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The effect of the reciprocal teaching model on the ability to write explanatory texts

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Abstract

This research aims to determine and describe the influence of the reciprocal teaching model on the ability to write explanatory texts. This research employed a pre-experimental using a one-group pretest-posttest design. The population was all the seventh-grade students of Madrasah Tsanawiyah Negeri 1 Ogan Komering Ilir. The sample in this research was one class, VIIC, with 30 students. The data collection technique used was a performance test written in explanatory text. Before receiving instruction using the reciprocal teaching model, the test results showed a score of 64.93 for the ability to write explanatory text. After learning to listen through the reciprocal teaching model, the score increased to 79.10. The data shows the average test results for the ability to write explanatory texts before being taught using the reciprocal teaching model and after being taught to listen using a higher reciprocal teaching model, namely 79.10>64.93. Based on the analysis results, it shows that t-test 8.357 > t-table 1.699 with a validity degree of 29 (df 29) with a significance probability below <0.05. The results mean that H0 is rejected, and Ha is accepted.

Keywords

Explanatory text, reciprocal teaching model, writing

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Introduction

A learning model is one of the important aspects of the learning process because, with it, it becomes more structured. A learning model also serves as the initial guide to the final actions carried out by teachers during the learning process (Sari et al., 2024). A learning model is a framework used as a guideline for planning classroom or tutorial-based learning. The reciprocal teaching model is a learning model in which students teach material to their peers (Shoimin, 2014). In this model, students act as "teachers" to explain the material to their peers, while the actual teacher serves only as a facilitator and guide for the students.

The reciprocal teaching model stands out for its unique approach to student engagement and peer collaboration among the various learning models available. This model is characterized by the principle that students take on the role of "teachers," explaining the material to their peers. In contrast, the actual teacher adopts a supportive role as a facilitator and guide (Shoimin, 2014). This role shift empowers students and gives them a sense of responsibility and ownership over their learning.

The reciprocal teaching model integrates three key aspects of effective learning: comprehension monitoring, collaborative learning, and self-directed motivation. Firstly, it encourages students to recall previously learned information, reinforcing their understanding and retention of the material. Secondly, by promoting critical thinking, the model assists students in analyzing and synthesizing information, enabling them to make connections between concepts and apply their knowledge in different contexts. Lastly, the emphasis on self-motivation cultivates an intrinsic desire to learn, encouraging students to take initiative in their educational journey.

This model is particularly beneficial for developing writing skills, a fundamental aspect of language learning. Writing is a means of communication and a vital way for students to express their thoughts, ideas, and creativity. By participating in the reciprocal teaching model, students can enhance their writing abilities through collaborative discussions and constructive feedback from their peers. This interactive environment encourages them to think critically about their writing, leading to improved clarity, coherence, and overall quality.

Furthermore, the reciprocal teaching model allows for differentiated instruction, catering to diverse learning styles and needs within the classroom. By facilitating peer teaching, students can learn from one another, addressing gaps in understanding and reinforcing concepts in a supportive setting. This collaborative approach fosters a positive classroom culture and builds essential social skills like teamwork and communication.

The reciprocal teaching model offers a comprehensive framework that enhances students' writing skills and promotes active learning and critical thinking. By incorporating this model into the curriculum, educators can create a dynamic and engaging learning environment that supports students in becoming proficient writers and confident learners. The reciprocal teaching model integrates three aspects: helping students to learn by recalling, thinking critically, and self-motivation. This model is intended to assist and support the learning process of writing development. One of the essential skills in language learning is writing.

Writing is an activity that expresses ideas and concepts in written form. According to Dallman (2018), writing is a communication activity involving the transfer of messages (information) in written form to other parties using written language as a tool or medium. The texts studied in schools serve as sources of information and knowledge. Explanatory texts are

texts that explain the process of an event, whether it is a natural phenomenon, social life, or cultural aspect. Explanatory texts are considered more complex than other types of texts. As a result, students often encounter difficulties in writing explanatory texts. Consequently, students lack interest and enthusiasm during the learning process. To address this issue, researchers utilize the reciprocal teaching learning model to improve the ability to write explanatory texts.

