


Students' Perception of Using Reciprocal Teaching on Reading Comprehension of 9th Grade Students at SMP N 1 Pematangsiantar

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ABSTRACT

This research aims to analyse students' perceptions of the use of Reciprocal Teaching strategy in inferential level reading comprehension based on narrative text in 9th grade students at SMP N 1 Pematangsiantar. This research uses a descriptive quantitative approach using a closed questionnaire with a 4-point Likert scale. The sample is 32 students of grade IX.9 selected through a purposive sampling. Data were analysed using SPSS version 21. The results showed that overall, students' perceptions of the application of Reciprocal Teaching were in the agree category with an average percentage of 83%. Specifically, the cognitive aspect obtained 84%, the affective aspect 85%, and the behavioural aspect 80%. These findings indicate that Reciprocal Teaching not only helps students understand texts both literally and inferentially but also increases motivation, interest, and active participation in reading activities. Therefore, this strategy can be recommended as an effective alternative in teaching reading comprehension of narrative text at the junior high school level.

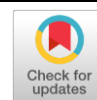
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INTRODUCTION

Education is the main foundation in building the quality of human resources in a nation. Among the essential skills in education, reading comprehension is particularly crucial in EFL/ESL (English as a Foreign/Second Language) contexts, as it directly affects students' ability to understand texts, acquire knowledge, and perform well in academic tasks (Al Aziz & Yusanti, 2020; Lalić & Dubravac, 2021; Suyadi & Husnaini, 2022). In junior high school, students are transitioning from learning basic language skills to applying English in more complex academic contexts, making reading comprehension a major determinant of their overall success in English learning.

Although related, reading and reading comprehension have different depths. Reading refers to the mechanical process of recognizing words or symbols, whereas reading comprehension involves understanding, analyzing, and evaluating the information presented in a text (Peñafiel Arcos, 2018). Reading is just a mechanical activity without deep meaning if it is not understood (Yu, 2015). According to Barrett (1968) as cited in Nuttal (2005), there are five types of reading comprehension namely literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation.

Students' learning success can be significantly affected by the lack of reading comprehension skills (Nanda & Azmy, 2020). When students do not understand the content of reading properly, they will have difficulty in taking meaning from the subject matter, understanding the instructions for the questions, and even improving their ability to think

critically and analytically (Finissha et al., 2022). Unfortunately, data collected nationally shows that reading ability of Indonesian is still low. According to the results of the Programme for International Student Assessment (PISA) in 2018, Indonesia only scored 317, far below the OECD average of 487. Only around 30% of students in Indonesia are able to reach level 2 reading ability, which shows that most students still have difficulty understanding reading thoroughly (OECD, 2019).

In addition, literacy is still a major problem in North Sumatera Province. The results of the Minimum Competency Assessment, released by the Pusmendik Kemendikbusdristek in 2022, show that many schools in this area have results that are still below the national average, especially in reading comprehension indicators (Zulfa et al., 2024). Although the population of Pematangsiantar City is 227.054 people (BPS Pematangsiantar City, 2023), there is insufficient information on local literacy. This limitation is the results of the lack of standardized city scale literacy surveys. This makes it more difficult to make local data-based policies to improve reading literacy.

Based on the researcher's experience during an internship at SMP N 1 Pematangsiantar, students' interest in reading, particularly in English, is low. Students face difficulties in understanding English reading texts due to limited vocabulary, insufficient reading strategies, and low motivation (Nation 2009 cited in Pourhosein Gilakjani & Sabouri, 2016). Many Grade 9 students struggle to find main ideas, understand vocabulary, and draw conclusions from texts, which reflects broader challenges in EFL learning environments.

This problem is compounded by the lack of a reading culture in schools. Only a few students use the library regularly, and most spend their free time on activities unrelated to literacy. These conditions indicate that reading comprehension difficulties are not merely technical but also involve motivation, habits, and strategies for understanding texts.

Reading comprehension skills are very important for students' learning success. Therefore, planned efforts are needed to improve this ability actively and significantly (Andi Rusgandi, 2023). Reciprocal Teaching is one of the learning this ability actively and significantly (Mafarja et al., 2022, 2023a; Wargadinata et al., 2023). Reciprocal Teaching is a strategy proven effective in EFL/ESL contexts for enhancing reading comprehension because it is collaborative, discursive, and encourages active student participation (Ahmed et al., 2025; Mafarja et al., 2023a; Pornita et al., 2023). This allows students to participate more actively in the learning process, increase their responsibility and improve their critical thinking and metacognitive skills. Reciprocal Teaching was first developed by Palincsar and Brown (1984) and combines four main strategies for understanding text, namely predicting, questioning, clarifying, and summarizing (Mustofa et al., n.d.; Pilonieta & Medina, 2009).

