

Original Research

The Reciprocal Teaching and Reading Interest Impact on Students' Reading Comprehension

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Abstract

This study uniquely explores the combined impact of reciprocal teaching and reading interest on reading comprehension, an intersection rarely examined. This study investigates the effectiveness of the reciprocal teaching method and students' reading interest on reading comprehension in an Integrated Islamic School. A quasi-experimental design was employed, involving 56 students divided into an experimental group (n = 29) and a control group (n = 27). The experimental group received reciprocal teaching, while the control group followed conventional methods. Reading comprehension was assessed using a standardized reading test, and reading interest was measured through a questionnaire. The data were analyzed using t-tests and correlation analysis. The findings revealed that the experimental group performed significantly better than the control group, achieving an average reading comprehension score of 91.92, while the control group scored 77.99. This difference was statistically significant, demonstrating a strong impact of reciprocal teaching on students' comprehension abilities ($p < 0.001$). Moreover, students with high reading interest in the experimental group demonstrated superior comprehension, with a mean score of 94.31, compared to 91.41 in the control group. The results demonstrate the effectiveness of reciprocal teaching in boosting reading comprehension, especially for students with a strong interest in reading. The study suggests that reciprocal teaching is a valuable method for enhancing reading engagement and comprehension, offering useful insights for educators and policymakers focused on improving literacy outcomes.

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1. Introduction

Reading comprehension is a fundamental skill in education, serving as a cornerstone for academic success and lifelong learning. Its significance transcends the mere ability to decode text; rather, it encompasses the capacity to derive meaning, make inferences, and critically engage with information. In the context of contemporary educational challenges, particularly those posed by globalization and the rapid proliferation of digital information, the need for proficient reading comprehension has become even more pronounced (Kuşdemir & Bulut, 2018). As Kharaghani and Ghonsooly (2015) argue, strong reading skills are not only an academic necessity but a vital competence for career success and personal development in today's information-driven world. However, despite the critical importance of reading comprehension, many students, including those in Integrated Islamic Schools, continue to struggle with understanding and processing written material, highlighting a persistent gap in educational outcomes (Kasmiri et al., 2023).

The reciprocal teaching method has emerged as a promising pedagogical approach designed to address these challenges. Developed to foster collaborative learning and critical thinking, reciprocal teaching encourages active student participation through structured dialogue and peer interaction (Wargadinata et al., 2023). By engaging students in predicting, questioning, clarifying, and summarizing text, this method not only enhances comprehension but also promotes metacognitive awareness and deeper learning (Kula & Budak, 2020). The active engagement fostered by reciprocal teaching is particularly effective in small-group settings, where students can collaborate, share insights, and develop their understanding of the material in a supportive environment (Dew et al., 2021). However, while the benefits of reciprocal teaching for reading comprehension are well-documented, its interaction with other factors, such as reading interest, has received limited scholarly attention.

Reading interest is a pivotal motivational factor in literacy development, significantly influencing how effectively students engage with and comprehend text (Barber et al., 2021). Students exhibiting a high level of interest in reading tend to approach reading tasks with enthusiasm and persistence, which correlates with improved comprehension and retention of information (Satriani, 2022). Conversely, students with low reading interest often face challenges in maintaining motivation, resulting in lower reading achievement and diminished academic outcomes (Oo et al., 2021). This relationship underscores the necessity of exploring pedagogical strategies, such as reciprocal teaching, to enhance both engagement and comprehension among students with varying levels of reading interest. Reciprocal teaching, a scaffolded instructional strategy, aims to improve reading comprehension through collaborative learning (Islam, 2020). It encompasses four key strategies: predicting, questioning, clarifying, and summarizing, which are essential for effective text comprehension (Puspita & Nuroh, 2022). Research indicates that implementing reciprocal teaching can significantly enhance students' reading comprehension abilities, particularly when tailored to their individual learning styles (Syahid, 2023). For instance, a study found that the reflection-based reciprocal teaching approach not only improved comprehension but also fostered a deeper engagement with the text (Oo et al., 2021). This suggests that reciprocal teaching can be particularly beneficial for students who may struggle with reading due to a lack of interest or confidence.

Moreover, reciprocal teaching has been shown to positively influence students' reading motivation, which is critical for sustaining engagement (Khan & Hussain, 2021). A classroom intervention revealed that students who participated in reciprocal teaching exhibited a statistically significant increase in reading motivation, aligning with existing literature that highlights the connection between strategy acquisition and enhanced motivation (Taka, 2020). This is particularly relevant for students who may initially lack interest in reading, as the interactive nature of reciprocal teaching can help cultivate a more positive attitude towards reading tasks.

Although prior research has extensively explored the impact of reciprocal teaching on reading comprehension (Okkinga et al., 2016; Tseng & Yeh, 2017; Nurdianti et al., 2019), few studies have examined its effectiveness in conjunction with students' reading interest. This gap in the literature presents a critical opportunity to investigate how reciprocal teaching can be leveraged to support students with different levels of motivation and engagement. As Okkinga et al. (2016) highlight, while reciprocal teaching has been shown to improve comprehension skills in low-achieving adolescents, its potential to enhance reading interest and foster a more engaging learning experience remains underexplored. Furthermore, while some studies have examined the role of reading interest in comprehension (Alfatihah & Tyas, 2022; Kurniati & Masyhur, 2023), few have focused on how teaching methods such as reciprocal teaching can interact with and potentially enhance students' intrinsic motivation to read. The reciprocal teaching method, which encompasses strategies such as predicting, questioning, clarifying, and summarizing, has been shown to significantly improve reading comprehension (Satriani, 2022; Taka, 2020; Khidr, 2023).

However, the relationship between these strategies and students' reading interest is less clear. Research indicates that when students engage in collaborative learning environments, such as those fostered by reciprocal teaching, their motivation and interest in reading can increase (Kula & Budak, 2020). This is particularly relevant in contexts where students may initially lack motivation; the interactive nature of reciprocal teaching encourages peer support and active participation, which can enhance both comprehension and interest (Islam, 2020). For instance, A'yun and Yunus (2017) found that metacognitive awareness, which is developed through reciprocal teaching, plays a crucial role in improving reading comprehension, suggesting that fostering such awareness may also positively influence students' reading interest.

