

The Influence of the Reciprocal Teaching Method on Students' Reading Comprehension of the Recount Texts at an Indonesian Islamic Secondary School

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Abstract

This quantitative pre-experimental study examined the influence of Reciprocal Teaching in improving tenth-grade students' reading comprehension of recount texts among the tenth graders at an Indonesian Islamic Secondary School in the province of Lampung, Indonesia. This research used a one-group pre-test post-test design with 18 students. After the implementation of the Reciprocal Teaching method, a post-test aligned with the four core strategies, namely: predicting, clarifying, questioning, and summarizing, was conducted. The Shapiro-Wilk normality test showed that the pre-test scores were not normally distributed (p -value = .020), while the post-test met the normality assumption (p -value = .139). A Wilcoxon test was then applied and revealed a highly significant improvement (p -value = .000), indicating that Reciprocal Teaching had a strong positive effect on students' reading comprehension on recount text. The findings conclude that the structured scaffolding provided by RT effectively enhances students' ability to construct meaning and internalize reading strategies. This study highlights the significance of RT as a robust instructional tool for EFL teachers to foster independent reading habits and improve academic outcomes in Islamic secondary school settings. The results recommend broader implementation of strategy-based instruction to address persistent literacy gaps in foreign language learning.

A. Introduction

Recent studies consistently show that Reciprocal Teaching (RT) is one of the most effective strategies for improving reading comprehension in EFL contexts.

Many researchers have examined RT because it integrates predicting, questioning, clarifying, and summarizing in a structured way. Several articles report that RT increases student engagement and supports deeper comprehension across different text genres. Maryam, for example demonstrated that RT improved Indonesian students' comprehension of recount texts and increased class participation (Maryam, 2025b). Ginanjar, also found that RT significantly enhanced vocational students' reading comprehension (Ginanjar et al., 2025). These findings highlight the importance of exploring RT further, especially in classrooms where students struggle with reading tasks. Additionally, Reciprocal Teaching (RT) is a way of teaching that was created by Palinscar et al., (2009) It helps students understand what they read better by having conversations between the teacher and the students. Reciprocal Teaching is defined as an instructional method that facilitates students' comprehension through structured dialogue and the use of four main strategies: predicting, questioning, clarifying, and summarizing, where both teachers and students take active roles in constructing meaning (Palinscar & Brown, 1984).

One of the persistent challenges observed in EFL classrooms is students' low interest in reading English texts. Reading comprehension requires sustained attention, cognitive engagement, and curiosity; however, when learners demonstrate limited interest, they tend to avoid reading tasks or rely excessively on word-for-word translation strategies, often without achieving genuine comprehension. Insufficient reading interest restricts learners' exposure to key reading processes, including identifying main ideas, interpreting vocabulary and grammatical structures, and constructing coherent summaries. Previous studies in the Indonesian EFL context have shown that reading interest is significantly associated with learners' reading comprehension ability, indicating a direct relationship between affective engagement and cognitive performance. Rahmawati and Supriyadi reported that students with high reading interest demonstrated better comprehension strategies, such as predicting and summarizing, compared to students with low reading interest (Alfaizah and Naro, 2020). Ramadhianti & Somba, (2023) reported that Indonesian EFL students experience various reading comprehension difficulties, particularly in understanding vocabulary, identifying main ideas, making inferences, and comprehending implicit information in texts. The study also highlighted that limited reading strategies and low engagement during reading activities contribute to students' inability to construct meaning effectively from English texts. This finding suggests that instructional interventions should extend beyond the teaching of reading strategies alone and explicitly address learners' motivation, curiosity, and engagement with texts to foster more effective reading comprehension.

Another important factor is students' lack of enthusiasm for learning English. Enthusiasm strongly influences students' persistence and willingness to engage with difficult texts. Teachers at this research setting, namely MA Al Fatah, reported that many learners appear passive during reading sessions and complete assignments without a deep understanding. Aditya (2008) found that enthusiasm significantly impacts reading comprehension outcomes among Indonesian junior school students. Therefore, instructional methods that enhance both enthusiasm and comprehension are highly necessary. Reading comprehension itself is an active

and complex process in which readers construct meaning by interacting with the text, integrating prior knowledge, linguistic competence, and contextual understanding, while also involving cognitive processes such as inference-making, vocabulary recognition, and monitoring comprehension (Snow, 2002). According to Kendeou et al., (2016) comprehension is one of the most complex cognitive tasks, involving attention, memory, prior knowledge, and language skills. Duke et al., (2021) adds that understanding text requires decoding, recognizing sentence structure, knowing vocabulary, using contextual clues, and checking for coherence. According to Septiyana et al., (2022) reading is viewed as an interactive process in which readers actively construct meaning from written texts by integrating textual information with prior knowledge, cultural context, and instructional guidance, particularly through well-structured reading materials. In line with this view, Harya (2023) defines reading comprehension as the reader's ability to understand, interpret, and identify essential information in a text, such as the main idea, which requires not only vocabulary knowledge but also cognitive skills to process and organize textual meaning effectively.