The effectiveness of Reciprocal Teaching has been proven through various studies. Research by Iftanti and Nurhayati (2021) showed that the application of Reciprocal Teaching significantly improved the reading comprehension skills of Fourth Grade Primary School students. Students become more active in discussions and more easily understand the content of the text after the learning takes place. Another research by Sari (2018) also revealed that this method increased students' engagement as well as their ability to identify important information from the reading text. In addition, research by (Ginanjari et al., 2024; Sihite et al., 2022), found that students taught using Reciprocal Teaching showed as significant increase in reading test scores compared to the control group.

This research focused on the use of the Reciprocal Teaching strategy because of its effectiveness in improving students' reading comprehension, through a collaborative and students centered learning process (Raslie et al., 2015). Given its collaborative and student-centered approach, Reciprocal Teaching can enhance literal and inferential comprehension, support critical thinking, and develop metacognitive skills (Mafarja et al., 2023b). With this strategy, students were not only trained to understand the literal meaning of the reading, but also to draw conclusions, clarify information they did not understand and summarize the essence of the text being read. This strategy also encouraged active participation of students and trained their critical thinking and metacognitive skills. Through group discussion activities, students learned to help each other and lead the process of understanding the text

in turns. Therefore, this research aimed to explore the perception of grade 9th students at SMP N 1 Pematangsiantar towards the use of Reciprocal Teaching in improving English reading comprehension skills.

Based on one explanation above, the researcher formulated of this research namely "Students' Perception of Using Reciprocal Teaching on Reading Comprehension of 9th Grade Students at SMP N 1 Pematangsiantar."

METHOD

This research uses a descriptive quantitative approach. (Creswell, 2014), stated that descriptive quantitative research is a way to observe trends, attitudes, or opinions of a population. This is done by collecting numerical data and then analyzing it statically to provide an explanation of a particular phenomenon or condition. This type of research was chosen because the aim was to determine students' perceptions of the use of Reciprocal Teaching in reading comprehension. Data were collected through a closed ended questionnaire based on a Likert scale administered to students. Responses to each statement were summarized, and frequencies and percentages were calculated using SPSS (Statistical Package for the Social Sciences) version 21 software, then combined with selected categories.

The type of instrument used in this research is a closed questionnaire in the form of a Likert scale, designed to measure students' perception of the use of Reciprocal Teaching strategy in inferential reading comprehension based on narrative text. This questionnaire is based on a three component model of perception by McLeod (2023). This dimension includes three main components namely cognitive, affective, and behavioral. This theory is also strengthened by the theory of Reciprocal Teaching from Palincsar & Brown (1984) cited in (Alehegn et al., 2024) and the reading theory from Snow (2002). Each aspect of perception is grouped into indicators and parts of questionnaire statements that show the relationship between the Reciprocal Teaching strategy namely predicting, questioning, clarifying, and summarizing with students' reading comprehension. This instrument consists of 15 statements, each of which combines the dimensions of perception, learning strategies, and relevant elements of reading comprehension. The questionnaire's reliability and validity were confirmed through expert review and a preliminary test, with Cronbach's alpha exceeding 0.70, indicating acceptable internal consistency. The study involved 32 ninth-grade students (IX-9) of SMP N 1 Pematangsiantar as participants. Data were analyzed using descriptive statistics in SPSS version 21, calculating frequencies, percentages, and categorical distributions to systematically describe students' perceptions without generalizing to the wider population (Sugiyono, 2019). The collected data were analyzed using SPSS (Statistical Package for the Social Sciences) version 21 software.

Data Analysis

This research was conducted at SMP N 1 Pematangsiantar in the 2025/2026 academic year. The subjects were 32 students of grade IX-9. This research aims to describe students' perceptions of the use of Reciprocal Teaching strategies at the level of inferential reading comprehension based on narrative text. A closed ended questionnaire based on a 4 point Likert scale was used (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree). This questionnaire was distributed directly using printed questionnaires. The distribution of this questionnaire was carried out after the learning process using Reciprocal Teaching in class. The data in this research are presented by describing the results of the questionnaire regarding students' perceptions of the use of Reciprocal Teaching in reading comprehension which includes cognitive, affective, and behavioral. These aspects are based on McLeod's theory (2023), which stated that perception consists of three main parts, namely cognitive which refers to knowledge and beliefs, affective which refers to emotions and attitudes, and behavioral refers to action and responses. Each indicator contains 5 statements.

