

Reciprocal Teaching and Literal Reading Comprehension in EFL Classrooms: A Retrospective Analysis of Two Instructional Cycles

Draft article history
Submitted: 08-14-2026;
Revised: 09-19-2026;
Accepted: 09-26-2026;

St. Asriati. Am
Universitas Muhammadiyah Makassar, Indonesia
Email: sittiasriati@unismuh.ac.id

ABSTRACT: This retrospective classroom action research report describes changes in eighth-grade students' literal comprehension of English narrative texts during the use of Reciprocal Teaching at SMP Negeri 1 Bulukumba. The surviving records covered 30 students, including 16 female and 14 male students, and contained aggregated test results and classroom-participation summaries from a diagnostic assessment and two instructional cycles. Reciprocal Teaching organized reading around predicting, questioning, clarifying, and summarizing. The class mean increased from 54.97 on the diagnostic assessment to 69.97 after Cycle I and 82.23 after Cycle II. The surviving participation summaries also increased from an average of 69% in Cycle I to 83% in Cycle II. These records show a positive descriptive pattern during the two cycles. However, the original test forms, student-level scores, complete observation instrument, and lesson documents were not available when this report was prepared. The findings are therefore presented as a record of change in one classroom, not as proof that Reciprocal Teaching alone caused the improvement or that the results apply to all dimensions of reading comprehension

Keywords: classroom action research, narrative text, reading comprehension, reciprocal teaching

ABSTRAK: Penelitian tindakan kelas retrospektif ini mendeskripsikan perubahan kemampuan pemahaman literal siswa kelas VIII terhadap teks naratif berbahasa Inggris selama penerapan strategi Reciprocal Teaching di SMP Negeri 1 Bulukumba. Data yang masih tersedia mencakup 30 siswa, terdiri atas 16 siswa perempuan dan 14 siswa laki-laki, berupa hasil tes yang telah diagregasi serta rekapitulasi partisipasi siswa dalam pembelajaran, mulai dari asesmen diagnostik hingga dua siklus tindakan. Strategi Reciprocal Teaching diterapkan melalui empat kegiatan utama, yaitu memprediksi (*predicting*), mengajukan pertanyaan (*questioning*), mengklarifikasi (*clarifying*), dan merangkum (*summarizing*). Hasil penelitian menunjukkan bahwa nilai rata-rata kelas meningkat dari 54,97 pada asesmen diagnostik menjadi 69,97 setelah Siklus I dan 82,23 setelah Siklus II. Rata-rata partisipasi siswa berdasarkan rekapitulasi yang tersedia juga meningkat dari 69% pada Siklus I menjadi 83% pada Siklus II. Temuan tersebut menunjukkan adanya pola peningkatan secara deskriptif selama pelaksanaan kedua siklus pembelajaran. Namun, pada saat laporan ini disusun, naskah asli instrumen tes, nilai individual siswa, instrumen observasi secara lengkap, dan dokumen perangkat pembelajaran tidak lagi tersedia. Oleh karena itu, temuan penelitian ini disajikan sebagai gambaran perubahan kemampuan pemahaman literal dalam satu kelas, bukan sebagai bukti bahwa penerapan strategi Reciprocal Teaching merupakan satu-satunya penyebab peningkatan tersebut ataupun bahwa hasil penelitian dapat digeneralisasikan pada seluruh aspek kemampuan pemahaman membaca.

Kata kunci: pemahaman membaca, penelitian tindakan kelas, reciprocal teaching, teks naratif.

INTRODUCTION

Reading is central to English as a foreign language (EFL) learning because it gives learners access to information, disciplinary knowledge, and language input (Friesen et al., 2022; Li & Gan, 2022). Research also shows continuing attention to cognitive, motivational, and self-regulatory factors associated with secondary students' English reading achievement (Purnama et al., 2025; Una et al., 2025). Comprehension, however, requires more than word recognition. Readers must select relevant information, connect ideas, monitor understanding, and respond when meaning breaks down. These demands make explicit strategy instruction particularly important for learners who have limited vocabulary and limited experience reading English texts.