A further problem is students' weak reading ability, especially in understanding recount texts. These texts require identifying main events, organizing them chronologically, and recognizing their purposes. However, test results at MA Al Fatah show that students often struggle to summarize, find key details, or interpret meaning independently. Many students also have difficulty distinguishing between important and unimportant information, leading to confusion when interpreting the text's overall message. In addition, limited vocabulary and lack of exposure to various reading materials further hinder their ability to comprehend recount passages effectively. A recount text is a type of writing that told about past events or experiences in the order they happened. It is used to share information, entertain, or reflect on what happened. In the Indonesian education system, recount texts are a key part of the curriculum at the secondary level because they help students learn how to organize events and use past tense correctly. Situmorang & Panggabean (2022) says that recount texts answer questions like who, when, where, and what happened, making them simple for learners to follow. Mustofa & Kurniawan (2023) adds that recount texts are not just about telling a story but also involve a clear structure and logical flow. In this research, researcher chose recount texts because they fit well with the curriculum for tenth-grade students at MA Al Fatah and provide clear structures for testing reading comprehension.

However, successful implementation requires careful planning, suitable text selection, and consistent teacher guidance. Proper execution ensures the method's effectiveness in the classroom. Several empirical studies have supported the effectiveness of Reciprocal Teaching in improving students' reading comprehension. Ginanjar et al. (2025) demonstrated that RT significantly enhanced vocational students' reading comprehension skills, with post-test scores showing substantial improvement after treatment. Likewise, Dewi et al. (2018) found that eleventh-grade students taught using RT outperformed those who received conventional instruction. Similar findings were reported by Hutasoit (2017) who noted that RT effectively increased students' comprehension scores and classroom engagement in Jakarta. These studies collectively indicate that Reciprocal Teaching

provides structured scaffolding that helps learners understand texts more deeply and become more independent readers.

Additional research highlights the positive impact of RT in various Indonesian contexts. Parameswara (2022) found that RT improved students' ability to interpret meaning and increased their participation during reading lessons. In a different study, Nasution et al. (2019) reported that RT successfully improved junior high school students' comprehension across multiple cycles of classroom action research. The consistency of these findings reinforces that RT is an effective method for teaching reading comprehension in EFL classrooms and can be applied across different grade levels. Thus, implementing RT may help address the challenges faced by students at MA Al-Fatah in understanding recount texts.

Previous studies like Ginanjar et al. (2025), Maryam (2025b), Nasution et al. (2019), Nurdianti et al. (2019), Pilten (2016). others have widely examined Reciprocal Teaching in improving students' reading comprehension, especially in descriptive, narrative, and general expository texts. Many researchers have focused on how RT enhances students' strategy use, engagement, and overall comprehension performance using various types of texts and classroom settings. However, studies specifically investigating the use of Reciprocal Teaching to improve reading comprehension of recount texts particularly within the tenth-grade Indonesian EFL context remain less explored. Moreover, most previous research employed action research designs or compared RT with conventional methods, while few studies have used a pre-experimental one-group pre-test post-test design to measure students' improvement quantitatively. Therefore, this research addresses this gap by implementing Reciprocal Teaching through recount texts of the researcher and examining its statistical effect on students' reading comprehension using a pre-experimental design at MA Al-Fatah.

B. Method

This study employed a quantitative research approach as it aimed to measure the effectiveness of Reciprocal Teaching through numerical data and statistical analysis. According to Creswell, quantitative research is used to test theories by examining relationships among variables using statistical procedures (Creswell, 2015). Similarly, Sugiyono (2016) states that quantitative research focuses on analyzing numerical data to identify patterns and relationships. Therefore, this approach was appropriate for determining whether Reciprocal Teaching significantly affects students' reading comprehension.

The research used a pre-experimental design, specifically the one-group pre-test–post-test design. Sugiyono explains that pre-experimental design involves a single group receiving treatment without a control group, making it suitable for educational settings where randomization is not feasible. This design allows researchers to compare students' performance before and after treatment to determine the effect of an instructional method.

The research was conducted at MA Al-Fatah Sekampung, East Lampung, Lampung Province, Indonesia. The population consisted of 18 tenth-grade female students, and all participants were selected using purposive sampling, based on teacher recommendations and students' low reading comprehension ability. The

sample represented a homogeneous group of learners experiencing similar learning difficulties.