FINDINGS AND DISCUSSION

Students' Perception Based on Cognitive Aspects

Students' perceptions of the use of the Reciprocal Teaching strategy in reading comprehension were examined from a cognitive perspective. The 5 statements, numbered 1-5 (C1-C5), include the ability to predict text content, predict the plot, understand difficult passages, interpret complex vocabulary or sentences, and inferentially deduce the meaning of the text. The following data summarizes students' responses to the use of Reciprocal Teaching in reading comprehension from a cognitive perspective:

Table 1. Students' Perceptions of Reciprocal Teaching in Cognitive Aspects

NO	Students' Initial	C1	C2	C3	C4	C5	Obtained Score	Max Score	Percentage	Criteria
1	AKM	3	4	4	3	4	18	20	90%	SA
2	ABN	4	4	4	4	3	19	20	95%	SA
3	CAL	3	3	4	4	4	18	20	90%	SA
4	DRK	4	4	4	4	3	19	20	95%	SA
5	DMN	4	4	4	3	2	17	20	85%	SA
6	DF	3	3	3	3	3	15	20	75%	A
7	ETS	4	3	4	3	3	17	20	85%	SA
8	FNA	2	4	4	4	4	18	20	90%	SA
9	FJN	4	3	4	4	4	19	20	95%	SA
10	HD	3	3	4	4	2	16	20	80%	A
11	IP	3	4	4	4	4	19	20	95%	SA
12	JNS	3	4	4	3	3	17	20	85%	SA
13	JOS	3	3	4	3	3	16	20	80%	A
14	JCS	4	4	3	4	2	17	20	85%	SA
15	KLS	4	4	3	4	4	19	20	95%	SA
16	KPS	3	3	3	3	2	14	20	70%	A
17	KEPS	3	3	4	4	2	16	20	80%	A
18	KSS	4	4	4	4	3	19	20	95%	SA
19	KAOP	4	4	3	3	2	16	20	80%	A
20	LSR	3	3	4	3	2	15	20	75%	A
21	MSS	3	3	3	3	2	14	20	70%	A
22	MFK	3	3	3	3	2	14	20	70%	A
23	NR	3	3	3	3	4	16	20	80%	A
24	NM	3	2	3	3	3	14	20	70%	A
25	RLSI	4	3	3	2	2	14	20	70%	A
26	RAB	3	3	4	3	3	16	20	80%	A
27	SAS	3	2	4	4	3	16	20	80%	A
28	TR	3	3	4	4	3	17	20	85%	SA
29	TRN	3	3	3	4	3	16	20	80%	A
30	WMJS	3	4	3	4	2	16	20	80%	A
31	YAPS	4	3	4	4	3	18	20	90%	SA
32	ZAUS	4	4	4	4	4	20	20	100%	SA
TOTAL		107	107	116	112	93			2675%	SA
MAX.SCORE		128	128	128	128	128	535	640	84%	A
PERCENTAGE		84%	84%	91%	88%	73%				
CRITERIA		A	A	SA	SA	A				

Based on the data analysis conducted on the questionnaire sheets that focusing on cognitive aspects, information is found on how students respond to 5 statements, which assess their ability to understand narrative text using Reciprocal Teaching strategy. Each questionnaire statement is scored 4 for the answer Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (DA), and 1 for Strongly Disagree (SDA). Since the number of respondents in this research is 32 students and the maximum score for each statement is 4, the highest score that could be obtained for each statement is 128.

In statement C1, 12 students answer strongly agree, 19 students answer agree, and 1 student answer disagree. In statement C2, 13 students answer strongly agree, 17 students answer agree, and 2 students answer disagree. For statement C3, 20 students answer strongly agree and 12 students answer agree. For statement C4, 17 students respond strongly agree, 14 students respond agree, and 1 student respond disagree. For statement C5, 8 students respond strongly agree, 13 students respond agree, and 11 students respond disagree.

The score results show that statements C1 and C2 each obtain a total score of 107 with a percentage of 84%, statement C3 obtains a score of 116 with a percentage of 91%, statement C4 obtains a score of 112 with a percentage of 88%, and statement C5 obtains a score of 93 with

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a percentage of 73%. When accumulated, the total score 535 out of a maximum score of 640, with an average percentage of 84%. Based on the modified criteria classification, this percentage falls into the agree category.