Based on several factors in identifying the difficulties encountered in one of the learning processes, especially in teaching explanatory text writing, students often feel bored during the learning process. This is evident from the low scores achieved by students, which are below the minimum mastery criteria. The curriculum used is K13, and the learning process in schools applies to the discovery learning model. Many students find the process of writing to be boring. Therefore, it is necessary to implement an appropriate, engaging, effective learning model, such as the reciprocal teaching model, to improve students' ability to write explanatory texts.

The researcher chose the reciprocal teaching model to foster greater enthusiasm for learning, ultimately influencing their writing skills. This model encourages collaboration, critical thinking, and active participation, making the writing process more dynamic and enjoyable for students. As is well known, students tend to feel bored and disinterested in learning methods that lack innovation and interactivity. However, teachers must be aware of what students encounter in the classroom. By doing so, teachers can find alternative solutions to help address students' issues during the learning process, ensuring that instruction is tailored to meet their needs.

Writing skills are closely related to the reciprocal teaching model, as it teaches students how to write effectively and helps them develop important metacognitive strategies. These strategies enable students to reflect on their writing processes and make necessary improvements. By cultivating an environment of collaboration and peer support, the reciprocal teaching model can transform writing from a tedious task into an enriching learning experience, ultimately leading to better student outcomes.

According to Land and Jonassen (2012), learning models provide a framework for understanding the context of learning, consisting of a set of processes that serve as guidelines for implementing education in different environments. According to Gonçalves et al. (2021), learning models briefly explain specific learning processes, including objectives, syntax, environment, and management systems. According to the experts, it can be concluded that learning models represent a framework that encompassing various aspects of educational management and guidelines for achieving all aspects of student intelligence. Thus, the learning model plays an important role as a tool in transferring knowledge and as a foundation in holistically forming the character, skills, and competencies of students.

Literature Review

The reciprocal teaching model

The reciprocal teaching model is a cooperative learning strategy emphasizing active interaction between students through four main activities: predicting, clarifying, asking, and summarizing. Palincsar and Brown (1984) initially developed this model to enhance reading

comprehension. However, many studies have shown that this model improves writing skills, especially in writing explanatory texts.

Research shows that using the reciprocal teaching model can help students organize ideas systematically and develop critical thinking skills needed in writing explanatory texts. Through interactive dialogue and collaboration with classmates, students learn to reflect on the content and structure of their writing so that the writing becomes more transparent and coherent (Alehegn et al., 2024). In addition, by predicting and asking for help, students develop the ability to link new information to prior knowledge, which is an important basis for writing texts that explain a concept or process in depth.

According to Cárdenas and López-Pinzón (2019), applying the reciprocal teaching model improves technical writing skills and increases students' metacognitive awareness in the writing process. With the help of constructive feedback during reciprocal activities, students can identify weaknesses in their writing and make revisions effectively. This process contributes to improving the quality of the explanatory text produced.

In addition, recent research also emphasizes the importance of adapting this model in the digital context and online learning, where interactions between students can be facilitated through collaborative platforms. This adaptation allows the implementation of reciprocal strategies to remain effective even without direct face-to-face meetings (Maspul, 2024). Thus, the reciprocal teaching model is relevant for conventional learning and learning in the increasingly developing digital era. The reciprocal teaching model significantly improves the ability to write explanatory texts collaboratively, develops critical thinking skills, and increases students' metacognitive awareness. Using this model as a learning strategy effectively facilitates students in writing clear, structured, and informative explanatory texts.