Data collection methods included:

- Reading comprehension tests (pre-test and post-test) to measure students' ability.
- Documentation (photos and learning materials).

Data analysis involved:

- Shapiro-Wilk test (Ghasemi & Zahediasl) to examine normality.
- Wilcoxon Signed-Rank Test (Pallant; Santoso) to analyze differences between pre-test and post-test.

To ensure data validity, the instruments were constructed based on established reading indicators (Brown), including identifying main ideas, vocabulary, inference, and summarization (Palinscar et al., 2009). Content validity was ensured through alignment with curriculum standards, while reliability was supported by consistent test structure and scoring procedures. In this study, the researcher employed a quantitative research approach according to Creswell because the objective was to measure the effectiveness of the Reciprocal Teaching method numerically through statistical analysis. Quantitative research is a type of inquiry that “tests objective theories by examining the relationship among variables and analyzing numerical data using statistical procedures” (Creswell, 2015). Similarly, Sugiyono (2016) explains that quantitative research is a method used to examine a population or sample by using numerical data, statistical tests, and structured instruments. Both definitions show that quantitative research is appropriate when the researcher aims to determine whether a treatment produces measurable changes in students' performance.

C. Findings and Discussion

In this section, the researcher presents the findings of the study, including both the implementation process of Reciprocal Teaching and the statistical results obtained from the pre-test and post-test. This comprehensive presentation aims to provide a clearer understanding of how the method was applied and how it influenced students' reading comprehension of recount texts.

Implementation of Reciprocal Teaching

To provide a detailed explanation of the treatment process, the implementation of Reciprocal Teaching in this study was conducted through three main stages: pre-test, treatment, and post-test.

1. Pre-Test Stage

At the beginning of the research, the pre-test was administered to measure students' initial reading comprehension ability before applying the Reciprocal Teaching method. The test included several indicators such as identifying the main idea, understanding vocabulary, answering comprehension questions, identifying detailed information, and summarizing the text.

The recount text used in this stage was entitled “Visited My Brother in Bandung”. Based on the results, most students experienced difficulties in understanding the text. Many of them were unable to identify the main idea

accurately, had limited vocabulary mastery, and found it difficult to answer comprehension questions and construct summaries.

These results indicate that students' reading comprehension ability was still low before the treatment, which supports the need for an effective instructional strategy.



Figure 1. Pre-test stage

2. Treatment Stage (Implementation of Reciprocal Teaching)

After conducting the pre-test, the researcher implemented the Reciprocal Teaching method as the main treatment.

1) Introduction of Reciprocal Teaching

In this stage, the teacher introduced the concept of Reciprocal Teaching to the students. The teacher explained the definition, purpose, and importance of the method in improving reading comprehension. Furthermore, the teacher explained the four main strategies: predicting, questioning, clarifying, and summarizing. Students were given clear examples of how each strategy works. This step was important to ensure that students understood how to apply the strategies before practicing them.



Figure 2. Introduction RT

2) Classroom Implementation

After understanding the concept, students practiced Reciprocal Teaching in classroom activities. The teacher divided students into groups and guided them through discussion-based learning.

During this stage:

- Students predicted the content of the text before reading.
- Students generated and answered questions collaboratively.
- Students clarified difficult vocabulary and confusing sentences.
- Students summarized the text using their own words.

The teacher acted as a facilitator, guiding students and gradually allowing them to take a more active role in the learning process. As a result, students became more engaged, confident, and active during reading activities.



Figure 3. Classroom implementation

3. Post-Test Stage

After the implementation of Reciprocal Teaching, the researcher administered a post-test to measure students’ improvement. The text used in this stage was entitled “Study Tour SMK Muhammadiyah Sekampung”.

The post-test tasks were aligned with Reciprocal Teaching strategies and reading comprehension indicators. The results showed that students performed significantly better compared to the pre-test. Most students were able to identify main ideas, understand vocabulary, answer questions correctly, and produce better summaries.



Figure 4. Post-test stage

Statistical Findings

1. Normality Test Pre-Test and Post-Test

The results of this study begin with the analysis of the pre-test administered to 18 students before the implementation of the Reciprocal Teaching method. The pre-test consisted of five tasks that assessed students’ ability to identify main ideas, find difficult vocabulary, create and answer questions, and summarize a recount text titled "Visited My Brother in Bandung”. The Shapiro-Wilk normality test was used because the sample size was below fifty participants. The first analysis conducted in this study was the normality test of the pre-test and post-test scores. Below are the students’ scores after taking the pre-test, post-test and the normality test.