Table 2. Research Category

Percentage %	Criteria
85-100	Strongly Agree
70-84	Agree
55-69	Quite Agree
40-54	Don't Agree
0-39	Strongly Disagree

In the distribution of questionnaires on students' perceptions of the Reciprocal Teaching strategy from a cognitive perspective, the highest score of 100% is obtained, categorized as strongly agree, and obtained by 1 students. Meanwhile, the lowest score obtained by students is 70%, categorized as agree, and also obtained by 5 students. Additionally, there are 6 students who obtain a score 95%, 4 students obtain a score of 90%, 5 students obtain 85%, 9 students obtain 80%, and 2 students obtain a score of 75%.

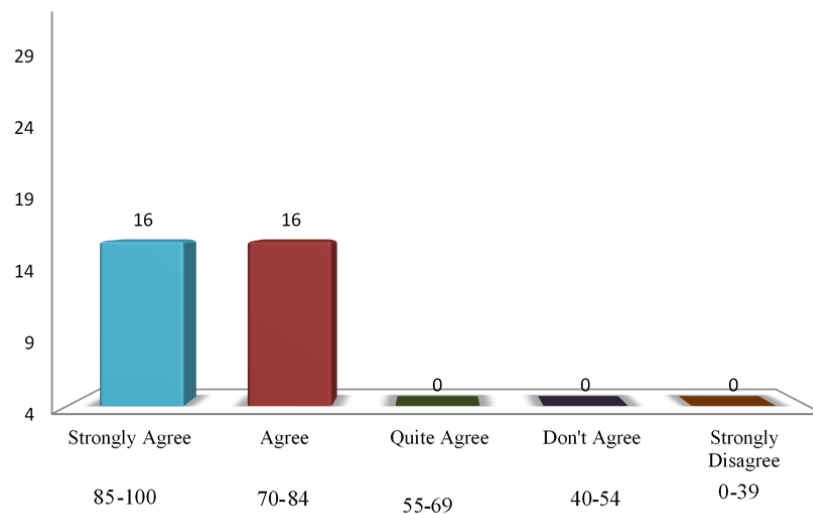


Figure 1. Results of Questionnaire Distribution from Cognitive Aspects

Students' Perception Based on Affective Aspects

Students' perceptions of the use of Reciprocal Teaching strategy in reading comprehension were evaluated from an affective perspective. 5 statements, numbered 6-10 (A1-A5), include focus while reading, motivation to continue reading, interest in reading, confidence in reading, and enjoyment when reading narrative text. The following data summarizes students' responses to the use of Reciprocal teaching in reading comprehension from affective perspective. The following data in students responses to Reciprocal Teaching as viewed from the affective aspect:

Table 3. Students' Perceptions of Reciprocal Teaching in Affective Aspects

NO	Students' Initial	A1	A2	A3	A4	A5	Obtained Score	Max. Score	Percentage	Criteria
1	AKM	4	4	3	4	4	19	20	95%	SA
2	ABN	4	4	3	4	4	19	20	95%	SA
3	CAL	4	3	4	4	4	19	20	95%	SA
4	DRK	4	4	3	4	3	18	20	90%	SA
5	DMN	3	4	4	3	4	18	20	90%	SA
6	DF	3	3	3	4	3	16	20	80%	A
7	ETS	4	4	4	3	4	19	20	95%	SA
8	FNA	3	3	4	3	3	16	20	80%	A
9	FJN	3	4	4	4	4	19	20	95%	SA
10	HD	3	3	3	4	4	17	20	85%	SA
11	IP	4	3	2	3	4	16	20	80%	A
12	JNS	4	3	4	3	4	18	20	90%	SA
13	JOS	4	4	4	4	3	19	20	95%	SA
14	JCS	4	3	3	3	3	16	20	80%	A

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15	KLS	3	3	4	3	2	15	20	75%	A
16	KPS	2	3	2	3	3	13	20	65%	QA
17	KEPS	3	3	4	3	4	17	20	85%	SA
18	KSS	4	4	4	4	4	20	20	100%	SA
19	KAOP	3	3	2	3	2	13	20	65%	QA
20	LSR	3	4	3	3	3	16	20	80%	A
21	MSS	3	3	4	3	3	16	20	80%	A
22	MFK	3	3	2	3	3	14	20	70%	A
23	NR	3	3	2	3	3	14	20	70%	A
24	NM	3	3	2	3	3	14	20	70%	A
25	RLSI	4	4	3	2	3	16	20	80%	A
26	RAB	3	4	4	4	3	18	20	90%	SA
27	SAS	3	4	4	3	4	18	20	90%	SA
28	TR	4	3	2	4	3	16	20	80%	A
29	TRN	4	4	4	4	4	20	20	100%	SA
30	WMJS	3	3	3	3	3	15	20	75%	A
31	YAPS	4	4	3	4	4	19	20	95%	SA
32	ZAUS	4	4	4	4	4	20	20	100%	SA
TOTAL		110	111	104	109	109			2715%	SA
MAX.SCORE		128	128	128	128	128				
PERCENTAGE		86%	87%	81%	85%	85%	543	640	85%	SA
CRITERIA		SA	SA	A	SA	SA				