Moreover, the correlation between reading interest and comprehension is well-documented, with studies indicating that higher levels of interest lead to better comprehension outcomes (Alfatihah & Tyas, 2022; Kurniati & Masyhur, 2023). This suggests that integrating reciprocal teaching with strategies aimed at enhancing reading interest could yield significant benefits. For example, activities that align reading materials with students' interests can create a more engaging learning environment, which in turn may enhance their motivation to read (Alfatihah & Tyas, 2022; Kurniati & Masyhur, 2023). Furthermore, the reflective component of reciprocal teaching, as noted by Oo et al. (2021), can help students develop a deeper understanding of their reading processes, potentially increasing their intrinsic motivation to engage with texts.

This study aims to fill this gap by investigating the combined effects of reciprocal teaching and reading interest on reading comprehension among students at SMPIT Qurrata A'yun Batusangkar. Specifically, the study seeks to determine whether reciprocal teaching is equally effective for students with high and low reading interest and how these factors interact to influence overall comprehension outcomes. By examining this intersection, the research contributes to a more nuanced understanding of how pedagogical strategies can be tailored to meet the diverse needs of students in educational settings. In addition to addressing the gap in the literature, this study has practical implications for educators and policymakers. As schools strive to improve literacy outcomes, it is essential to consider not only the instructional methods used but also the motivational factors that influence student engagement. The findings from this research can inform curriculum development by highlighting the importance of fostering both cognitive and affective dimensions of reading (Huang & Yang, 2015). Moreover, the study's focus on an Integrated Islamic School setting provides valuable insights into how reciprocal teaching can be adapted to align with the specific cultural and moral values of different educational contexts, thereby offering broader implications for educational practice.

2. Literature Review

2.1 Reciprocal Teaching and reading comprehension

Reciprocal teaching (RT) is widely recognized for improving reading comprehension through its structured approach, where students engage in predicting, questioning, clarifying, and summarizing to enhance their understanding of texts (Kula & Budak, 2020). By fostering group collaboration and dialogue, RT not only improves comprehension but also promotes individual learning autonomy (Qutob, 2020). Studies consistently show that RT leads to significant gains in comprehension compared to traditional methods (Mafarja et al., 2023; Tseng & Yeh, 2018). However, research has primarily focused on cognitive outcomes, with limited exploration of its interaction with students' motivation, such as reading interest (Murti et al., 2023).

RT's effectiveness stems from its ability to foster metacognitive awareness, encouraging students to reflect on their reading strategies (Islam, 2020). This reflection improves comprehension by allowing students to engage more deeply with texts. Nevertheless, the question of how RT influences students with low reading interest remains largely unexplored. Although the collaborative nature of RT has been shown to increase motivation and social interaction (Salari & Hosseini, 2019), further investigation is needed to understand its impact on students with varied reading interests.

2.2 Reading Interest and reading comprehension

Reading interest, defined as intrinsic motivation toward reading, is a critical factor in literacy development (Guthrie et al., 2015). High reading interest is strongly associated with improved comprehension, as motivated students are more likely to employ advanced strategies such as inference-making and critical thinking (Alfatihah & Tyas, 2022). On the other hand, students with low reading interest tend to struggle with engagement and comprehension (Kurniati & Masyhur, 2023).

Two forms of reading interest are particularly relevant: situational interest, which is triggered by specific contexts or texts, and individual interest, a stable, long-term preference for reading (Palmer, 2017). While both can influence comprehension, individual interest has a more sustained effect. Previous studies highlight the direct relationship between reading interest and academic performance, yet few have examined how pedagogical methods like RT can enhance or leverage this motivation (Lustyantie & Aprilia, 2020). Thus, understanding how RT can integrate with and potentially improve reading interest remains a gap in the literature.

2.3 Reciprocal Teaching, Reading interest and Reading Comprehension

The interaction between reciprocal teaching and reading interest in influencing reading comprehension has received limited attention. While RT has been effective in improving comprehension (Parameswara et al., 2022), little research has focused on how this method interacts with students' varying levels of reading interest. Guthrie et al. (2015) found that students with high reading interest benefit more from RT strategies like questioning and summarizing, leading to deeper comprehension. However, for students with low reading interest, the benefits of RT may be reduced due to their lack of engagement with these cognitively demanding tasks (Ferrer, 2011).

Okkinga et al. (2018) noted that while RT improves comprehension, it does not necessarily increase reading interest, particularly for low-achieving students. This finding suggests a need to investigate whether RT can be adapted to foster both cognitive and motivational outcomes, particularly for students who may initially lack interest in reading.

3. Method

This study utilized a quasi-experimental design with a pretest-posttest approach to investigate the combined effect of reciprocal teaching and reading interest on students' reading comprehension. The research was conducted over six weeks, targeting eighth-grade students from SMPIT Qurrata A'yun Batusangkar during the 2023/2024 academic year.

3.1 Participants and Sampling

The participants were selected using a purposive sampling technique, focusing on 56 students from two classes. These students were divided into an experimental group (n = 29) and a control group (n = 27). The experimental group received instruction using the reciprocal teaching method, while the control group continued with conventional teaching methods. The selection criteria included students' availability, their participation in regular reading comprehension lessons, and the willingness of their parents to provide informed consent for the study. Ethical considerations were followed by ensuring that participants and their guardians were fully informed about the nature of the research, and they provided written consent.

3.2 Research Instruments

Two main instruments were employed: a reading comprehension test and a reading interest questionnaire. The reading comprehension test was developed based on standardized texts appropriate for eighth-grade students, evaluating skills such as identifying main ideas, extracting explicit and implicit information, and understanding references and vocabulary in context. The test was adapted from validated instruments in previous studies (Puspita & Nuroh, 2022). The reading interest questionnaire, designed on a five-point Likert scale, measured students' intrinsic motivation toward reading. Indicators included reading frequency, enjoyment, and awareness of the benefits of reading (Palmer, 2017).

Both instruments were piloted before the main study to ensure reliability and validity. The reliability of the reading comprehension test was calculated using Cronbach's alpha, yielding a score of 0.82, indicating high internal consistency. The reading interest questionnaire also demonstrated reliability with a Cronbach's alpha of 0.79. Content validity was ensured by having the instruments reviewed by educational experts, and construct validity was confirmed through factor analysis.

3.3 Procedure

The study began with a pre-test administered to both the experimental and control groups. The pre-test included the reading comprehension test and the reading interest questionnaire, assessing baseline abilities before the intervention.