Explanatory texts

Explanatory texts are fundamental in education and communication, as they aim to clarify complex concepts and provide detailed information on a particular subject. This literature review synthesizes key findings and perspectives regarding the characteristics, purposes, and pedagogical approaches to teaching explanatory texts. Explanatory texts are written works that aim to inform or explain a topic to the reader. Reutzel and Cooter (2016) characterized these texts using clear, structured language and organization. They often include definitions, descriptions, and examples, which help elucidate the subject matter. The primary goal is to enhance the reader's understanding by breaking down information into digestible parts. The primary purpose of explanatory texts is to inform and educate. Black (2017) noted that these texts aim to provide readers with a comprehensive understanding of a topic, enabling them to grasp complex ideas and processes. Additionally, explanatory texts serve to develop critical thinking skills, as readers are encouraged to analyze, synthesize, and evaluate information presented in the text.

Furthermore, several pedagogical approaches to teaching explanatory texts are outlined below.

a. **Modeling and Scaffolding:** Hill and Miller (2013) emphasized the importance of modeling effective writing strategies. Teachers can provide students with a clear framework for their writing by demonstrating how to structure and develop explanatory texts. Scaffolding techniques, such as graphic organizers, can further support students in organizing their thoughts and ideas.

b. **Collaborative Learning:** Using collaborative learning strategies like peer review and group discussions has enhanced students' understanding of explanatory texts. According to Vygotsky's social constructivist theory, learning is a social process, and collaboration allows students to engage with diverse perspectives and deepen their comprehension (Vygotsky, 1978).
c. **Integration of Technology:** The incorporation of technology in teaching explanatory texts has been highlighted by Johnson (2012). Digital tools such as blogs, wikis, and online discussion forums can provide students with platforms to publish their explanatory texts and receive feedback from a wider audience, creating a community atmosphere and enhancing engagement.

Despite the benefits of writing explanatory texts, students often face challenges in effectively conveying their ideas. Denney and Tewsbury (2013) indicated that many students struggle with writing organization, coherence, and clarity. Additionally, the transition from spoken to written language can pose difficulties, as students may find it challenging to adapt their verbal explanations into structured written formats.

Methodology

This research employed a pre-experimental design that utilized a one-group pretest-posttest approach. The population consisted of all the seventh-grade students of Madrasah Tsanawiyah Negeri 1 Ogan Komering Ilir. The population for this research comprises all seventh-grade students enrolled at Madrasah Tsanawiyah Negeri 1 Ogan Komering Ilir for the academic year 2023/2024. This population includes three distinct classes: VIIA, VIIB, and VIIC, totalling 91 students.

A simple random sampling method was employed to ensure that the sample selected for this research accurately represents the broader student population. This technique is widely recognized for its effectiveness in minimizing bias and enhancing the reliability of research findings. From the total population, one class was randomly selected from the two classes using this simple random sampling technique, as outlined by Singh and Masuku (2014). This approach facilitates a fair representation of the students' abilities and backgrounds. It allows for a more comprehensive analysis of the impact of the reciprocal teaching model on their writing skills.

By focusing on a single class, the research aims to provide in-depth insights into the instructional model's specific effects while maintaining the sampling process integrity. This careful selection process is essential for drawing valid conclusions that can be generalized to similar educational contexts.

Table 1. *Research sample*

No	Class	Gender		Total
		Male	Female	
1	VIIC	19	11	30

Source: Madrasah Tsanawiyah Negeri 1 Ogan Komering Ilir

The test was conducted at the beginning and end of the learning process in the seventh-grade, before and after using the reciprocal teaching model. In this assignment, students were assigned to write explanatory texts. The initial test assessed initial abilities before being given the first

reciprocal teaching model. The final test assessed knowledge of the agreement's cancellation after it had been communicated. This indicated whether the equipment was returned with the reciprocal teaching model or without any learning model. The test was in the form of a written test to write an explanatory text.