Based on the data analysis conducted on the questionnaire focusing on affective aspects, information is found regarding students' responses to five statements using the Reciprocal Teaching strategy to measure students' emotional engagement when reading narrative text. The number of students who respond in this research is 32, and the maximum score for each questionnaire statement is 4. Each answer is scored 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (DA), and 1 for Strongly Disagree (SDA). Thus, the highest score that could be obtained from each questionnaire statement is 128.

In statement A1, 15 students answer strongly agree, 16 students answer agree, and 1 student answer disagree. In statement A2, 15 students answer strongly agree and 17 students answer agree. For statement A3, 15 students answer strongly agree, 10 students answer agree, and 7 students answer disagree. In statement A4, 14 students answer strongly agree, 17 students answer agree, and 1 student answer disagree. Meanwhile, in statement A5, 15 students answer strongly agree, 15 students answer agree, and 2 students answer disagree.

The score results show that statement A1 obtains a total score of 110 with a percentage of 86%, statement A2 obtains a score of 111 with a percentage of 87%, statement A3 obtains a score of 104 with percentage of 81%, statement A4 obtains a score of 109 with a percentage of 85%. When accumulated, the total overall score is 543 out of a maximum score 640, with an average percentage of 85%. Based on the percentage category classification, this falls into the strongly agree category.

Table 4. Research Category

Percentage %	Criteria
85-100	Strongly Agree
70-84	Agree
55-69	Quite Agree
40-54	Don't Agree
0-39	Strongly Disagree

In this distribution of the questionnaire on students' perceptions of the Reciprocal Teaching strategy from an affective perspective, the highest score is 100%, categorized as strongly agree, obtained by 3 students. Meanwhile, the lowest score obtained by students is 65%, categorized as quite agree, obtained by 2 students. In addition, there are 7 students obtain a score of 95%, 5 students obtain a score of 90%, 2 students obtain a score of 85%, 8 students obtain a score of 80%, 2 students obtain a score of 75%, and also 3 students obtain a score of 70%.

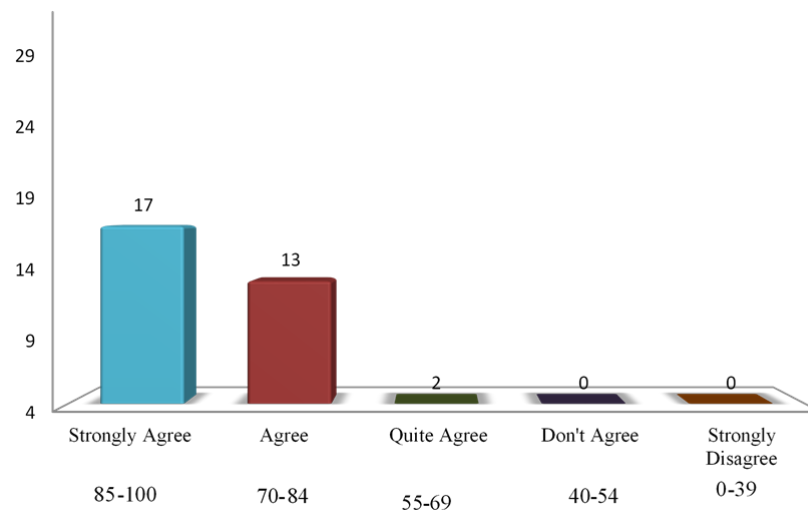


Figure 2. Results of Questionnaire Distribution from Affective Aspects

Student Perception Based on Behavioral Aspects

Students' perceptions of the use of Reciprocal Teaching strategy in reading comprehension are examined from a behavioral perspective. The 5 statements, numbered 11-15 (B1-B5), include students' abilities to summarize text content, remember story content, retell stories, use taught reading strategies, and practice active reading with highlighting difficult passages. The following data summarizes students' responses to the use of Reciprocal Teaching in reading comprehension from a behavioral perspective:

Table 5. Students' Perceptions of Reciprocal Teaching in Behavioral Aspects

NO	Students' Initial	B1	B2	B3	B4	B5	Obtained Score	Max. Score	Percentage	Criteria
1	AKM	4	4	3	3	3	17	20	85	SA
2	ABN	3	4	4	3	3	17	20	85	SA
3	CAL	3	3	4	4	3	17	20	85	SA
4	DRK	3	3	3	4	4	17	20	85	SA
5	DMN	2	3	3	4	4	16	20	80	A
6	DF	3	3	3	4	3	16	20	80	A
7	ETS	3	3	3	4	4	17	20	85	SA
8	FNA	3	3	3	3	4	16	20	80	A
9	FJN	3	4	3	3	4	17	20	85	SA
10	HD	3	3	2	3	2	13	20	65	QA
11	IP	4	3	4	4	3	18	20	90	SA
12	JNS	3	4	3	4	3	17	20	85	SA
13	JOS	3	4	4	3	3	17	20	85	SA
14	JCS	3	4	3	4	4	18	20	90	SA
15	KLS	4	4	4	4	3	19	20	95	SA
16	KPS	2	2	4	3	2	13	20	65	QA
17	KEPS	4	3	4	4	3	18	20	90	SA
18	KSS	3	4	4	3	3	17	20	85	SA
19	KAOP	3	3	2	4	3	15	20	75	A
20	LSR	2	3	2	4	2	13	20	65	QA
21	MSS	2	4	4	2	3	15	20	75	A
22	MFK	2	3	2	3	3	13	20	65	QA
23	NR	4	3	3	2	4	16	20	80	A
24	NM	3	4	3	3	3	16	20	80	A
25	RLSI	3	3	4	1	1	12	20	60	QA
26	RAB	3	4	3	4	4	18	20	90	SA
27	SAS	3	3	3	4	3	16	20	80	A
28	TR	2	3	2	3	2	12	20	60	QA
29	TRN	3	3	2	4	3	15	20	75	A
30	WMJS	3	4	3	3	3	16	20	80	A
31	YAPS	3	3	3	3	4	16	20	80	A
32	ZAUS	3	3	4	3	4	17	20	85	SA
TOTAL		95	107	101	107	100			2715%	SA
MAX.SCORE		128	128	128	128	128	510	640	80%	A

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PERCENTAGE	74%	84%	79%	84%	78%
CRITERIA	A	A	A	A	A

Data analysis conducted on the behavioral aspects of the student questionnaire response sheets provided information about student responses to 5 statements. Each questionnaire statement is scored 4 points for Strongly Agree (SA), 3 points for Agree (A), 2 points for Disagree (DA), and 1 point for Strongly Disagree (SDA). Since this research involves 32 students who responding, and each statement has a maximum score of 4 points, the highest possible score for each statement is 128 points.

In statement B1, 5 students answer strongly agree, 21 students answer agree, and 6 students answer disagree. In statement B2, 12 students answer strongly agree, 19 students answer agree, and 1 students answer disagree. For statement B3, 11 students answer strongly agree, 15 students answer, and 6 students answered disagree. In statement B4, 15 students answered strongly agree, 14 students answer agree, 2 students answer disagree, and 1 student answer strongly disagree. Meanwhile, in statement B5, 10 students answer strongly agree, 17 students answer agree, 4 students answer disagree, and 1 student answer strongly disagree.

For each statement, the score results are, statement B1 receive a total score of 95 with a percentage of 74%, statement B2 receive a score of 107 with a percentage of 84%, statement B3 receive a score of 101 with a percentage of 79%, statement B4 receive a score of 107 with a percentage of 84%, and statement B5 receive a score of 100 with a percentage of 78%. When collected, the total score of the five statements is 510 out of a maximum total score of 640, with an average percentage 80%. Based on the average category, it is included in the agree category.

Table 6. Research Category

Percentage %	Criteria
85-100	Strongly Agree
70-84	Agree
55-69	Quite Agree
40-54	Don't Agree
0-39	Strongly Disagree

In distributing the questionnaire on students' perceptions of the Reciprocal Teaching strategy from a beahioral perspective, the highest score is 95%, categorized as strongly agree, and obtained by 1 student. Meanwhile, the lowest score obtained by students is 60%, categorized as quite agree, obtained by 2 students. In addition, there are 4 students obtained a score of 90%, 10 students obtain a score of 85%, 8 students obtain a score of 80%, 3 students obtain a score of 75%, and 4 students obtain a score of 65%.