Table 1. Student Pre-Test and Post-Test Scores

No	Name	Score	
		Pre-Test	Post-Test
1.	S1	26	65
2.	S2	38	80

3.	S3	26	65
4.	S4	26	65
5.	S5	38	71
6.	S6	38	76
7.	S7	26	73
8.	S8	26	73
9.	S9	26	71
10.	S10	40	82
11.	S11	34	70
12.	S12	34	70
13.	S13	34	71
14.	S14	40	82
15.	S15	40	82
16.	S16	36	76
17.	S17	36	76
18.	S18	36	73

Table 2. Normality test

Test		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Reading Comprehension	pre-test	.224	18	.017	.873	18	.020
	post-test	.150	18	.200*	.922	18	.139

The pre-test obtained a significance value of $p\text{-value} = .020$, which is lower than the threshold of $p\text{-value} = 0.05$ and therefore indicates a non-normal distribution. Meanwhile, after the application of Reciprocal Teaching, a post-test was administered using tasks aligned with the four RT strategies: predicting, clarifying, questioning, and summarizing and also distinguishing the structure of recount text titled "Study Tour SMK Muhammadiyah Sekampung". The post-test resulted in a significance value of $p\text{-value} = .139$, which exceeds $p\text{-value} = 0.05$ and suggests that the data were normally distributed. Because one dataset was normal while the other was not, the assumption for using the Paired Sample t-test was not fulfilled.

As recommended in statistical methodology, a non-parametric test must be used when the normality assumption is violated. This is consistent with Ghasemi & Zahediasl (2012) who state that a Shapiro-Wilk significance value below $p\text{-value} = .05$ indicates deviation from normality. Therefore, this study employed the Wilcoxon Signed-Rank Test to analyze the effect of Reciprocal Teaching on students' reading comprehension of recount texts.

2. The Wilcoxon Test

The Shapiro-Wilk normality test was used in this research because the number of respondents was relatively small, consisting of only 18 students. According to common statistical guidelines, Shapiro-Wilk is appropriate for samples under 50 participants, as it helps determine whether the data follow a normal distribution before applying parametric or non-parametric tests. Using this test allowed the researcher to verify whether the pre-test and post-test the required assumptions for further analysis. Therefore, the choice of the Shapiro-Wilk test ensured that the

statistical procedures used in this study were accurate and suitable for the sample size.

The Wilcoxon Signed-Rank Test is a non-parametric alternative used to compare two related samples when normality is not met. This test evaluates differences in paired data by ranking the magnitude of score changes between two measurements. According to S. Santoso (2019) in the SPSS 25 manual, “The Wilcoxon Signed-Rank Test is applied when paired data do not meet the normality assumption, making it the appropriate replacement for the paired t-test”. This explanation strongly supports the use of Wilcoxon in the present study. In addition, Pallant (2020) states that “the Wilcoxon test is suitable for determining whether a significant change occurs between two related conditions”. These scholarly viewpoints confirm that the Wilcoxon test is methodologically correct for the current research design. Below is the Wilcoxon test:

Table 3. Result of The Wilcoxon Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	18 ^b	9.50	171.00
	Ties	0 ^c		
	Total	18		

Table 4. Test Statistica

Post-test – Pre-test	
Z	-3.729 ^b
Asymp. Sig. (2-tailed)	.000

The Wilcoxon Signed-Rank Test is a non-parametric alternative used to compare two related samples when normality is not met. This test evaluates differences in paired data by ranking the magnitude of score changes between two measurements. According to Santoso (2019) in the SPSS 27 manual, “the Wilcoxon Signed-Rank Test is applied when paired data do not meet the normality assumption, making it the appropriate replacement for the paired t-test”. This explanation strongly supports the use of Wilcoxon in the present study. In addition, Pallant (2020) states that “the Wilcoxon test is suitable for determining whether a significant change occurs between two related conditions”. These scholarly viewpoints confirm that the Wilcoxon test is methodologically correct for the current research design.

The Ranks table shows that all eighteen students demonstrated higher post-test scores compared to their pre-test scores. The Positive Ranks value of 18 indicates that every participant experienced an improvement after receiving the instructional treatment. The Negative Ranks value of 0 confirms that no student scored lower in the post-test than in the pre-test. Likewise, the Ties value of 0 indicates that no student maintained the same score. These results show a consistent pattern of improvement across all participants. Therefore, the ranking distribution provides strong preliminary evidence that the Reciprocal Teaching method substantially influenced students’ reading comprehension performance.