Reading comprehension involves the interaction of textual information with readers' linguistic knowledge, background knowledge, and strategic behavior (Elleman & Oslund, 2019; Friesen et al., 2022). It includes literal, inferential, and evaluative processes, and effective instruction must align its strategies and assessments with the dimension being targeted (Duke et al., 2021). The present study focuses specifically on literal comprehension: identifying explicitly stated main ideas, supporting details, characters, settings, events, and other information in narrative texts. This narrower focus corresponds to the construct directly assessed by the study's essay-based scoring rubric.

At SMP Negeri 1 Bulukumba, the researcher's classroom experience and an interview with the English teacher indicated that many eighth-grade students had difficulty locating main ideas and supporting details in English narrative texts. Students also displayed limited reading habits, low interest, and uneven participation during reading lessons. The diagnostic test mean of 54.97 provided additional evidence that the class had not reached the expected performance criterion. These conditions called for an instructional procedure that made comprehension processes visible and gave students structured opportunities to discuss a text.

Based on the researcher's teaching experience and an interview with the English teacher at SMP Negeri 1 Bulukumba, many eighth-grade students experienced difficulties in comprehending English texts, particularly narrative texts. The students showed limited reading habits and low interest in reading. They also had difficulty identifying main ideas, understanding supporting details, and interpreting the meaning of texts. These classroom problems suggested that the students needed a more structured reading strategy that could guide them before, during, and after reading while encouraging active participation in the learning process.

Reciprocal Teaching offers one possible response to these classroom difficulties. The strategy organizes reading activities around four main processes: predicting, questioning, clarifying, and summarizing. Predicting encourages students to activate prior knowledge and anticipate the content of a text. Questioning helps them examine important information and monitor their understanding. Clarifying enables students to identify and resolve difficulties related to vocabulary or confusing parts of a text, while summarizing requires

them to identify and restate the main ideas and Essentials information. Classroom research has shown that these four processes can support students' reading development by increasing their involvement in reading activities and providing systematic guidance during comprehension (Pornita et al., 2023).

Existing research generally reports favorable outcomes for Reciprocal Teaching in EFL reading across Indonesian and international settings (Lestari, 2016; Mannong, 2018; Mafarja et al., 2023; Pornita et al., 2023; Wahyudi & Rozimela, 2024). Other instructional interventions have likewise demonstrated the value of structured support for narrative and expository reading (Qomariyah & Taufiq, 2025; Syam et al., 2024). Nevertheless, much of this evidence emphasizes score gains after an intervention. Less attention is given to how reflection between action-research cycles leads teachers to revise grouping, student roles, and instructional support in response to participation problems. Broad claims about reading comprehension are also not always aligned with the specific comprehension dimension measured by the instrument.

This study therefore examines Reciprocal Teaching as a cycle-based response to a specific classroom problem and limits its claims to literal comprehension of narrative texts. Its practical contribution lies in documenting how reflection on Cycle I informed clearer student roles and small-group interaction in Cycle II. The study addressed the following question: How did students' literal-comprehension scores and classroom participation change across two cycles of Reciprocal Teaching in an eighth-grade EFL classroom?

Literature Review

Reciprocal Teaching is a collaborative reading approach in which teachers and students work together to construct meaning from a text through four core strategies: predicting, questioning, clarifying, and summarizing (Mafarja et al., 2023; Yu et al., 2026). The approach is commonly associated with scaffolded learning and the gradual transfer of responsibility from the teacher to the learner. In this process, the teacher initially provides guidance and models strategic reading behavior, while students progressively assume greater responsibility for monitoring and discussing their own comprehension. This instructional pattern is consistent with the broader principle of learning through guided interaction within Vygotsky's Zone of Proximal Development.

The four strategies serve complementary functions in comprehension. Predicting activates prior knowledge and encourages readers to anticipate a text's direction. Questioning directs attention to important information and provides a check on understanding. Clarifying focuses on unfamiliar vocabulary, confusing sentences, or difficult ideas, while summarizing requires readers to select essential information and express the central meaning concisely. Together, these processes foster and monitor comprehension rather than leaving students to read passively (Palincsar & Brown, 1984).