The intervention phase spanned six weeks, with students in the experimental group receiving reciprocal teaching. This method involved engaging students in predicting, questioning, clarifying, and summarizing activities in small groups, with teachers guiding and scaffolding the learning process (Dew et al., 2021). Teachers involved in the intervention underwent a one-day training session to ensure consistent application of the reciprocal teaching strategies across the experimental group.

In contrast, the control group continued with traditional teacher-centered instruction, which primarily involved lecture-based teaching and individual reading assignments. No peer collaboration or structured dialogue as in the reciprocal teaching method was introduced.

3.4 Post-Test and Data Collection

At the end of the six-week intervention, a post-test was conducted, comprising the same reading comprehension test and reading interest questionnaire as the pre-test. This allowed for comparison of any changes in comprehension and interest between the two groups. The post-test data were collected immediately after the intervention to minimize external influences on the results.

3.5 Data Analysis

The data were analyzed using both descriptive and inferential statistics. Descriptive statistics were used to summarize the mean and standard deviation of the pre-test and post-test scores for reading comprehension and reading interest. Inferential statistics, specifically paired-samples t-tests, were applied to assess whether there were statistically significant differences between the pre-test and post-test scores within each group. An independent samples t-test was used to compare the post-test results between the experimental and control groups, determining the effectiveness of reciprocal teaching. Additionally, correlation analysis was employed to explore the relationship between reading interest and reading comprehension.

3.6 Ethical Considerations

The study adhered to ethical research standards by ensuring voluntary participation, obtaining informed consent from students and their guardians, and maintaining confidentiality of the data. All participants were informed of their right to withdraw from the study at any time without penalty. Moreover, the study was conducted with the approval of the school administration and adhered to institutional research ethics guidelines.

4. Results

4.1 Students' Reading Comprehension

The recall text test, which assessed students' abilities in reading comprehension by asking them to identify the main idea, explicit and implicit information, words references, and specific words based on context, was administered in two classes, namely VIII A, which had 29 students as an experimental group, and VIII B, which had 27 students as a control group. The control group did not employ the reciprocal teaching approach, whereas the experimental group did. The score for the both classes is in the following chart 1:

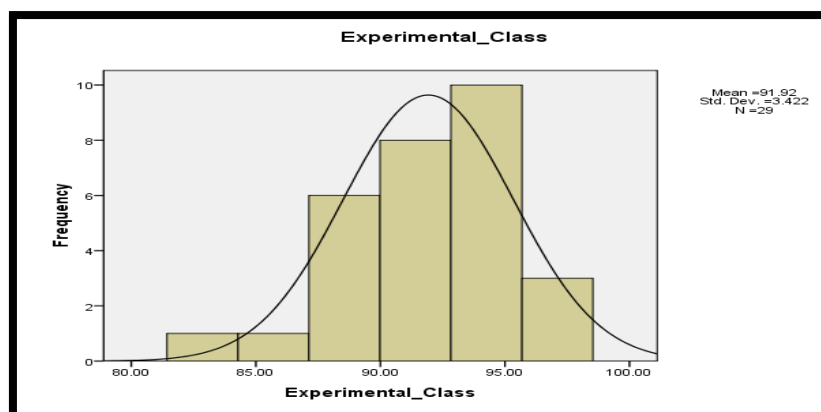


Chart 1. The score of experimental class

The chart indicates that the experimental group, consisting of 29 students who received instruction using the reciprocal teaching method, achieved an average reading comprehension score of 91.92 with a standard deviation of 3.422. This relatively high mean suggests that the method significantly improved students' reading comprehension. The low standard deviation reflects a tight clustering of scores around the mean, indicating that most students in the experimental group performed similarly well. In contrast, the control group, comprising 27 students who followed conventional teaching methods, obtained a lower average score of 77.99 with a standard deviation of 3.614. Although the standard deviation for the control group was slightly higher, indicating more variability in performance, the crucial difference lies in the mean scores. The 13.93-point gap between the experimental and control groups (91.92 vs. 77.99) provides clear evidence that

reciprocal teaching had a stronger positive effect on students' reading comprehension compared to traditional methods.

This notable improvement in the experimental group can be attributed to the interactive and student-centered nature of reciprocal teaching, where students actively engage in predicting, questioning, clarifying, and summarizing activities. These strategies likely foster deeper comprehension and retention of material. Furthermore, the low standard deviation in the experimental group suggests that the method benefited students across various ability levels, resulting in more consistent performance. This indicates that reciprocal teaching supports both higher- and lower-achieving students, reducing the performance gap within the classroom. In contrast, the control group's reliance on more passive learning methods likely contributed to their lower comprehension scores. These results underscore the effectiveness of reciprocal teaching in enhancing reading comprehension, making it a valuable pedagogical approach for improving literacy outcomes in diverse student populations.

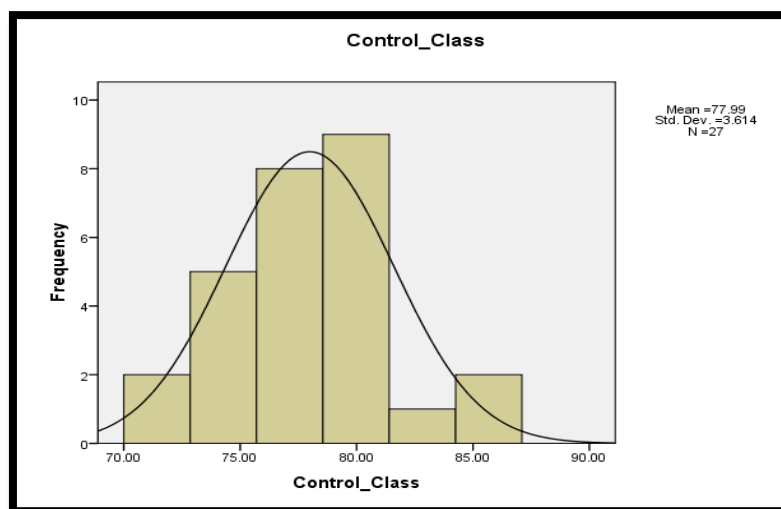


Chart 2. The score of control class

The chart highlights the reading comprehension results for class VIII B, which served as the control group, consisting of 27 students. The data shows that the average score for the control group was 77.99, with a standard deviation of 3.614. This indicates that the student scores were relatively consistent, with little variation around the mean. Since this class followed conventional teaching methods, without any intervention, the average score reflects the students' ability to comprehend reading under standard instructional conditions. These results will later be compared to the experimental class, VIII A, which underwent reciprocal teaching, a method specifically designed to enhance reading comprehension through interactive strategies.