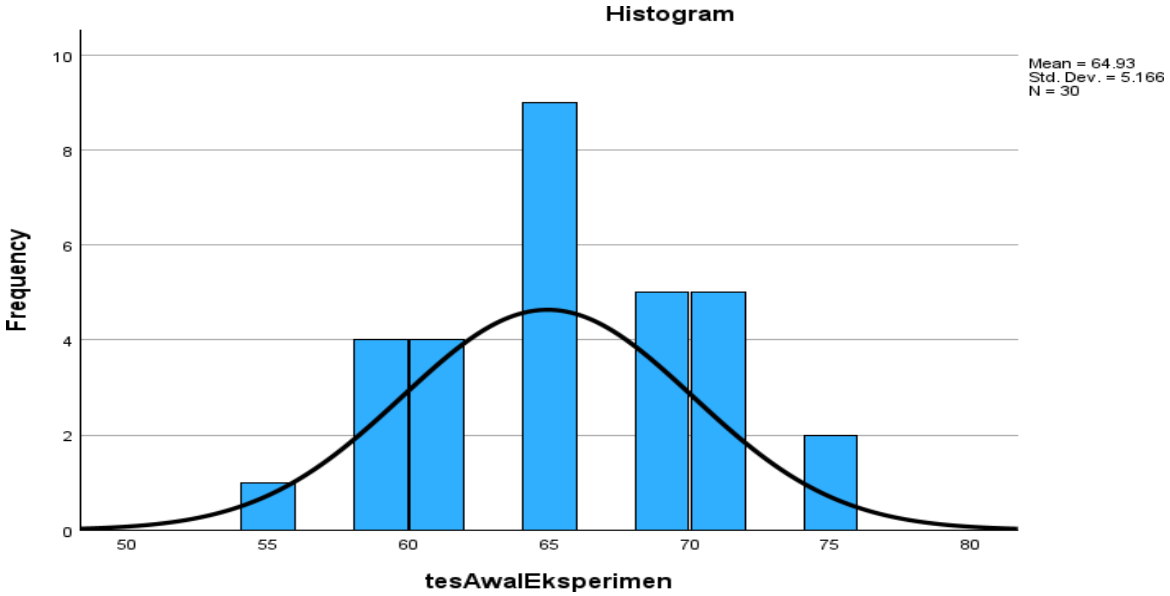
Results and Discussion

Random sampling testing is required before analyzing the data. A random sample test is conducted to determine the normality of the sample.The requirement test is the initial step in hypothesis testing, including tests of normality and homogeneity. This normality test checks how the data is spread out for a variable in the research, and it uses the Kolmogorov-Smirnov test found in the SPSS 25 application. Additionally, this research employs a P-P Plot as part of the normality test. A data point is considered normal if lines surround it. Next, a homogeneity test determines whether samples were taken from the same population. The variable used is the chi-square technique to test for homogeneity. After normality and homogeneity tests are conducted, a hypothesis test is conducted using the t-test.

Normality test

A normality test was conducted at the start of section VIIC before the learning treatment with the reciprocal teaching model, and it used the Kolmogorov-Smirnov technique, available in the SPSS 25 program. The above code was found in the SPSS 25 program. The following presents the result of data processing related to writing text.

Figure 1. *The statistical data from the pretest on writing explanatory text*



Based on the table above, the calculation results indicate 30 students who participated in the pretest. The lowest score recorded was 55, while the highest score reached 75. This range signifies a noticeable variation in students' writing abilities, highlighting the diverse levels of proficiency within the group. With an average pretest score of 64.93, the experimental class's

students demonstrate a moderate grasp of writing explanatory texts. Additionally, the standard deviation is 5.166, suggesting that the scores are relatively close to the mean, indicating a consistent performance level among most students.

These statistics provide a foundational understanding of the students' initial capabilities before implementing the reciprocal teaching model. The data reveal that while some students possess a basic grasp of writing explanatory texts, there is considerable room for improvement. Educators can adjust their instructional strategies by identifying these scores to better address their students' needs. This analysis sets the stage for evaluating the effectiveness of the reciprocal teaching model and emphasizes the importance of targeted interventions in enhancing students' writing skills.