Reciprocal Teaching also promotes metacognitive monitoring because learners must recognize comprehension problems and select an appropriate response. Metacognitive strategy use is consistently associated with stronger EFL

comprehension (Rastegar et al., 2017), while recent Reciprocal Teaching research indicates that changes in strategic knowledge and fluency can contribute differently to reading outcomes (Juhkam et al., 2023). In an EFL classroom, clarifying unfamiliar vocabulary or confusing sentences through peer discussion may reduce dependence on teacher explanation. The approach therefore combines cognitive strategy use with collaborative regulation of understanding.

Implementation commonly follows a gradual release of responsibility. The teacher first models how to predict, formulate text-based questions, clarify difficulties, and summarize essential information. Responsibility is then transferred to students, who lead parts of the discussion and support one another. Empirical studies indicate that outcomes depend on specific teaching skills, including modeling, scaffolding, group management, and feedback (Okkinga et al., 2018; Oo et al., 2021). Clear roles and guided interaction are therefore integral to the strategy rather than optional classroom arrangements (Rodli & Prastyo, 2017).

Evidence from EFL contexts suggests that Reciprocal Teaching can support reading performance, participation, and strategic engagement among learners with different proficiency levels (Mannong, 2018; Navaie, 2018; Pornita et al., 2023; Wahyudi & Rozimela, 2024). Systematic reviews and meta-analytic evidence likewise report positive outcomes for explicit reading-strategy instruction while emphasizing variation across learners, settings, intervention procedures, and research designs (Mafarja et al., 2023; Ueno et al., 2025; Yu et al., 2026). Such variation is important: score improvement alone does not explain which classroom adjustments make a strategy workable for a particular group of learners.

Existing literature has widely documented achievement gains using Reciprocal Teaching in EFL contexts. However, less attention has been given to literal comprehension specifically within retrospective classroom action research, where original data are often incomplete. This study addresses this gap by providing a transparent, retrospective account of changes in literal comprehension and participation within a specific EFL classroom context. Rather than claiming a causal effect or documenting specific between-cycle instructional modifications, the practical contribution of this study lies in presenting an appropriately bounded retrospective record of classroom change that can inform better-documented future action research.

RESEARCH METHOD

Research Design and Participants

This article reports retrospectively on a classroom action research project. The surviving summary described two cycles based on the broad stages of planning, action, observation, and reflection (Hopkins, 1993). The original project was intended to address a reading problem in one classroom and to use the results of each cycle to guide the next stage of instruction. The present article does not reconstruct details that were not preserved in the available records.

The available summary identified 30 eighth-grade students at SMP Negeri 1 Bulukumba, comprising 16 female and 14 male students. It also recorded three instructional meetings in each cycle, followed by an assessment. The class was

retained as one intact group throughout the project. Information about the academic year, students' ages, meeting duration, and the original sampling decision was not available in the surviving records and is therefore not reported.

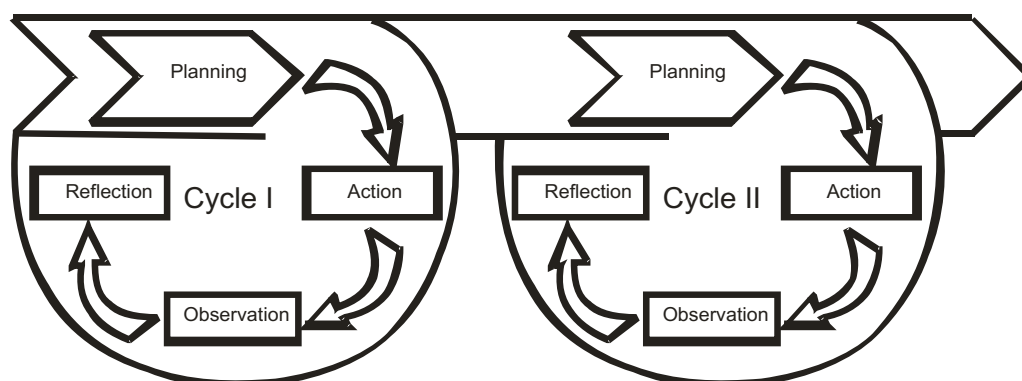


Figure 1. Research Design (Hopkins, 1993, p. 48)

Retrospective Data Sources and Verification

This study is based on retrospective archival data. The original classroom action research was conducted in 2025, and this retrospective report was prepared in 2025. The surviving records, which include aggregated test results and classroom-participation summaries, were maintained by the researcher. Unfortunately, original test forms, student responses, complete observation instruments, and lesson plans were unavailable due to document archiving limitations over time. To minimize errors, the available summaries were carefully cross-checked against the surviving final report draft.