The higher standard deviations observed in the experimental group suggest that individual differences, such as reading interest and personal engagement, may have contributed to the variability in the success of reciprocal teaching. However, the control class's lower average score, combined with a smaller standard deviation, indicates that traditional methods were less effective in improving reading comprehension. The consistency in the control group's results suggests that conventional approaches do not introduce enough variation in student performance to produce significant gains. In contrast, the use of reciprocal teaching has been shown to promote better comprehension outcomes, allowing students to develop into more proficient readers. This emphasizes the importance of using engaging and dynamic teaching materials to improve overall comprehension, demonstrating the superior efficacy of reciprocal teaching methods in fostering better literacy outcomes.

4.2 Students' Reading Interest

Reading interest pertains to the degree to which students' interest in reading is gauged by measurement. Tools like questionnaire between the experimental group and the control group were used to carry out this measurement. In the context of research in experimental courses, reading interest refers to the degree of

curiosity, zeal, and drive that students have when reading particular texts. Measuring students' interest in reading skill in experimental classrooms can shed light on the efficacy of the intervention used in this research. The following is the chart relating to the reading interest of the experimental class:

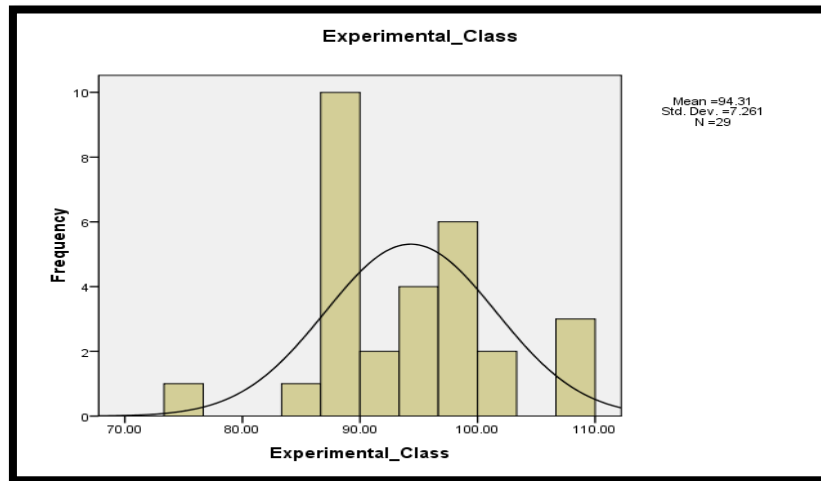


Chart 3. Reading Interest in Experimental Class

Chart 3 illustrates that the experimental class, consisting of 29 students, had a mean reading interest score of 94.31, with a standard deviation of 7.261. The data were gathered through a reading interest questionnaire that assessed several indicators, including students' fondness for reading, awareness of the benefits of reading, reading frequency, reading quantity, pleasure in reading, willingness to read, consciousness, and attention to reading tasks. The relatively high mean score suggests that students in the experimental group had a strong interest in reading, which may have been influenced by the reciprocal teaching method used during the study. The standard deviation indicates that while there was some variation in interest levels among the students, most of them demonstrated a similarly high degree of reading interest.

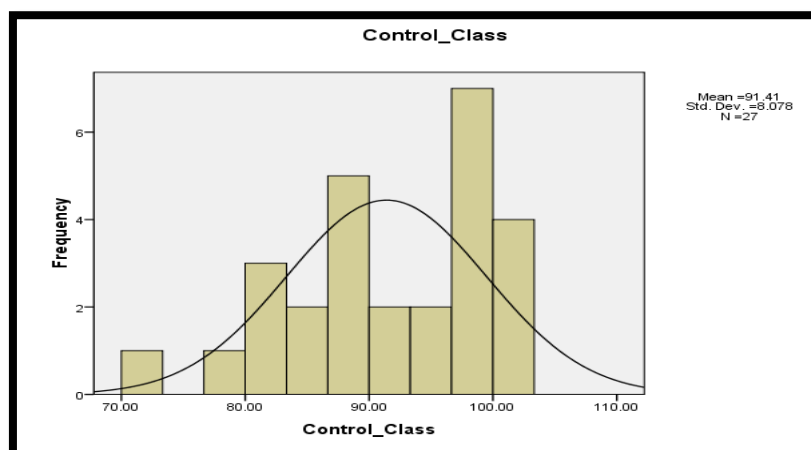


Chart 4. Reading Interest in Control Class

Measuring reading interest in the control class is important to compare the changes that occur in the experimental group that received the intervention. Based on Chart 4, it could be seen that the mean of reading interest for the control class was 91.41 and standard deviation was 8.078 from 27 students. The following table is the statistics of reading interest:

Table 1. Reading Interest Statistics Result

Statistic			
		Experiment Class	Control Class
N	Valid	29	27
	Missing	0	2
Mean		94.3103	91.4074
Std. Deviation		7.26097	8.07779
Minimum		75.00	70.00
Maximum		109.00	101.00

Especially within the context of quasi-experimental studies, assessing students' reading interest can involve categorizing their interest levels into "low" and "high" based on specific criteria. These criteria help in understanding the effectiveness of an intervention or teaching method aimed at enhancing reading interest. The following is the criteria experimental class reading interest:

Table 2. Criteria of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Reading Interest	16	55.2	55.2	55.2
	Low Reading Interest	13	44.8	44.8	100.0
	Total	29	100.0	100.0	

Table 2 showed the criteria for reading interest in the experimental class. These data viewed that from the 29 students, 16 students or 55.2% was the high reading interest criteria and 13 students or 44.8% was the low reading interest category. The classification results based on a questionnaire given to all 27 students in the control class were as following:

Table 3. Criteria of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Reading Interest	14	51.9	51.9	51.9
	Low Reading Interest	13	48.1	48.1	100.0
	Total	27	100.0	100.0	

Table 3 showed the criteria for reading interest in the control class. These data viewed that from the 27 students, 14 students or 51.9% was the high reading interest criteria and 13 students or 48.1% was the low reading interest category.

