reciprocal Teaching Modal

Phase 1: Introduction and Demonstration of Strategies (Week 1)

During the initial intervention phase, students were introduced to the Reciprocal Teaching strategy. The teacher elucidated the nature and procedures of reciprocal teaching. The teacher sequentially demonstrated strategies. The teacher read the text and employed think-aloud practice to demonstrate each strategy. Students utilized the worksheets supplied by the teacher to practice each strategy.

Phase 2: Direct Instruction and Guided Practice (Week 2)

During this phase, the researcher scaffolded students' learning by directly instructing, guiding, and applying the strategies while reading. The researcher first modeled the use of each comprehension strategy one by one within the classroom by thinking aloud. After modeling, guided practices of reciprocal strategies were done by students during this phase. The students were encouraged to use reciprocal strategies one by one. The teacher provided constructive feedback.

Phase 3: Teacher-Student Group (Week 3)

In this phase, the teacher acted like a leader while the students in group four employed the four Reciprocal teaching strategies. Each strategy was used during the pre-reading while

reading and the post-reading stages. The teacher in the pre-reading stage showed the title or picture of the text, and students predicted what the text was about. The teacher told the students to write their predictions in Reciprocal Teaching Worksheet. During the reading stage, the teacher asked the students to list questions about the text and find the answer. The students found the question and their answers and wrote them in the Reciprocal Teaching Worksheet. The teacher also asked the students to find the difficult words and phrases in the text and write their meanings and explanations in the Reciprocal teaching worksheet. In the post-reading stage, the teacher asked the students to write the passage's main idea on the Reciprocal Teaching worksheet.

In this way, the whole text was read, and the teacher served as a leader of groups. The students assisted each other in their roles: the predictor assisted in predicting the text, the questioner assisted in asking questions, the clarifier assisted in clarifying, and the summarizer summarized. Every person in each group took the same role.

Phase 4: Student-Led Groups (Week 4-6)

Students led the discussion about the text and prompted their friends in groups to use the strategies. They also gave feedback to their friends on strategy implementation. Students took the role of leaders. Meanwhile, the teacher assisted as needed, acting as a guide and observer.

Control Groups

The female control group had 28 students, while the male control group also had 28 students. They were taught using the traditional teaching method: lecture in a whole-class setting. The control and experimental groups were taught the same teaching material for the same length but with different instruction methods. The researcher herself taught all groups to avoid any bias.

Data Analysis

The effectiveness of the reciprocal teaching strategy was evaluated using the two-way ANCOVA and the paired sample t-test. A more accurate assessment of the intervention's impact on post-test reading comprehension scores, as well as the investigation of the main and interaction effects of group and gender, was made possible by the use of the paired sample t-test to compare the mean difference between the pre-test and post-test scores of the experimental and control groups—two-way ANCOVA to account for baseline differences by including pre-test scores as a covariate. Following the findings of phase one data, semi-structured interviews were used to gather qualitative data, which were then subjected to thematic analysis.

Results of the Study

Hypothesis-1

H₀1: There is no significant mean difference between female students' pre-test and post-test reading motivation scores in the control and experimental groups.

Table 3 Results of Paired Sample t-test for Mean Difference in Pre-test and Post-test scores of Females in Control and Experimental Groups in Reading Motivation Questionnaire.

Group	N	Pre-test <i>M(SD)</i>	Post-test <i>M(SD)</i>	MD	<i>t-value</i>	<i>df</i>	<i>p-value</i>
Control	28	1.82 (0.21)	1.97 (0.33)	-0.15	-2.77	27	.010
Experimental	28	1.80 (0.20)	3.13 (0.44)	-1.34	-16.55	27	.000

The paired-sample t-test results for the female participants' reading motivation ratings are displayed in Table 3. In the control group, the average mean score increased modestly from 1.82 (SD = 0.21) on the pre-test to 1.97 (SD = 0.33) on the post-test. This small change (mean difference = -0.15) is statistically significant, $t(27) = -2.77$, $p = .010$. In contrast, the experimental group showed a substantial improvement, with scores rising from 1.80 (SD = 0.20) on the pre-test to 3.13 (SD = 0.44) on the post-test. The mean difference of -1.34 is highly significant, $t(27) = -16.55$, $p < .001$. Therefore, the null hypothesis, "There is no significant mean difference between the pre-test and post-test reading motivation scores of female students in the control and experimental groups," is not supported because the results indicate that the reciprocal teaching strategy is far more effective than the traditional method in enhancing reading motivation among female students.

Hypothesis-2

H₀₂: There is no significant mean difference between male students' pre-test and post-test reading motivation scores in the control and experimental groups.

Table 4 Results of Paired Sample t-test for Mean Difference in Pre-test and Post-test scores of males in Control and Experimental Group in Reading Motivation Questionnaire.