Research Instruments

According to the surviving summary, students completed essay-based assessments of explicitly stated information in narrative texts. The available records contained results from a diagnostic assessment and assessments administered after Cycles I and II. The scoring description classified answers according to their accuracy, clarity, and completeness, as summarized in Table 1. The diagnostic assessment provided the classroom baseline, while the Cycle I and Cycle II assessments recorded performance after each cycle. The original test forms, number of items, text sources, student responses, and validation records were not retained. For this reason, the content validity, scoring reliability, and equivalence of the three assessments could not be re-examined when this article was prepared.

The surviving classroom records also contained meeting-level participation percentages. These percentages were treated as supplementary classroom information. Because the complete observation indicators, rating scale, and calculation protocol were not available, the participation records were not treated as an independently validated outcome measure. Because the equivalence of the diagnostic, Cycle I, and Cycle II assessments cannot be verified, the observed score changes could partly reflect differences in assessment difficulty. Therefore, the results are treated strictly as descriptive classroom records.

Research Procedures

The surviving research summary organized each cycle around planning, action, observation, and reflection. The following description presents only the procedures that could be supported by that summary.

Planning

The planning stage identified the classroom reading problem, selected narrative reading activities, and organized instruction around Reciprocal Teaching. The available summary also recorded a class-mean criterion of 75. This criterion was derived from the school's Minimum Completeness Criterion (Kriteria Ketuntasan Minimal / KKM) for the English subject at that time. Detailed lesson plans and the original instructional materials were not available for retrospective examination.

Action

During the action stage, the researcher implemented Reciprocal Teaching in the reading classroom. The students were guided to apply four strategies: predicting, questioning, clarifying, and summarizing. In the predicting activity, students were encouraged to anticipate the content of the narrative text based on its title or initial information. In the questioning activity, students generated questions related to important information in the text to monitor their understanding. During clarifying, students identified difficult vocabulary, sentences, or parts of the text that they did not fully understand and attempted to resolve these difficulties through discussion and teacher guidance. During summarizing, students identified the main ideas and important information and restated the essential content of the text. Cycle II was conducted after reflection on the results of Cycle I. However, the surviving records did not describe every instructional change made between the two cycles. The analysis therefore focuses on the documented score and participation patterns rather than attributing the Cycle II result to a particular procedural adjustment.

Observation

During the observation stage, classroom participation was recorded in meeting-level summaries. These records were used only to provide a broad picture of involvement across the two cycles. The absence of the complete observation instrument limits the precision with which these percentages can be interpreted.

Reflection

During reflection, the available test and participation summaries were reviewed to determine whether another cycle was needed. The Cycle I class mean remained below 75, so the action continued to Cycle II. After Cycle II, the class mean was compared with the same classroom criterion.

Data Collection

This retrospective report used the aggregated information that remained available: class means, grouped score distributions, and meeting-level participation summaries. The diagnostic assessment served as the recorded baseline, while the Cycle I and Cycle II summaries described change during the instructional cycles.

The surviving scoring description, reproduced in Table 1, focused on literal comprehension and differentiated answers by accuracy, clarity, and completeness. Because the original responses and scoring sheets were unavailable, the rubric could not be reapplied or independently checked.

Table 1. The Rubric of Reading Comprehension

Aspect	Score per Item	Indicator
Literal comprehension	10	The student's answer is correct, clear, and complete.
Literal comprehension	7	The student's answer is correct and clear but incomplete.
Literal comprehension	5	The student's answer is correct but lacks clarity and completeness.
Literal comprehension	3	The student's answer is partly correct but very limited.
Literal comprehension	1	The student's answer is incorrect.

Data Analysis

The surviving results were analyzed descriptively through class means, grouped score distributions, percentages, and point changes across the diagnostic assessment and the two cycles. Because student-level scores were unavailable, standard deviations, individual growth, and the percentage of students reaching the criterion could not be calculated. Therefore, the analysis simply describes the pattern in the archived summaries and does not test an exclusive causal effect of Reciprocal Teaching.