Table 2. *Statistical data on writing explanatory texts before applying the reciprocal teaching model* (*One sample Kolmogorov-Smirnov test)*

Total		**Initial class test before implementing the model**
Norml parameters[a,b]	Mean	64.93
	Std. deviaion	5.166
Most extreme comparison	Absolute value	.130
	Positive value	.130
	Negaive value	-.128
Staistical test		.130
Asymp. Sig. (2-tailed)[c]		.200[d]

Based on the Kolmogorov-Smirnov distribution test, it is determined that the data in this research is normally distributed. This conclusion is supported by the significance value (Sig.) obtained from the analysis of explanatory text-writing competency, which falls within the acceptable range of the significance threshold. Specifically, among the total of 30 students assessed, the significance recorded is greater than 0.05, indicating that the sample is representative of a population with a normal distribution. The significance value for explanatory text-writing competency is 0.200, above the 0.05 threshold. This finding reinforces the assumption of normality in the data, suggesting that the distribution of scores does not deviate significantly from a bell-shaped curve. Such normality is crucial for the validity of subsequent statistical analyses, as many parametric tests rely on this assumption.

Additionally, applying the Kolmogorov-Smirnov formula to class VIIC students before implementing the reciprocal teaching model provides a robust framework for understanding the distribution of writing competencies. The histogram below illustrates these results, visually depicting the frequency of scores and confirming the normal distribution pattern observed in the data. This analysis validates the suitability of applying parametric statistical methods for further evaluation and emphasizes the importance of understanding the initial distribution of student competencies. By establishing a baseline of normality, educators can better assess the impact of the reciprocal teaching model on improving students' explanatory text-writing skills in future assessments.

Table 3. *Descriptive statistics of pretest scores*

	Total	Lowest	Highest	Mean	Std. deviaion
Pretest	30	55	75	64.93	5.166
Valid N (Listwise)			30		

Based on the table above, the experimental class students' scores follow a standard curve. The highest score achieved by students is 75, obtained by two students, while the lowest score is 55, achieved by one student. The most frequent score is 65, achieved by nine students. A normality test was also conducted on the pretest scores for explanatory text writing in the experimental class using a P-P Plot. Below is the normality figure of the pretest scores for explanatory text writing among the students in the experimental class.

Based on the table above, it was found that the explanatory text-writing competency score for students in the experimental class was 0.534, while for the control class, it was 0.701. The significance level used was $\alpha = 0.05$, and since the significance is > 0.05, the data is homogeneous. Thus, the scores for explanatory text-writing competency in the experimental and control classes are considered homogeneous.

Table 4. *The statistical test*

	Test before implementing reciprocal teaching	Posttest after applying the reciprocal teaching model
Chi-Square	8.000[a]	49.467[b]
Df	9	7
Asymp. Sig.	.534	.221

Based on the table above, it was found that the ability to write explanatory texts among the VIIC class students after applying the reciprocal teaching model yielded a significance value of 0.534. In contrast, the significance value before the model's implementation was recorded at 0.222. The significance level used for this analysis is $\alpha = 0.05$, and since both values are greater than 0.05, we can conclude that the data is homogeneous.

The scores for writing explanatory texts in the class after using the reciprocal teaching model are similar in their spread and arrangement to the scores before it was used. Such findings are significant, as they suggest that the teaching model did not introduce any significant variance in the overall writing abilities of the students.

Moreover, this consistency in data homogeneity allows for a more reliable comparison of student performance over time, enabling educators to evaluate the effectiveness of the reciprocal teaching model in enhancing writing skills. The results emphasize the value of utilizing robust statistical measures to assess educational interventions, ultimately guiding future instructional strategies to improve student outcomes.