A student's reading ability, whether low or high, significantly impacts their social and academic life. Students who read widely for pleasure often achieve higher grades due to greater exposure to vocabulary and general knowledge, which helps them better understand and assess content. Additionally, reading offers benefits across all ages, including improved academic performance, language and thinking skills, enhanced creative imagination, and better social and emotional development.

In contrast, lack of interest in reading often causes deficits in academic, cognitive, language, creative, emotional and social development. However, it is necessary for parents and mentors to encourage the interest of children towards reading in order to promote all the factors mentioned above.

4.3 Normality Testing

The normality testing was done by the researcher to find out whether the data normally distributed or not in experimental and control class. The following is the result:

Table 4. Normality Test of Reciprocal Teaching Method

	Class	Kolmogorov-Smirnov ^a		Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df Sig.
Reading Score	Experimental Class	.204	29	.003	.914	29 .061
	Control Class	.178	27	.028	.926	27 .056

a. Lilliefors Significance Correction

In the experimental class, which utilized the reciprocal teaching method, the Shapiro-Wilk test yielded a significance value of 0.061. This result indicates that the data were most likely normally distributed, as the value exceeded the commonly accepted threshold of 0.05. A significance value of 0.061 suggests a high likelihood that the reading test results in the experimental class follow a normal distribution. This supports the reliability of the data for further statistical analysis, confirming that the scores obtained under the reciprocal teaching method conform to typical distribution patterns, which are often essential in validating the statistical robustness of experimental outcomes.

In contrast, the control class, where conventional teaching methods were used, had a Shapiro-Wilk test significance value of 0.056. While this value is slightly below the threshold of 0.05, it still indicates that the data in the control class were near-normal, though with a somewhat lesser likelihood of conforming to a normal distribution compared to the experimental group. Despite the slightly lower significance value, the control group's data can still be treated as reasonably normal for analytical purposes. The marginal difference between the two groups suggests that while both sets of data follow normal distribution patterns, the teaching methods may influence the degree of variance in reading comprehension outcomes. The reciprocal teaching method, with its more structured and interactive approach, seems to promote more consistent results, contributing to the slightly more normal distribution in the experimental class compared to the control group.

Table 5. Normality Test of Reading Interest

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Reading Interest	Experimental Class	.137	29	.171	.947	29	.150
	Control Class	.163	27	.063	.921	27	.072

a. Lilliefors Significance Correction

In the experimental class, the Shapiro-Wilk test yielded a significance value of 0.150, indicating that the data on reading interest followed a normal distribution. This high significance value suggests that the probability of the reading interest scores deviating from a normal distribution is quite low, further confirming the statistical validity of the results. In this context, a significance value of 0.150 reflects that the reading interest of students in the experimental group, which employed reciprocal teaching, was uniformly distributed, supporting the hypothesis that the teaching method may have fostered consistent levels of reading interest among the students.

In the control class, the Shapiro-Wilk test returned a significance value of 0.072, slightly lower than the value for the experimental group. Although this figure indicates a reduced likelihood that the data strictly followed a normal distribution compared to the experimental group, it is still higher than the standard critical threshold of 0.05. Thus, the reading interest data in the control class also tended toward normality, albeit to a lesser degree than in the experimental class. This marginal difference in normality between the two groups suggests that while conventional teaching methods resulted in somewhat consistent levels of reading interest, the reciprocal teaching method may have produced more uniform engagement across students. This slight variation could be indicative of the more interactive and motivating nature of reciprocal teaching, which may have contributed to a higher and more consistent level of reading interest in the experimental group.

4.4 Homogeneity Test

Testing the homogeneity is a test to verify that there is no differences in variance of the data that we will use. It is an important statistical procedure to check the reproducibility of data points in a sample or population. This is commonly done with a significance level of 0.05. Homogeneity test: This can tell you whether the students of different subgroups (for instance XIII A & XIII B) show a same level of proficiency or not. This can be understood as the output of homogeneity:

Table 6. Homogeneity Test of Reading Comprehension

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Reading Comprehension Score	Based on Mean	.057	1	54	.813
	Based on Median	.021	1	54	.885
	Based on Median and with adjusted df	.021	1	53.154	.885
	Based on trimmed mean	.038	1	54	.846

The reading comprehension test produced a significance value of 0.813, which is well above the alpha (α) level threshold of 0.05. This result indicates that the data on reading comprehension scores in both the experimental and control classes were homogeneous. Homogeneity in this context means that the variances in the reading comprehension scores across the two groups were similar, allowing for a fair comparison of the teaching methods' effects. This finding supports the assumption that any differences in the reading comprehension outcomes between the two groups can be attributed to the teaching method (reciprocal teaching versus conventional methods) rather than underlying differences in the student groups.

Following this, the researchers performed a homogeneity test on the reading interest data for both the experimental and control classes. This step was essential to ensure that the reading interest levels of students in both groups were comparable before analyzing the effect of the intervention. By confirming homogeneity in reading interest, the researchers could confidently attribute any observed differences in post-intervention reading interest between the groups to the specific instructional method applied, further validating the effectiveness of reciprocal teaching in enhancing not only comprehension but also student engagement and motivation in reading.

Table 7. Homogeneity Test of Reading Interest

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading Interest	Based on Mean	.721	1	54	.400
	Based on Median	.596	1	54	.443
	Based on Median and with adjusted df	.596	1	53.728	.443
	Based on trimmed mean	.679	1	54	.414

Table 7 displays the results of the homogeneity test for reading interest using Levene's test, a statistical method used to determine whether the variance in reading interest is similar across the experimental and control groups. The significance values for the mean (0.400), median (0.443), median with adjusted degrees of freedom (0.443), and trimmed mean (0.414) are all above the conventional alpha level of 0.05. This indicates that the variances in reading interest between the two groups are not significantly different. Specifically, the significance value of 0.400 for the mean suggests that there is no substantial variation in the distribution of reading interest scores, meaning that the experimental and control groups have similar variability in terms of their initial reading interest. Given that the alpha level of 0.05 is typically used as a threshold for determining statistical significance, the fact that all the p-values exceed this threshold confirms the homogeneity of variances between the groups. This result is crucial because it ensures that the comparison between the experimental and control groups regarding the impact of reciprocal teaching on reading comprehension is not confounded by any pre-existing differences in reading interest variability.