The original action-research summary used a class mean of 75 as its classroom criterion, which was derived from the school's Minimum Completeness Criterion (KKM) for English at that time. Meanwhile, the participation percentages were summarized by meeting and cycle. These percentages are reported strictly as contextual information because their original observation indicators and calculation procedure could not be verified.

Interpretation was limited to literal comprehension because this was the only construct represented in the surviving scoring description. No inferential statistical test was used, and the descriptive results should not be generalized beyond the participating class.

Ethical Considerations

Because this is a retrospective study using aggregated and anonymized archival data from past classroom practices, formal ethical approval and individual

student consent documents are no longer recoverable. The data are presented transparently as an anonymous aggregate record to protect student identities.

RESULTS AND DISCUSSION

Results are organized by action-research cycle. For each cycle, classroom participation is reported first, followed by literal-comprehension test results. The final subsection compares the diagnostic assessment and the two cycle assessments.

Cycle I

Observation Results

During Cycle I, the researcher and collaborator observed the teaching and learning process, focusing on students' attention, participation, and involvement in the reading activities. The observation results are presented in Table 2.

Table 2. Students' Classroom Participation in Cycle I

Cycle	1st Meeting	2nd Meeting	3rd Meeting	Mean Score
I	65%	70%	72%	69%

Table 2 shows a gradual increase in students' classroom participation during Cycle I. The percentage increased from 65% in the first meeting to 70% in the second meeting and 72% in the third meeting. The mean percentage across the three meetings was 69%. These results indicate that students increasingly participated in the reading activities during Cycle I, although their overall participation still required further improvement.

Literal-Comprehension Scores

Students' literal comprehension in Cycle I was assessed using an essay-based narrative-reading test. The original action-research criterion was a class mean of 75. Table 3 presents the score distribution.

Table 3. Frequency Distribution and Percentage of Cycle I Test Scores

Score Interval	Qualification	Frequency	Percentage
91–100	Excellent	0	0%
81–90	Very Good	1	3.33%
71–80	Good	5	16.67%
61–70	Fairly Good	24	80%
51–60	Fair	0	0%
41–50	Poor	0	0%
0–40	Very Poor	0	0%
Total		30	100%

As shown in Table 3, most students were classified as fairly good. Twenty-four students (80%) obtained scores between 61 and 70, five students (16.67%) were classified as good, and one student (3.33%) was classified as very good. No

students were classified as excellent, fair, poor, or very poor. The students' mean score in Cycle I is presented in Table 4.

Table 4. Students' Mean Score on the Cycle I Test

Test	Mean Score	Classification
Cycle I	69.97	Fairly Good

The Cycle I mean was 69.97. Although this was 15.00 points higher than the diagnostic mean of 54.97, it remained below the class-mean criterion of 75. The surviving summary recorded that the action continued to a second cycle, but it did not preserve enough detail to reconstruct every change made after Cycle I.

Cycle II

Observation Results

During Cycle II, the researcher and collaborator continued to observe students' participation and involvement in the reading activities. The observation results are presented in Table 5.

Table 5. Students' Classroom Participation in Cycle II

Cycle	1st Meeting	2nd Meeting	3rd Meeting	Mean Score
II	80%	84%	85%	83%

Table 5 shows that students' classroom participation increased from 80% in the first meeting to 84% in the second meeting and 85% in the third meeting. The mean percentage was 83%, which was higher than the mean of 69% recorded in Cycle I. These results indicate greater student participation during the reading activities in Cycle II.

Literal-Comprehension Scores

Students' literal comprehension in Cycle II was measured using a reading comprehension test. The frequency distribution and percentage of the students' scores are presented in Table 6.

Table 6. Frequency Distribution and Percentage of Cycle II Test Scores

Score Interval	Qualification	Frequency	Percentage
91–100	Excellent	4	13.33%
81–90	Very Good	18	60%
71–80	Good	8	26.67%
61–70	Fairly Good	0	0%
51–60	Fair	0	0%
41–50	Poor	0	0%
0–40	Very Poor	0	0%
Total		30	100%

Table 6 shows that four students (13.33%) were classified as excellent, 18 students (60%) were classified as very good, and eight students (26.67%) were

classified as good. No students were classified as fairly good, fair, poor, or very poor. Compared with the score distribution in Cycle I, the Cycle II results show an upward shift in students' literal comprehension. The students' mean score in Cycle II is presented in Table 7.