Group	N	Pre-test <i>M(SD)</i>	Post-test <i>M(SD)</i>	MD	<i>t-value</i>	<i>df</i>	<i>p-value</i>
Control	28	1.79 (0.28)	2.14 (0.41)	-0.35	-5.03	27	.000
Experimental	28	1.90 (0.29)	3.02 (0.45)	-1.12	-9.81	26	.000

The findings of the paired-sample t-test for male participants' reading motivation are displayed in Table 4. In the Control group, male students' reading motivation increased meagerly from a pre-test mean of 1.79 (SD = 0.28) to a post-test mean of 2.14 (SD = 0.41), with a mean difference of -0.35 which was statistically significant, $t(27) = -5.03$, $p < .001$. In contrast, the Experimental group showed a pronounced improvement, with mean scores rising from 1.90 (SD = 0.29) at the pre-test to 3.02 (SD = 0.45) at the post-test, having a mean difference of -1.12, $t(26) = -9.81$, $p < .001$. The null hypothesis, "There is no significant mean difference between the pre-test and post-test reading motivation scores of male students in the control and experimental groups," is not supported. These results confirm that, compared to the conventional approach employed in the control group, the reciprocal teaching strategy greatly increases male students' motivation to read.

Hypothesis-3

H₀₃: No significant mean difference exists between the pre-test and post-test reading motivation scores of students in the control and experimental groups.

Table 5 Results of Paired Sample t-test for Mean Difference in Pre-test and Post-test score of Control (female, male) and Experimental (female, male) Group in Reading Motivation Questionnaire.

Group	N	Pre-test <i>M(SD)</i>	Post-test <i>M(SD)</i>	MD	<i>t-value</i>	<i>df</i>	<i>p-value</i>
Control	56	1.81 (0.25)	2.06 (0.38)	-0.25	-5.47	55	.000
Experimental	55	1.85 (0.25)	3.08 (0.45)	-1.23	-17.47	54	.000

Table 5 presents the results of the paired-sample t-test for reading motivation scores among all participants in both the Control and Experimental groups. In the control group, the mean score increased from 1.81 (SD = 0.25) to 2.06 (SD = 0.38), with a modest mean difference of -0.25, $t(55) = -5.47, p < .001$. In contrast, the experimental group showed encouraging improvement, with scores rising from 1.85 (SD = 0.25) to 3.08 (SD = 0.45), yielding a mean difference of -1.23, $t(54) = -17.47, p < .001$. These results demonstrate that while both groups exhibited significant gains, the reciprocal teaching strategy (experimental group) enhanced reading motivation much more than the traditional method (control group). Consequently, the null hypothesis, "There is no significant mean difference between the pre-test and post-test reading motivation scores of students in the control and experimental groups," is not supported.

Hypothesis-4

H₀₄: There is no significant mean difference in post-test reading motivation scores between the experimental and control groups and no significant interaction between gender and group after controlling for pre-test reading comprehension scores.

Table 6 Results of two-way ANCOVA for Post Reading Motivation Questionnaire

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	30.412 ^a	4	7.603	47.015	.000	.640
Intercept	7.071	1	7.071	43.727	.000	.292
Pre-MRQ	.861	1	.861	5.322	.023	.048
Gender	.003	1	.003	.018	.894	.000
Group	27.815	1	27.815	171.999	.000	.619
Gender * Group	.737	1	.737	4.560	.035	.041
Error	17.142	106	.162			
Total	776.176	111				
Corrected Total	47.554	110				

The effectiveness of a reciprocal teaching strategy in raising the reading motivation of eighth-grade male and female participants was evaluated using a two-way ANCOVA. Gender (male, female) and group (control, experimental) were the independent variables. Students' post-test results (Time 2) on the Reading Motivation Questionnaire served as the dependent variable. The Reading Motivation Questionnaire pre-test score (Time 1) was employed as a covariate to account for individual differences. There was a significant interaction effect, $F(1,106) = 4.560, p = .035$, with a large effect size (partial eta squared = .041) after controlling for the Pre-MRQ score at Time 1. With a large effect size (partial eta squared = .619) and a significant group effect ($F(1,106) = 171.999, p < .001$), it was evident that the experimental group outperformed the control group ($M=2.05, SD=.37$) in terms of post-test scores ($M=3.07, SD=.44$). The two-way ANCOVA results do not support the null hypothesis, which states that "after controlling for pre-test reading comprehension scores, there is no significant mean difference in post-test reading motivation scores between the experimental and control groups and no significant interaction between gender and group."

Qualitative Data

This qualitative portion explores the experiences, views, and perceptions of 8th-grade

students about reciprocal teaching and its effect on reading motivation. Six students from the male experimental group and six from the female experimental group were interviewed following the post-test. The following queries were posed to them:

Q.1: What do you think about your interaction with your class fellows and teacher by reading with this strategy?