The homogeneity test results indicate that the variance in reading interest between the experimental and control groups is statistically equivalent. This finding is crucial because it means that any observed differences in reading comprehension outcomes between the two groups can be attributed with greater confidence to the intervention, specifically Reciprocal Teaching, rather than to any pre-existing differences in reading interest levels. Ensuring homogeneity in reading interest is essential for the study's validity, as it establishes that both groups began with a similar baseline level of interest in reading. As a result, the impact of Reciprocal Teaching on reading comprehension can be assessed more accurately, free from concerns that one group's inherent interest in reading might skew the results. This ensures that any improvement in reading comprehension can be directly linked to the effectiveness of the teaching strategy itself, providing a fair and reliable comparison between the instructional method and conventional approaches.

4.4 Hypothesis Testing

4.4.1 The use of the reciprocal teaching method on students' reading comprehension in Class VIII at SMPIT Qurrata A'yun Batusangkar

Reciprocal teaching is an instructional approach designed to enhance students' reading comprehension by engaging them in a structured dialogue about the text. This method typically involves four main strategies, they are predicting, questioning, clarifying, and summarizing. That method was used and had impact on students' reading comprehension, particularly in class VIII at SMPIT Qurrata A'yun Batusangkar. The result of students' reading test could be seen in the table below:

Table 10. Result of Hypothesis 3

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Reading Equal Score	variances assumed	1.967	.174	8.030	24	.000	12.30923	1.53297	9.14533	15.47313
	Equal variances not assumed			8.030	22.011	.000	12.30923	1.53297	9.13013	15.48833

A key observation from the statistical analysis in [Table 10](#) clearly shows the distinction between the results obtained by employing the reciprocal teaching method and those using the non-reciprocal, conventional teaching method, particularly among students with high reading interest. The two-tailed significance level, as indicated in the table, was 0.000, far below the commonly accepted threshold of 0.05. This extremely low significance level offers strong statistical support for rejecting the null hypothesis (H03), confirming that there were indeed significant differences in reading proficiency between students in the experimental group, who received reciprocal teaching, and those in the control group, who followed traditional methods.

The significant difference in reading achievement between the two groups highlights the effectiveness of Reciprocal Teaching, particularly for students with a strong interest in reading. This instructional method focuses on structured strategies like predicting, questioning, clarifying, and summarizing, which seem to have significantly boosted the engagement of these students with recount texts. By using these strategies actively, high-interest readers were able to explore the material more thoroughly, resulting in significantly better comprehension outcomes compared to their peers. This strong body of statistical evidence clearly shows that Reciprocal Teaching is a highly effective instructional tool. Its advantages are evident even when compared to traditional teaching methods, making it a valuable strategy for enhancing reading comprehension across different student groups.

4.4.4 The interaction between the use of reciprocal teaching method and reading interest in affecting students' reading comprehension in Class VIII at SMPIT Qurrata A'yun Batusangkar

The interaction between the use of reciprocal teaching method and interest in reading had a very significant effect on reading comprehension of students in class VIII at SMPIT Qurrata A'yun Batusangkar. Knowing this helped educators then, to give the right effort in a right way so as to get maximum clarity for every student irrespective of their initial interest levels. Below is the reading test result of students:

Table 11. Result of Hypothesis 4

Tests of Between-Subjects Effects					
Dependent Variable: Reading Score					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2746.859 ^a	3	915.620	74.989	.000
Intercept	400990.068	1	400990.068	3.284E4	.000
Method	.434	1	.434	43.036	.041
Reading_Interest	2655.167	1	2655.167	217.458	.000
Method * Reading Interest	31.771	1	31.771	22.602	.013
Error	634.922	52	12.210		
Total	409932.327	56			
Corrected Total	3381.782	55			

a. R Squared = .812 (Adjusted R Squared = .801)

Based on the analysis of the tests of between-subjects effects for the fourth hypothesis, as shown in Table 11, the following conclusions were drawn:

- 1) **Effect of Teaching Method:** The F value for the teaching method (F_0) was 43.036 with a significance value of 0.041, which is less than the 0.05 threshold. This result leads to the rejection of the null hypothesis (H_0) regarding the teaching method. Thus, it can be concluded that there is a statistically significant difference in the average reading scores between students taught using the Reciprocal Teaching method and those taught using the Non-Reciprocal Teaching method. This confirms that the reciprocal teaching method positively impacted students' reading comprehension.
- 2) **Effect of Reading Interest:** The F value for reading interest (F_0) was 217.458, with a highly significant value of 0.000, which is far below 0.05. This also results in the rejection of the null hypothesis (H_0) concerning reading interest. Therefore, it can be concluded that students with high reading interest performed significantly better in reading comprehension than those with low reading interest. This reinforces the importance of reading motivation as a critical factor in students' reading achievement.
- 3) **Interaction Between Teaching Method and Reading Interest:** The analysis further revealed a significant interaction between the Reciprocal Teaching method and students' reading interest, with an F value of 2.602 and a significance value of 0.013, which is smaller than 0.05. This indicates that the null hypothesis, stating that there is no interaction between teaching method and reading interest, must be rejected. Therefore, the alternative hypothesis is accepted, confirming that the interaction between the teaching method and reading interest significantly affects students' reading comprehension. In other words, the effectiveness of the Reciprocal Teaching method is influenced by the students' level of reading interest, demonstrating that the method's success is enhanced when students have a higher intrinsic motivation to read. This finding underscores the importance of aligning teaching strategies with students' motivational levels to optimize learning outcomes.

Furthermore, Chart 5 showed interactions between the use of reciprocal teaching method and reading interest in affecting students' reading interest in reading comprehension. The interaction between reciprocal teaching methods and reading interest in influencing students' reading comprehension showed that the two reinforce each other. Students with a high interest in reading tended to benefit more from reciprocal teaching methods, while this method could also increase students' interest in reading.