Table 7. Students' Mean Score on the Cycle II Test

Test	Mean Score	Classification
Cycle II	82.23	Very Good

The Cycle II mean was 82.23, exceeding the original class-mean criterion of 75. This result indicates that the action met the criterion defined for this classroom study. It does not, by itself, establish that every student achieved individual mastery. The overall changes in students' reading achievement across the diagnostic test, Cycle I, and Cycle II are summarized in Table 8.

Table 8. Changes in Students' Reading Comprehension

Indicator	D-Test	Cycle I	Cycle II	Point Change: D-Test to Cycle I	Point Change: Cycle I to Cycle II
Mean score	54.97	69.97	82.23	15.00	12.26

Across the three assessments, the class mean increased from 54.97 on the diagnostic assessment to 69.97 after Cycle I and 82.23 after Cycle II. These represent increases of 15.00 and 12.26 points, respectively. The descriptive pattern indicates progressively higher literal-comprehension scores across the cycles; however, individual-level mastery and score variability cannot be evaluated from the aggregate data currently reported.

Discussion

The surviving records show two descriptive patterns. The mean literal-comprehension score increased across the diagnostic assessment and two cycles, while the recorded mean participation increased from 69% in Cycle I to 83% in Cycle II. These patterns answer the research question by documenting higher aggregate scores during the two cycles. Because the project involved one class and no comparison condition, the results should be understood as a classroom record rather than an estimate of a causal treatment effect. Specifically for literal comprehension, the questioning and clarifying processes helped students locate explicitly stated information such as characters and settings. Furthermore, summarizing facilitated the identification and organization of explicitly stated main ideas and supporting details. However, the higher scores observed might not solely be attributed to Reciprocal Teaching. Alternative explanations include normal classroom development, repeated testing familiarity, general teacher support, and potential differences in test difficulty across cycles

The score pattern is pedagogically plausible in relation to the four strategies. Predicting activated relevant expectations about characters and events; questioning directed attention to explicitly stated information; clarifying

helped students resolve lexical and sentence-level difficulties; and summarizing required them to select and organize essential story information. These processes correspond to the comprehension-fostering and comprehension-monitoring functions proposed by Palincsar and Brown (1984) and to the structured instructional routines described by Oczkus (2010).

The results are consistent with prior EFL research reporting improved reading outcomes after Reciprocal Teaching (Lestari, 2016; Navaie, 2018; Pornita et al., 2023; Rahmani et al., 2013). They also align with evidence that reading outcomes are related to strategic and self-regulated engagement (Li & Gan, 2022; Rastegar et al., 2017; Wahyudi & Rozimela, 2024). The present study extends this practical literature by making the between-cycle instructional revision visible rather than treating the two cycles as repetitions of the same action.

Narrative texts may be particularly compatible with the strategy sequence. Predicting can establish expectations about plot development, questioning can focus attention on characters and events, clarifying can address vocabulary or confusing sentences, and summarizing can consolidate the relationship among orientation, complication, and resolution. Nevertheless, the assessment in this study targeted explicitly stated information. The findings therefore provide evidence about literal comprehension, not inferential or evaluative interpretation of narrative texts.

The higher Cycle II mean occurred alongside a higher recorded participation percentage. This parallel movement is worth noting, but it should not be interpreted as proof that participation caused the score increase. The archived summary did not preserve enough detail about the changes between cycles or the observation protocol to support a more specific explanation.

A practical implication can still be drawn from the broader literature. Reciprocal Teaching should not be reduced to a four-step worksheet. Teachers need to model each process, give students enough guidance, observe unequal participation, and adjust support to the needs of the class. These principles are consistent with research showing that the quality of teaching and scaffolding shapes the outcomes of Reciprocal Teaching (Okkinga et al., 2018; Oo et al., 2021).

Several limitations are central to this report. First, the project involved one intact class without a comparison group, so repeated practice, teacher support, peer interaction, familiarity with the test format, and normal classroom development may also have influenced the scores. Second, only aggregate summaries remained available; the original tests, student responses, individual scores, observation sheet, lesson plans, and administrative documents were not retained. Third, the available scoring description focused on literal comprehension. Fourth, the participation percentages could not be independently checked because the original indicators and calculation procedure were unavailable.