Comparison of pretest and posttest scores

The following table, the comparison between the average scores of the initial and final tests shows a significant increase. The average initial score before implementing the reciprocal teaching model was 64.93, and the number of students involved was 30. The standard deviation of the initial test was 5.166, with an average error of 0.943. In contrast, after implementing the reciprocal teaching model, the average score of the final test increased to 79.10. The number of students remained the same, which was 30 people, but the standard deviation increased to 7.275, with an average error of 1.328.

Table 5. *Paired sample statistics*

Pair 1	Posttest after using the reciprocal teaching model	79.10	30	7.275	1.328
	Pretest before using the reciprocal teaching model	64.93	0	.166	943

The difference between the average score of the final test and the initial test was 14.17, which showed a substantial increase in students' writing ability. This indicates that implementing the reciprocal teaching model positively impacts learning outcomes and creates a more interactive and supportive learning environment. The higher standard deviation on the post-test (7.275) indicates a greater variation in students' scores after implementing the model. This indicates that, although most students improved, there are likely groups of students who are highly successful and struggling. Nevertheless, the mean increase of 14.17 indicates that the model improves students' writing ability.

The higher mean error on the post-test (1.328) compared to the pre-test (0.943) indicates a greater possibility for variation in the final scores. This could be a discussion point for educators to understand how various factors, such as students' background, involvement in the learning process, and support from the environment, can affect learning outcomes. Thus, the results of this analysis strengthen the argument that the reciprocal teaching model effectively improves students' writing ability in the seventh grade. The implementation of this model contributes to improving academic scores and emphasizes the importance of students' active involvement in the learning process. For further research, it is recommended to explore the factors that may influence variations in learning outcomes, as well as ways to further improve the effectiveness of this model in different learning contexts. The following is the paired sample test for classes.

Furthermore, the average score difference for the pre-test and post-test in the experimental class is 14.167. The t value (t-count) obtained is 8.357, with a significance level (two-tailed) of 0.001. The result shows that t-count (8.357) is greater than the t-table (1.699) with a degree of freedom (df) of 29. Therefore, there is a significant difference between the pre-test score before treatment and the post-test score after treatment using the reciprocal teaching learning model.

These results confirm that applying the reciprocal teaching model significantly positively impacts students' ability to write explanatory texts. The measurable increase in the average value indicates that students gain new knowledge and develop their writing skills through the

interaction and collaboration facilitated by this model. Levene's Test provides information on the equality of variance, with a sig value. 0.348 indicates that the variance of scores in both groups (pre-test and post-test) can be considered equal, so the conditions for continuing the t-test analysis are met. The results of this t-test support the hypothesis that the reciprocal teaching model effectively improves students' writing skills. Applying this method improves academic grades and builds students' confidence in expressing their ideas in writing. Thus, innovative learning models such as reciprocal teaching are highly recommended in the educational context to achieve better learning outcomes.

Discussion

Based on the data analysis using descriptive statistics, it can be concluded that there was a significant improvement in the ability to write explanatory texts among the seventh-grade students at Madrasah Tsanawiyah Negeri 1 Ogan Komering Ilir. The average pre-test scores notably increased from 64.93 to 79.10 in the post-test, demonstrating a substantial enhancement in writing proficiency that reflects the effectiveness of the educational interventions.

The results presented in the table above clearly indicate that the average score of seventh-grade students after applying the reciprocal teaching model is markedly higher than their performance before its implementation. The t-count of 8.357, with a significance level (two-tailed) of 0.001, underscores the robustness of these findings. This significant result indicates that the t-count (8.357) is greater than t-table (1.699), with a degree of freedom (df) of 29. Given that the probability is less than 0.05, we confidently reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha). In other words, there is a statistically significant difference in the ability to write explanatory texts between students taught using the reciprocal teaching model and those not exposed to this instructional method.

These results align with a growing body of research conducted recently, which similarly highlights the effectiveness of the reciprocal teaching model in improving student writing skills. For instance, Kamran et al. (2023) demonstrated that implementing interactive teaching methodologies significantly enhances students' engagement and writing abilities. Their findings corroborate the notion that collaborative learning environments, such as those fostered by the reciprocal teaching model, lead to better educational outcomes, as students are more likely to participate actively and take ownership of their learning.