Chart 5. Estimated Marginal Means of Reading Score

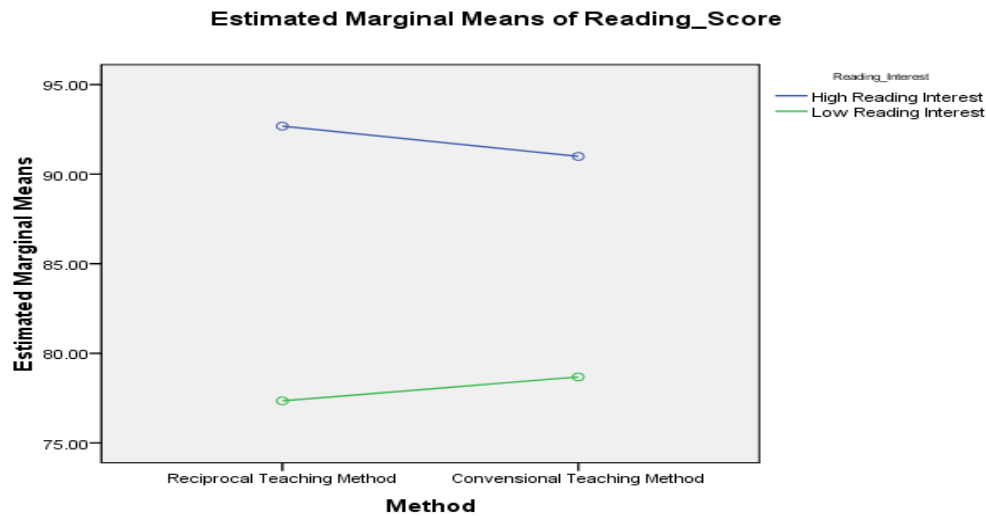


Chart 5, which presents the estimated marginal means of reading scores, further confirms the interaction between the reciprocal teaching method and students' reading interest. The findings suggest that reading interest plays a crucial role in enhancing the effectiveness of reciprocal teaching. Students with a high interest in reading are more likely to be engaged and motivated when participating in learning activities that utilize this method, as their intrinsic motivation amplifies the benefits of the interactive, student-centered approach inherent in reciprocal teaching.

Moreover, the research highlights the complementary effects of the two factors: the reciprocal teaching method and students' reading interest. Reciprocal teaching improves reading comprehension not only for students with high reading interest but also for those with lower interest levels. This is a significant outcome, as it indicates that the method is adaptable and effective across a diverse range of learners, regardless of their initial motivation toward reading. The reciprocal teaching method fosters an inclusive learning environment, helping all students enhance their reading skills. These results demonstrate the method's broad applicability, confirming that it can be effectively employed with students of varying interest levels to improve reading comprehension across different educational settings.

5. Discussion

This study aimed to investigate the combined effects of reciprocal teaching and reading interest on students' reading comprehension. The findings reveal several key insights that contribute both to the theoretical understanding of reciprocal teaching and its practical implications for educational settings.

The results clearly indicate that the reciprocal teaching method significantly improved students' reading comprehension compared to conventional teaching methods. The experimental group, which received instruction through reciprocal teaching, consistently outperformed the control group, with a statistically significant difference in reading achievement ($p < 0.001$). This supports the first hypothesis (H1), which posited that students taught using reciprocal teaching would exhibit higher reading comprehension than those taught through traditional methods. These findings align with previous research by Guthrie et al. (2015), which demonstrated that structured instructional strategies like reciprocal teaching can enhance students' cognitive engagement with texts, fostering improved comprehension outcomes.

Additionally, this study shows that reading interest plays a critical role in mediating the effectiveness of reciprocal teaching. Students with high reading interest, particularly in the experimental group, demonstrated significantly better comprehension outcomes. This supports the second hypothesis (H2), which suggested that reading interest would positively influence students' comprehension when paired with reciprocal teaching. This finding is consistent with previous studies, such as those by Kula and Budak (2020), who found that students with higher motivation were more likely to engage deeply with text when using reciprocal teaching strategies like predicting, clarifying, and summarizing.

Furthermore, the interaction between reciprocal teaching and reading interest was statistically significant, confirming the third hypothesis (H3). Students with low reading interest also benefited from

reciprocal teaching, though to a lesser extent than their more motivated peers. This suggests that while reciprocal teaching is highly effective for enhancing comprehension across various levels of reading interest, its impact is amplified when students are intrinsically motivated to read. This finding resonates with the work of [Okkinga et al. \(2018\)](#), who emphasized the importance of tailoring instructional strategies to the motivational profiles of students.

These findings contribute to the theoretical framework surrounding reciprocal teaching, particularly in terms of its ability to engage students with different levels of motivation. The study supports Vygotsky's socio-cultural theory, which posits that learning occurs through social interaction and guided collaboration. This theory emphasizes the importance of social contexts in learning, suggesting that cognitive development is largely a result of social interactions within cultural settings ([Panhwar et al., 2016](#); [Newman & Latifi, 2020](#)). Reciprocal teaching, with its emphasis on peer interaction and dialogue, fosters a collaborative learning environment that encourages active participation and metacognitive awareness ([Hovland, 2020](#)). The results of this study extend this framework by highlighting how the effectiveness of reciprocal teaching is influenced by students' intrinsic reading motivation, further emphasizing the importance of aligning teaching methods with students' affective states ([Okkinga et al., 2018](#)).

The interplay between socio-cultural factors and educational practices is critical in understanding how reciprocal teaching can be optimized for diverse learners. For instance, the socio-cultural strategies employed in educational settings can significantly enhance students' engagement and comprehension skills ([Bashir-Ali, 2011](#)). The collaborative nature of reciprocal teaching aligns well with Vygotsky's concept of the Zone of Proximal Development, where learners benefit from guided interactions with more knowledgeable peers ([Panhwar et al., 2016](#)). Moreover, the findings suggest that teachers should consider students' motivational levels when implementing reciprocal teaching strategies, as intrinsic motivation has been shown to correlate positively with academic performance and engagement ([Lazarus, 2021](#)). This alignment not only fosters a more inclusive learning environment but also enhances the overall effectiveness of reading comprehension strategies ([Hovland, 2020](#); [Okkinga et al., 2018](#)).

Furthermore, the study's implications extend to teacher education and professional development, where understanding the socio-cultural dynamics of learning can inform instructional practices ([Bashir-Ali, 2011](#)). Teacher training programs that incorporate socio-cultural theory can prepare educators to create more responsive and adaptive learning environments that cater to the diverse needs of their students ([Nazirullah et al., 2023](#)). By integrating collaborative strategies like reciprocal teaching, educators can facilitate deeper learning experiences that resonate with students' cultural backgrounds and personal motivations ([Li et al., 2022](#)). This approach not only enhances comprehension but also promotes a sense of community and belonging among learners, which is essential for fostering a positive educational experience ([Lazarus, 2021](#)).