The appropriate conclusion is therefore modest. During the recorded use of predicting, questioning, clarifying, and summarizing, the available class summaries showed higher literal-comprehension means across the cycles. Stronger claims about effectiveness, broader comprehension, or transfer to other

classrooms require complete instruments, student-level data, comparison conditions, and documented implementation procedures.

CONCLUSION

This study presents a retrospective classroom record that documented progressively higher aggregate literal-comprehension scores during two cycles of Reciprocal Teaching. As the primary empirical finding, the class mean increased from 54.97 on the diagnostic assessment to 69.97 after Cycle I, and 82.23 after Cycle II. Additionally, the surviving participation summaries increased from 69% in Cycle I to 83% in Cycle II. As a pedagogical observation, the surviving records suggest that Reciprocal Teaching provided a structured collaborative reading routine that engaged students with narrative texts through predicting, questioning, clarifying, and summarizing. However, there is a major methodological limitation: causal effectiveness cannot be established. Because this report relies on aggregated summaries from one intact class without complete original instruments, student-level data, or a control group, the findings do not establish that Reciprocal Teaching alone caused the improvement.

Therefore, the practical contribution of this study lies in providing a transparent retrospective classroom record that may inform better-documented future classroom action research. English teachers may consider Reciprocal Teaching as a useful reading routine, but future studies must ensure the retention of complete instruments, observation protocols, ethical documents, and validated comprehension measures to support stronger claims

ACKNOWLEDGMENTS

The authors sincerely express the appreciation to all participants involved in this study for the valuable contribution, openness, and willingness to share the experience throughout the research process.

REFERENCES

- Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. *The Reading Teacher*, 74(6), 663–672. <https://doi.org/10.1002/trtr.1993>
- Elleman, A. M., & Oslund, E. L. (2019). Reading comprehension research: Implications for practice and policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3–11. <https://doi.org/10.1177/2372732218816339>
- Friesen, D. C., Schmidt, K., Atwal, T., & Celebre, A. (2022). Reading comprehension and strategy use: Comparing bilingual children to their monolingual peers and to bilingual adults. *Frontiers in Psychology*, 13, Article 986937. <https://doi.org/10.3389/fpsyg.2022.986937>
- Hopkins, D. (1993). *A teacher's guide to classroom research*. Open University Press.
- Juhkam, M., Jõgi, A.-L., Soodla, P., & Aro, M. (2023). Development of reading fluency and metacognitive knowledge of reading strategies during reciprocal teaching: Do these changes actually contribute to reading comprehension?

