

**The Effectiveness of Using Reciprocal Teaching Strategy for  
Developing Reading Comprehension for First Year Secondary  
School Students in Jeddah**

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## **Abstract:**

The goal of this study is to investigate the benefits of using the reciprocal teaching strategy, in which good readers can use sub four strategies when they read: predict, question, clarify and summarize, for improving reading skills. The researcher will use a quantative research methodology through conducting a pre-post test with students of first year secondary school at two different schools in Jeddah.

## **Introduction:**

Reading is not a passive activity, but it is an active one in which students interact with the text to understand it clearly. In the kingdom of Saudi Arabia, English is taught in the secondary stage to make Saudi students able to understand various reading passages literally and critically. However, teachers of English at secondary stage complain that a lot of students do not engage adequately with texts and they do not often remember what they have read. In fact, a lot of pieces of research stress that comprehension strategies should be taught at all grade levels from primary students to secondary ones. In fact, Palincsar and Brown (1986) suggest that comprehension strategies can be used effectively to improve reading skills. One of the most effective comprehension strategies is reciprocal teaching technique, in which good readers can use four strategies when they read: predict, question, clarify and summarize. Students can greatly benefit from using reciprocal teaching strategies while they read texts to get main ideas and supporting details and draw inferences from the text throughout the reading process. Additionally, students can ask and answer questions to understand the text clearly besides writing a summary of the text to develop their comprehension of the different texts.

## **Literature Review:**

There are a lot of pieces of research regarding using reciprocal teaching strategy for developing reading comprehension. Firstly, Palincsar and Brown (1986) found that the four sub strategies (predicting, asking questions, clarifying, and summarizing) could improve students' reading comprehension successfully through all the grades from primary stage to high school. Secondly, Rosenshine, Meister and Chapman (1996) stressed that reciprocal teaching strategy could be implemented efficiently in secondary schools and college classrooms to improve reading comprehension. Additionally, Carter (2001) reported that students with low- performing abilities in reading did well with reciprocal teaching four sub strategies and became confident during reading different texts. Moreover, Hussien (2007) affirmed that first year secondary students who suffered from difficulties in reading comprehension could develop their reading literally and critically effectively after employing a three months program. Furtehermore, Oczkus(2010) stated that

reciprocal teaching strategy was one of the most effective strategies to develop reading comprehension during implementing experiments with students who suffer from difficulties in reading.

### **Significance of Research:**

The importance of this research lies in the fact that teachers will be equipped with new techniques that can be used inside the classrooms to make students able to solve the problems they may face during reading texts. Also, students will be motivated to take part in reading comprehension enthusiastically.

### **Research Questions:**

- To what extent can reciprocal teaching strategy be efficient in improving reading comprehension for first year secondary school students?
- To what extent can reciprocal teaching strategy be efficient in improving students' motivation for first year secondary school students?

### **Research Methodology:**

The researcher will use a quantitative research through conducting a pre-post test. In fact, the researcher will administer a pre test to 50 male students chosen from two different schools in Jeddah. Afterwards, the suggested program will last for two months and the selected students will be subject to a post test after the two months.

### **Ethical Considerations:**

The students selected in this research will take part in this research experiment with their free will. Additionally, the students will be informed with the advantages of this research, the suggested period of research experiment and materials required to be used in this research. Furthermore, the answers of the students will be completely secret and they will have permission to stop taking part in the research experiment.

### **Limitations of the Study:**

A pre-post test will be conducted with male students at two different schools for secondary stage in Jeddah. The focus of this research experiment will be on reading comprehension texts away from other English skills.

## Expected Results:

The expected results of this research experiment will provide secondary students with some benefits to solve some difficulties while reading texts. In fact, a lot of students will feel more motivated when they use reciprocal teaching strategy since this strategy contributes greatly to improving their reading skills through making students predict what will happen next in the text, clarify unclear words, expressions and ideas, ask questions to identify stated and inferred statements, and summarize the text to its main ideas. Moreover, students will take part effectively in comprehending literal and critical skills as they try hard to understand every sentence in the text through using reciprocal teaching strategy. In summary, the researcher suggests that the sub four strategies of reciprocal teaching will be beneficial to improving students' reading skills and their motivation to interact with other students actively.

## References

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