The Test Statistics table revealed that the Wilcoxon test generated a Z -value = -3.729 and a significance value of p -value = .000. The negative Z -value is typical in Wilcoxon analysis and reflects the direction of ranking, not the direction of effect. The significance value being lower than p -value = .000 indicates an extremely strong difference between the pre-test and post-test scores. According to I. Santoso & Madiistriyatno (2021) “when the Asymp. Sig value is below 0.05, the null hypothesis must be rejected because a significant difference exists between the paired data”. This statement provides a clear criterion for interpreting the test result. Therefore, the Wilcoxon findings confirm that the improvement observed in students’ scores is statistically meaningful.

The findings of this study clearly demonstrate that Reciprocal Teaching significantly improved students’ reading comprehension of recount texts. This improvement supports the theoretical framework of Reciprocal Teaching, which emphasizes collaborative learning and structured cognitive strategies that promote deeper text understanding. The development observed in students’ abilities to predict content, clarify unfamiliar words, formulate questions, and summarize information aligns with sociocultural theory, which highlights the importance of guided interaction in learning by Vygotsky (1987). Furthermore, the effectiveness of such collaborative frameworks is mirrored in writing pedagogy; for instance, the implementation of Brainwriting strategies has been shown to significantly improve students’ ability in writing recount texts by fostering a non-threatening environment for idea generation (Handayani et al., 2023). The improvement also shows that students became more active readers who engaged with the text instead of relying solely on teacher explanation.

The normality test results provide meaningful insights into students’ progress. The pre-test scores, which did not meet the normality assumption, indicated inconsistent and varied reading abilities among students. In contrast, the post-test met the normality assumption, suggesting that students responded more systematically and uniformly after receiving Reciprocal Teaching instruction. This supports Oczkus (2003) who explains that RT helps struggling readers by offering repeated practice and structured scaffolding. The more consistent post-test results indicate that students gained clearer strategies and improved reading stability.

The extremely significant p -value (p -value = .000) found in the Wilcoxon signed rank test further confirms the effectiveness of Reciprocal Teaching. Such a small significance value indicates a very strong effect, meaning the likelihood of the improvement occurring by chance is extremely small. These findings align closely with previous research in Indonesian EFL settings, particularly those conducted by Dewi et al. (2018), Ginanjar et al. (2025), Maryam (2025a) who all reported that RT effectively enhances comprehension and classroom engagement. These similarities strengthen the validity of the findings in the present study and confirm that Reciprocal Teaching is suitable for Indonesian students learning English as a foreign language.

In addition to statistical improvements, classroom observations revealed positive behavioral changes in students who participated in Reciprocal Teaching activities. Students became more confident in sharing their ideas, more active in group discussion, and more capable of applying reading strategies independently. This increase in communicative confidence is closely linked to linguistic

competence; research indicates a significant correlation between students' vocabulary mastery and their speaking skills. As students clarify and internalize new terms through Reciprocal Teaching, they build the lexical foundation necessary to express themselves more fluently during classroom interactions. These behavioral changes demonstrate development in metacognitive awareness, which is one of the main goals of RT according to Palinscar (Simbuka et al., 2020). Thus, the discussion supports the conclusion that Reciprocal Teaching not only improved test scores but also enhanced learning attitudes and independent reading behaviors.

D. Conclusion

This study concludes that Reciprocal Teaching has a significant positive effect on students' reading comprehension of recount texts at MA Al-Fatah. The results indicate that students experienced substantial improvement in their ability to identify main ideas, understand vocabulary, interpret information, and summarize texts after the implementation of the method. The use of structured strategies, including predicting, questioning, clarifying, and summarizing, enabled students to engage actively in the reading process. The statistical analysis, particularly the Wilcoxon test result (p -value = .000), confirms that the improvement was statistically significant. In addition, the method contributed to increased student participation, motivation, and confidence during classroom activities. This increase in communicative confidence is closely linked to linguistic competence; research indicates a significant correlation between students' vocabulary mastery and their speaking skills. These findings suggest that Reciprocal Teaching is an effective instructional strategy for improving reading comprehension in EFL classrooms. Therefore, it is recommended that teachers apply this method consistently, especially when teaching structured texts such as recount texts. Future research is encouraged to explore the use of Reciprocal Teaching in different contexts, larger samples, and various text genres. This study recommends for teachers to apply Reciprocal Teaching consistently during reading lessons, especially when teaching complex texts such as recounts. Future researchers are encouraged to use larger samples, compare RT with other reading methods, or explore its effectiveness on different genres of text. Students should also be given frequent opportunities to practice predicting, questioning, clarifying, and summarizing so that these skills become internalized and can be applied independently across various reading tasks.

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