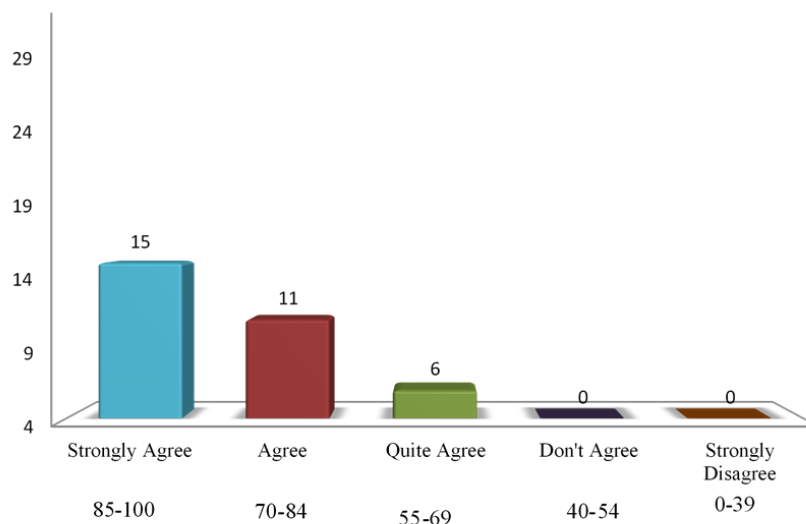


Figure 3. Results of Questionnaire Distribution from Behavioral Aspects

Research Findings

Based on the results of data analysis on the three aspects of students' perception, namely cognitive, affective, and behavioural, regarding the use of the Reciprocal Teaching strategy in reading comprehension, the following recapitulation was obtained:

Table 7. Data Recapitulation

No.	Aspect	Total	Max. Score	Percentage	Criteria
1.	Cognitive	535	640	84%	A
2.	Affective	543	640	85%	SA
3.	Behavioral	510	640	80%	A
TOTAL		1.588	1.920	83%	A

From the recapitulated data, the cognitive aspect received a total score of 535 out of a maximum 640, with a percentage of 84%, falling into the agree category. This indicates that students responded positively to the Reciprocal Teaching strategy in terms of understanding text content, applying reading strategies, and enhancing comprehension. This positive perception can be attributed to the scaffolding nature of Reciprocal Teaching, where students take turns predicting, questioning, clarifying, and summarizing, which helps them structure their thinking and become more aware of comprehension strategies.

In the affective aspect, the total score was 543 out of 640, with a percentage of 85%, falling into the strongly agree category. This shows that students experienced positive emotional impacts, such as increased interest, enjoyment, and motivation during reading activities. These responses can be explained by the collaborative nature of the strategy, where peer interaction and discussion foster a supportive learning environment. Students feel more confident expressing ideas, asking questions, and contributing to group understanding, which strengthens their engagement and motivation.

Regarding the behavioral aspect, the total score was 510 out of 640, with a percentage of 80%, falling into the agree category. This indicates that Reciprocal Teaching encourages active student behaviors, such as summarizing text content, following the strategy steps, and helping peers during discussions. The positive perception in this aspect reflects students' increased strategy awareness and habit formation, as the method promotes self-regulated learning and consistent participation in reading tasks.

When accumulated, the total score of 1,588 out of a maximum 1,920, with an average percentage of 83%, falls into the agree category according to Riduwan (2010). Overall, students provided positive feedback and demonstrated high engagement with Reciprocal Teaching in reading learning. This finding suggests that Reciprocal Teaching contributes not only to cognitive improvement in text comprehension, but also to affective gains such as motivation and interest, and behavioral development in active reading practices. The combination of peer collaboration, scaffolding, and strategy awareness makes this strategy particularly effective and worthy of adoption as an alternative approach to teaching reading comprehension, especially at the junior high school level.

Discussion

In this research discusses students' perceptions of the use the Reciprocal Teaching strategy in reading comprehension, particularly in inferential level based on narrative text. Data were collected through a close ended questionnaire that measured three main aspects of student perceptions, namely cognitive, affective, and behavioural aspects. The results of the analysis showed that the majority of students responded positively to this strategy, with a high level of effectiveness in each aspect observed. Most students strongly agreed or agreed with statements related to the application of the Reciprocal Teaching strategy in terms of thinking processes, learning interest, and reading behaviour. Only a few students disagreed or strongly disagreed, indicating that they had a very low opinion of this strategy.