Q.2: How does the learning environment accelerate your reading motivation?

Q.3: Are you interested in reading work with this teaching method?

Four major themes emerged from the analysis:

The thematic analysis of students' responses from both genders in experimental groups supports the effectiveness of reciprocal teaching strategy in enhancing reading motivation. All respondents gave positive views about this instructional strategy and showed their interest in reading with this method. Major themes related to reading motivation were a supportive and collaborative environment of the class, an increased Confidence level of students, enhanced engagement with reading text, and increased interest in reading, which positively affected their reading motivation.

1. Collaboration

Most participants expressed that this strategy enhanced collaboration among class fellows. By collaborating, their classroom environment became supportive, which increased their reading motivation for the assigned text.

Examples

- "My interaction with my teacher and class fellows enhanced. When we read by employing this teaching strategy, we share our ideas about the text, bringing us closer to one another. I listened carefully to my fellows, which enhanced our collaboration. My relationship with the teacher also became friendly, and I became more supportive towards my classmates".
- "And my collaboration with class fellows also increased. There was a feeling of community in our class. All students, while working in groups, respected and appreciated one another".

2. High Level of Confidence

Half of the respondents said that doing reading work with this strategy helped them overcome their shyness and become confident. They reported that their hesitation went away, and they started communicating with teachers and class fellows more confidently. This Confidence increased their motivation for reading because they were excited about every reading session.

Examples

- "My hesitation was gone, and I made new friends in class. Now, I am not shy about discussing my ideas with others in the group, and my Confidence has increased."
- "I want to read using this method because it has enhanced my Confidence. Now, I can perform as a leader in class because my hesitation has gone."
- "As my Confidence increased while reading with this strategy, I became more motivated to complete the reading task. I enjoyed my different roles in the group in every reading session."

3. Reading Engagement

The majority of the participants viewed this strategy as helping them remain actively engaged

with reading text. This strategy enhanced their focus during reading, which ultimately enhanced their reading motivation. Participants want to read text with this teaching method.

Examples

- "If we read any text with this method, reading will be more enjoyable, and we will remain engaged."
- "We spent most of the time in class engaging with the text and developed our own understanding of it. This enhanced our motivation level because we enjoyed it."

4. Reading Interest

The majority of the respondents expressed that employing four strategies of reciprocal teaching has increased their reading interest in other subjects, apart from English because they can comprehend the text easily. About half of the respondents said they were now interested in reading books in the library.

Examples

- "Now, I can read other books from the library, like interesting stories in English, because I can understand the text easily."
- "Yes, it is an interesting strategy. By employing this strategy, I now comprehend other school subjects as well. If we read any English text with this method, we can comprehend it easily."

Discussion

This study aimed to assess the effect of reciprocal teaching strategy on the reading motivation of grade eight students (girls and boys) in English. The Motivation for Reading Questionnaire was used to collect data. An explanatory sequential design of mixed method research was used in which, in phase one, quantitative data were collected and analyzed through paired sample t-test and two-way ANCOVA. Based on findings from phase 1 data, qualitative data were gathered through semi-structured interviews, which were then analyzed through thematic analysis. Findings revealed that students with the reciprocal teaching method had a higher average mean ($M= 3.08$) in the posttest than in the control group ($M= 2.06$). It was also found that the reading motivation of both girls and boys was equally enhanced with this teaching method. The thematic analysis of the interview data revealed that both genders in the experimental group had positive experiences while reading with this teaching method. Most of them said that their motivation to read text increased with this teaching method, and the strategy increased their interest in reading. This study is aligned with previous studies that found a significant impact of reciprocal teaching strategy on students' reading motivation. Ahmad (2017) found that the reciprocal teaching strategy enhanced students' reading motivation and comprehension, as there was a significant increase in students' performance after reading with this strategy. A positive correlation was found between reciprocal teaching strategy and reading motivation (Qutob, 2020). Another study by Muthik, Muchyidin, and Persada (2022) found that reciprocal teaching had a positive effect on students' reading motivation and reading interest. It is equally effective in other reading school subjects.

Conclusion

Based on the study's findings, reciprocal teaching is very effective in enhancing the reading motivation of grade 8 students (girls and boys). The strategy helped the students collaborate with one another, building confidence, active participation, and enhanced focus and engagement in reading. It is also concluded that both genders (girls and boys) benefited equally from the strategy.

Suggestions

This study suggests that:

1. Reciprocal teaching strategies should be included as an appropriate teaching approach for reading in teacher training programs.
2. Practicing teachers of English subjects should employ interactive teaching methods, such as reciprocal teaching strategies while teaching comprehension passages to students.
3. The education department should conduct seminars and refresher courses on the effective use of reciprocal teaching strategies.

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