- Frontiers in Psychology, 14, Article 1191103.
<https://doi.org/10.3389/fpsyg.2023.1191103>
- Lestari, A. A. (2016). The effectiveness of reciprocal teaching method embedding critical thinking towards MIA second graders' reading comprehension of MAN 1 Kendari. *Journal of Teaching of English*, 1(2), 1–15.
- Li, H., & Gan, Z. (2022). Reading motivation, self-regulated reading strategies and English vocabulary knowledge: Which most predicted students' English reading comprehension? *Frontiers in Psychology*, 13, Article 1041870.
<https://doi.org/10.3389/fpsyg.2022.1041870>
- Mafarja, N., Mohamad, M. M., Zulnaidi, H., & Fadzil, H. M. (2023). Using reciprocal teaching to enhance academic achievement: A systematic literature review. *Heliyon*, 9(7), e18269. <https://doi.org/10.1016/j.heliyon.2023.e18269>
- Mannong, A. B. M. (2018). The implementation of reciprocal teaching method in developing reading comprehension of the second-grade students of SMAN 2 Bantaeng. *INTERACTION: Jurnal Pendidikan Bahasa*, 5(2), 1–12.
<https://doi.org/10.36232/jurnalpendidikanbahasa.v5i2.177>
- Navaie, L. A. (2018). The effects of reciprocal teaching on reading comprehension of Iranian EFL learners. *Advances in Language and Literary Studies*, 9(4), 26–30. <https://doi.org/10.7575/aiac.all.v.9n.4p.26>
- Oczkus, L. D. (2010). *Reciprocal teaching at work: Powerful strategies and lessons for improving reading comprehension* (2nd ed.). International Reading Association.
- Okkinga, M., van Steensel, R., van Gelderen, A. J. S., & Slegers, P. J. C. (2018). Effects of reciprocal teaching on reading comprehension of low-achieving adolescents: The importance of specific teaching skills. *Journal of Research in Reading*, 41(1), 20–41. <https://doi.org/10.1111/1467-9817.12082>
- Oo, T. Z., & Habók, A. (2020). The development of a reflective teaching model for reading comprehension in English language teaching. *International Electronic Journal of Elementary Education*, 13(1), 127–138.
<https://doi.org/10.26822/iejee.2020.178>
- Oo, T. Z., Magyar, A., & Habók, A. (2021). Effectiveness of the reflection-based reciprocal teaching approach for reading comprehension achievement in upper secondary school in Myanmar. *Asia Pacific Education Review*, 22, 675–698. <https://doi.org/10.1007/s12564-021-09707-8>
- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1(2), 117–175. https://doi.org/10.1207/s1532690xci0102_1
- Pornita, D. D., Maximilian, A., & Herlisya, D. (2023). Teaching EFL reading skill using reciprocal teaching strategy: A classroom action research. *Jurnal Smart*, 9(2), 157–166. <https://doi.org/10.52657/js.v9i2.2113>
- Purnama, S., Asriati, S., & Hamid, S. M. (2025). The metacognitive self-regulation of students toward English learning achievement at XI SMPN 2 Duampanua Pinrang. *English Language Teaching Methodology*, 5(1), 1–6.
<https://doi.org/10.56983/eltm.v5i1.589>
- Qomariyah, N. L., & Taufiq, W. (2025). Gamifying reading: Using Quizizz to boost

- EFL students' narrative text skills. *Jurnal Metaedukasi: Jurnal Ilmiah Pendidikan*, 7(1), 20–30. <https://doi.org/10.37058/metaedukasi.v7i1.16224>
- Rahmani, E. F., Sada, C., & Sumarni. (2013). Improving students' reading comprehension on narrative text through reciprocal teaching technique. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 2(6). <https://doi.org/10.26418/jppk.v2i6.2206>
- Rastegar, M., Kermani, E. M., & Khabir, M. (2017). The relationship between metacognitive reading strategy use and reading comprehension achievement of EFL learners. *Open Journal of Modern Linguistics*, 7(2), 65–74. <https://doi.org/10.4236/ojml.2017.72006>
- Ratminingsih, N. M., Artini, L. P., & Padmadewi, N. N. (2017). Incorporating self and peer assessment in reflective teaching practices. *International Journal of Instruction*, 10(4), 165–184. <https://doi.org/10.12973/iji.2017.10410a>
- Rodli, M., & Prastyo, H. (2017). Applying the reciprocal teaching method in teaching reading. *Studies in Linguistics and Literature*, 1(2), 112–122. <https://doi.org/10.22158/sll.v1n2p112>
- Syam, S. P., Asriati, S., & Daddi, H. (2024). The impact of instructional intervention on students' reading comprehension with analytical exposition text. *English Language Teaching Methodology*, 4(3), 387–393. <https://doi.org/10.56983/eltm.v4i3.1040>
- Ueno, S., Ikeda, M., Takeuchi, O., & Teng, M. F. (2025). Impact of reading strategy instruction on improvement of strategy use and reading comprehension: A meta-analysis. *Reading in a Foreign Language*, 37(1), 225–247.
- Una, S., Arisman, R., Irsawati, S., & Rista, R. (2025). Self-concept on learning English reading comprehension of sophomore secondary school students. *Journal of Education and Teaching (JET)*, 6(3), 670–684.
- Wahyudi, R., & Rozimela, Y. (2024). The reciprocal teaching and reading interest impact on students' reading comprehension. *Elsya: Journal of English Language Studies*, 6(3), 209–230. <https://doi.org/10.31849/elsya.v6i3.22593>
- Yu, X., Lian, W., Mansor, M. A. B., & Annamalai, N. (2026). A systematic review on the integration of reciprocal teaching in smart classrooms. *Journal of Educational and Social Research*, 16(2), 545–560. <https://doi.org/10.36941/jesr-2026-0310>