The results have shown that students' perceptions of the cognitive aspect reached an average score of 84%, which has fallen into the agree category according to Riduwan's (2010) classification. This percentage has indicated that students understood the objectives, processes, and benefits of the Reciprocal Teaching strategies. According to Palincsar and Brown (1984) cited in (Julio Cárdenas & López-Pinzón, 2019; Mohammad Sadiq Qutob, 2020), these strategies consist of four main strategies, namely predicting, questioning, clarifying, and summarizing. These four strategies encourage students to actively use cognitive processing while reading. The percentage obtained in this aspect indicated that students have been able to comprehend not only the literal meaning of the text but also its inferential and critical elements. This finding has been aligns with research conducted by (R. Saloma & C. Tantiado,

2023), which has found that Reciprocal Teaching has helped students draw logical conclusions from the text and understand main ideas. This result has also supported by the theory proposed by Anderson (2003), which has stated that students have gained better understanding when they have active and used their prior knowledge while reading. The collaborative learning environment where students can work together, allowed them to process information simultaneously, can lead to positive perceptions of this cognitive domain. However, it is important to note that the relatively new nature of the strategy for students may also influenced these results, as it may have increased their initial focus and enthusiasm for learning.

The affective aspect, students' perceptions have reached 85% in the strongly agree category. Referring to McLeod (2023), the affective aspect of attitude or perception has been related to emotional responses to an object or situation. This has been reflected in increased focus, interest, comfort, and self-confidence of students when using Reciprocal Teaching in reading activities especially in reading narrative text (Sukmaantara, 2019). The structured and collaborative nature of the activities has made the reading process more interactive and less stressful. These findings have been consistent with previous research. (Rahmawati & Ridwan, 2021a), have found that reading comprehension learning through Reciprocal Teaching has increased students' motivation and enjoyment of learning. Widi Andewi (2016) has also highlighted the connection between this strategy and self-efficacy and reduced reading anxiety. Thus, the results of this research have shown that Reciprocal teaching has not only a cognitive process but also provided a learning experience that is enjoyable and motivating (Hayashi et al., 2025).

The behavioural aspect has obtained a score of 80%, which has been categorized as agree. According to McLeod (2023), behavioral elements have described tendencies to act toward the object of attitude. This has been evident in students' habits of asking questions, clarifying difficult parts, and summarizing the content of text. In other words, students not only agreed with cognitive aspect and feel comfortable with the affective aspect but have also practiced strategies from Reciprocal Teaching in reading activities. These findings have been consistent with previous research. (Cents-Boonstra et al., 2021; Strachan & Liyanage, 2015), active student engagement has been crucial for fostering independence and responsibility in learning when understanding text. This behavioral aspect has reinforced the claim that Reciprocal Teaching strategy has been effective when used in reading activities.

Overall, the average score for the three aspects has reached 83%, which has placed it in the agree category according to Riduwan's (2010) classification. These results has shown that students have respond well when the Reciprocal Teaching strategy has been used in reading learning. The success of this strategy as an innovative and enjoyable approach is synergistically supported by the three components of perception cognitive, affective, and behavioral.

Robbins and Judge (2013) cited in (Fakhruddin & Nurhidayat, 2020), have explained perception theory as the process of organizing and interpreting one's sensory impressions to give meaning to their environment. In this situation, the Reciprocal Teaching strategy has functioned as a stimulus for learning, which students responded positively to (Rahmawati & Ridwan, 2021b). This perception process encompassed the learning experiences students have had when engaging in reading activities using strategy Reciprocal Teaching, from predicting the text content to summarizing the meaning gained.

In reading learning, implementing the Reciprocal Teaching strategy has been proven to improve students' reading comprehension, both in terms of literal and inferential meaning (Rahmawati & Ridwan, 2021b). Furthermore, this strategy has increased students' emotional and behavioral engagement during the learning process. Therefore, it is highly worthy of being maintained and further developed in English language learning, particularly narrative text in junior high schools.

CONCLUSIONS

Based on the data analysis, it can be concluded that the use of Reciprocal Teaching has a positive impact on the perceptions of grade IX-9 students of SMP N 1 Pematangsiantar regarding reading comprehension, particularly in narrative texts, as reflected in cognitive, affective, and behavioral aspects. Cognitively, students reported that this strategy helps them predict content, clarify difficult words or sentences, and infer implied meanings, with a score of 84% (agree), showing its effectiveness in developing comprehension strategies and cognitive processing skills. From the affective aspect, students expressed high motivation, greater interest, and increased confidence in reading, with a score of 85% (strongly agree), indicating that the strategy fosters positive attitudes, engagement, and emotional involvement. Behaviorally, students actively applied Reciprocal Teaching strategies, such as remembering key information, summarizing content in their own words, and marking challenging sections, achieving a score of 80% (agree), which highlights its role in encouraging active participation, self-regulation, and collaborative learning. With an overall average score of 83%, the findings confirm that Reciprocal Teaching is an effective method for enhancing students' cognitive, emotional, and behavioral engagement in reading, making it a valuable strategy for improving comprehension of narrative texts in EFL classrooms at the junior high school level.

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