Moreover, this research adds to the growing body of literature that links reading interest with comprehension. Previous studies have established that students with high reading interest are more likely to engage with and comprehend complex texts ([Alfatihah & Tyas, 2022](#); [Kurniati & Masyhur, 2023](#)). This study builds on those findings by showing that reciprocal teaching can further enhance this relationship, providing students with structured strategies to navigate and comprehend texts more effectively. The interplay between reading interest and instructional strategies, as demonstrated in this study, offers new insights into how educators can foster both cognitive and motivational outcomes through pedagogical innovation.

The practical implications of this study are significant, particularly for educators and curriculum developers. The results suggest that reciprocal teaching can be an effective tool not only for improving reading comprehension but also for increasing students' motivation to engage with reading tasks. Teachers can incorporate reciprocal teaching strategies into their classrooms to support students with varying levels of reading interest, providing a structured yet flexible approach that adapts to individual learners' needs.

For students with low reading interest, reciprocal teaching offers a pathway to greater engagement through collaborative learning. By encouraging peer interaction and active participation, this method helps students who might otherwise disengage from reading tasks to find value in the learning process. This aligns with the findings of [Salari and Hosseini \(2019\)](#), who argue that the social nature of reciprocal teaching can increase students' motivation and participation in learning activities.

For policymakers, this study highlights the need for instructional strategies that address both cognitive and affective dimensions of learning. Reciprocal teaching, with its dual focus on comprehension and engagement, offers a holistic approach to literacy education that can be integrated into curricula to improve

outcomes across diverse student populations. Furthermore, curriculum developers should consider incorporating reading materials that align with students' interests, as this can further enhance the effectiveness of reciprocal teaching by creating more meaningful and engaging learning experiences (Lustyantie & Aprilia, 2020).

While this study provides valuable insights, there are limitations that should be addressed in future research. First, the sample size was relatively small, which may limit the generalizability of the findings. Future studies could expand the sample to include a more diverse range of students across different educational settings, which would provide a broader understanding of how reciprocal teaching interacts with reading interest to influence comprehension outcomes.

Second, this study focused exclusively on recount texts, which may not reflect the broader applicability of reciprocal teaching to other genres of reading. Future research could explore how this method works with narrative, expository, and argumentative texts, providing a more comprehensive view of its efficacy across different types of reading materials.

Third, while this study measured reading interest using a self-reported questionnaire, future studies could incorporate additional measures, such as behavioral observations or reading frequency data, to provide a more nuanced understanding of how motivation influences reading comprehension. Additionally, researchers could explore other factors that may interact with reciprocal teaching, such as prior knowledge or self-efficacy, to gain a deeper understanding of the mechanisms behind its success.

Nevertheless, this study demonstrates that reciprocal teaching is a highly effective instructional method for improving reading comprehension, particularly when aligned with students' reading interests. The findings contribute to both the theoretical understanding of how reciprocal teaching works and its practical applications in the classroom. By fostering active engagement and metacognitive awareness, reciprocal teaching not only enhances students' cognitive skills but also boosts their motivation to engage with reading tasks. The interaction between reading interest and teaching method underscores the importance of addressing both cognitive and affective dimensions of learning in literacy education.

Reciprocal teaching, which involves a structured dialogue between teachers and students, has been shown to significantly improve reading comprehension by employing four key strategies: predicting, questioning, clarifying, and summarizing (Ahmadi & Gilakjani, 2012). This method encourages students to take an active role in their learning, thereby enhancing their metacognitive skills and fostering a deeper understanding of the text (Oktavia & Fitriana, 2017). Research indicates that when students are engaged in reciprocal teaching, they not only learn to comprehend texts more effectively but also develop a greater interest in reading, which is crucial for their overall academic success (Khan & Hussain, 2021). The alignment of teaching strategies with students' interests further amplifies these benefits, as students are more likely to engage with material that resonates with them personally (Islamiyah & Wijaya, 2019).

Moreover, the effectiveness of reciprocal teaching is contingent upon the skillful implementation by educators. Studies have highlighted the variability in teachers' ability to facilitate meaningful dialogues and model reading strategies effectively (Okkinga et al., 2016). This variability can impact the overall success of the reciprocal teaching approach, suggesting that professional development for teachers is essential to maximize the potential of this instructional method (Palincsar, 1984).

Furthermore, the integration of reflective practices within reciprocal teaching has been shown to enhance its effectiveness, as it allows both teachers and students to assess their understanding and adapt their strategies accordingly (Oo et al., 2021). The findings of this study align with previous research that emphasizes the dual role of cognitive and affective factors in literacy education. For instance, the motivation to read is significantly influenced by the strategies employed in teaching, with reciprocal teaching demonstrating a positive correlation with increased reading motivation among students (Khan & Hussain, 2021). This underscores the necessity of incorporating methods that not only focus on comprehension but also engage students emotionally and cognitively, thus creating a holistic learning environment (Ahada, 2023).

Educators and policymakers should consider the benefits of reciprocal teaching as a tool for fostering both comprehension and motivation in students, particularly those with low reading interest. Future research should build on these findings to explore the long-term impact of reciprocal teaching on students' literacy development and its potential for broader application across different educational contexts.

6. Conclusion

The findings of this study provide strong evidence that the reciprocal teaching method significantly improves students' reading comprehension, particularly in recount texts, with the experimental group achieving a mean reading score of 91.92 compared to 77.99 in the control group, indicating a substantial performance difference. Furthermore, the study demonstrated that reciprocal teaching is effective across different levels of reading interest, as evidenced by the significant interaction between teaching method and reading interest ($F = 2.602$, $p = 0.013$). Students with high reading interest achieved higher comprehension scores, but even those with lower interest showed improvement, underscoring the inclusive nature of the method. The practical implications are clear: educators can use reciprocal teaching to enhance both comprehension and engagement, making it suitable for diverse student populations. However, the study's limitations, such as its small sample size and short intervention period, suggest that further research is needed to assess the long-term effects of reciprocal teaching and explore its impact across different educational contexts. Overall, the results highlight the potential of reciprocal teaching as an effective instructional tool for fostering both cognitive and motivational improvements in students' reading abilities.

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