Additionally, the test results from seventh-grade students at Madrasah Tsanawiyah Negeri 1 Ogan Komering Ilir show their ability to write explanatory texts improved significantly after using the reciprocal teaching model. This model facilitates the delivery of material and emphasizes fostering students' experiences in understanding the given concepts and developing them through information from various media and their surroundings. Such an approach encourages students to connect theoretical knowledge with practical application, enriching their learning experience.

This pedagogical strategy is further supported by the findings of previous studies, such as those by Kuhlthau et al. (2015), which emphasized the importance of active learning strategies in enhancing critical thinking and comprehension skills. By engaging students through structured dialogue and collaborative learning, the reciprocal teaching model empowers learners to take ownership of their learning processes, ultimately leading to improved writing competency and greater confidence in their abilities.

The positive impact observed in the writing abilities of seventh-grade students at Madrasah Tsanawiyah Negeri 1 Ogan Komering Ilir underscores the effectiveness of the reciprocal teaching model as a transformative educational tool. This research contributes to the body of knowledge on instructional strategies and provides an opportunity for innovative teaching methods to revolutionize student learning experiences in writing. The findings call for further exploration and application of such models in diverse educational settings to maximize their benefits and foster a collaborative learning culture that promotes academic success.

Conclusion

Based on the results of data analysis and the discussions conducted, it can be concluded that learning to write explanatory texts using the reciprocal teaching model has a significant effect on the writing ability of seventh-grade students at Madrasah Tsanawiyah Negeri 1 Ogan Komering Ilir, particularly when compared to their performance prior to the application of this model.

The research findings indicate a marked difference in the ability to write explanatory texts between students taught using the reciprocal teaching model and those not. The results of the t-test calculations substantiate this difference. Specifically, the average score of the class after applying the reciprocal teaching model was 79.10, whereas the average score before the model was applied was 64.93. Such an increase in average scores reflects a substantial enhancement in students' writing proficiency.

The hypothesis analysis utilizing the t-test formula revealed that the t-count was 8.357, with a significance level (two-tailed) of <0.001. This finding indicates that t-count (8.357) exceeds t-table (1.699) at a degree of freedom of 29 (df = 29). Based on the established testing criteria, where the probability is less than 0.05, we can confidently conclude that the null hypothesis (H0) is rejected, while the alternative hypothesis (Ha) is accepted. In other words, there is a statistically significant difference in students' ability to write explanatory texts following their instruction with the reciprocal teaching model compared to their performance before its implementation.

Consequently, the reciprocal teaching model can significantly improve students' abilities to write explanatory texts. This model facilitates the acquisition of writing skills and fosters a deeper understanding of the writing process. The structured nature of reciprocal teaching encourages students to engage in collaborative learning, where they can share insights, ask questions, and provide feedback to one another. Such interactions enhance their writing skills, confidence, and critical thinking abilities.

Moreover, the reciprocal teaching model is a practical pedagogical approach that promotes metacognitive awareness. Students learn to self-monitor their writing processes, recognize their strengths and weaknesses, and make informed decisions to improve their work. This reflective practice ultimately leads to the correction of writing errors and the production of higher-quality explanatory texts.

In conclusion, the reciprocal teaching model effectively teaches explanatory text writing, positively impacting students' learning experiences and outcomes. By integrating this model into the curriculum, educators can provide students with the necessary tools and strategies to enhance their writing capabilities, paving the way for academic success and greater proficiency in communication. The findings of this study investigation emphasize the value of employing

innovative teaching methods that cater to diverse learning needs, ensuring that all students can excel in their writing endeavors.

Disclosure Statement

The authors declared no potential conflicts of interest.

Use of AI Statement

The authors declared that they had not used any AI tools in their manuscript preparation and they ensured that the originality and integrity of the work were maintained.

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