

The Effect of Reciprocal Teaching Strategy on the Fourth Preparatory School Students' Reading Comprehension Performance and Retention

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Abstract

There are two aims in the present study. The first is to find out the effect of reciprocal teaching strategy on reading comprehension performance of EFL preparatory school students. The second is to check out the effect of the same strategy on Students' retention of the reading texts. This study is limited to the fourth scientific preparatory school students in the city of Ramadi during the first course of the academic year 2019-2020. Two hypotheses are set. The first assumed that there is no significant difference between the mean score of the experimental group and the mean score of the control group in the post reading comprehension performance test at the level (0.05) of significance. The second hypothesis states that there is no significant difference in the mean scores of the reading retention test between the experimental group and the control at the (0.05) level. The selected sample includes 72 students who have been selected randomly. The sample is distributed over two groups (36 for the experimental group) and (36 for the control group) after equalizing. The experimental group is taught reading comprehension material according to reciprocal teaching method. The researcher depends on a reading comprehension test to be the main instruments for collecting data and has been exposed to jury members. After the final applications of both tests, results concerning the first hypothesis show that there is a significant difference in the mean scores of the performance test between control and experimental group in favour of the experimental group. Also, the results about the second hypothesis reveal that there is a significant difference in the mean scores of the reading retention test of the experimental group upon the control group. Finally, conclusions and recommendations are set.

Keywords: reciprocal teaching, reading comprehension, performance, retention.

1. Introduction

Language is one of the most important phenomena produced by human evolution, and it plays a key functional role in the life of individuals and society. It is a mean of communication for human beings to express his needs, requirements, thoughts and emotions.

Recent attitudes in language acquisition give importance to comprehension skills. Krashen goes in line with this trend as well as most recent language acquisition theories. He affirms that teaching reading comprehension skill plays a key role in the development of the proficiency of other skills. Therefore, reading comprehension processes and strategies are needed to be taught actively in second language teaching. Moreover, Barnett (1989) maintains that reading holds an essential place in foreign and second language teaching especially in the communicative classroom when authentic materials are offered to achieve a dual purpose of endorsing the cultural insights and developing reading skill. Moreover, she stresses that reading skill has other vital roles in second and foreign language curriculum because it's still essential in teaching literature. Besides, it can foster the development and refinement of literacy (Hadley, 2003, p.162-163).

1.2 Problem and Significance of the Study

As a preparatory school teacher of English, it is noted that a large percentage of preparatory school students perform weekly in reading comprehension skill. For instance, students during exams are not willing to answer all the questions of reading comprehension question especially items that demands information to be memorized by students from the reading comprehension texts. At the same time, most students are willing to answer (true/false) and (multiple-choice items questions) depending on chance. These are due to the poor ability of students to understand and comprehend the written texts in their curriculum. Moreover, methods used by some of English language teachers are not efficient enough to develop reading skill because of the dominance of the traditional method in teaching reading comprehension Al – Seliti (2014) & Khaleeliya (2016).

The significance of this study emerges from the positive effects that can be achieved by providing English language teachers with a modern strategy that can contribute to increasing students' performance and retention. It helps students to develop reading comprehension abilities. Also, this study gives teachers an opportunity to benefit from this strategy by applying it in their teaching at schools to enhance students' reading comprehension abilities. This study could be useful for other researchers who make further studies in the same field. Also, it can offer new attitudes for language curriculum planners about reading comprehension contents in the textbook.

1.3 Aims

1. To find out the effect of Reciprocal Teaching strategy on students' performance in reading comprehension.

2. To find out the effect of Reciprocal Teaching strategy on students' retention of the reading texts.

1.4 Hypotheses

1. There is no significant difference between the mean score of the experimental group and the mean score of the control group in the reading comprehension performance test at the level (0.05) of significance.
2. There is no significant difference between the mean score of the experimental group and the mean score of the control group in the reading retention test at (0.05) level of significance.

1.5 Limits of the Study

1. This study is limited to the fourth scientific preparatory school students in the city of Ramadi during the first course of the academic year 2019 - 2020.
2. This study is limited to reading passages of units one, two, three and four of the book ENGLISH FOR IRAQ by Caroline de Messieres.
3. The independent variable in this study is limited to the Reciprocal Teaching Strategy.

1.6 Definitions of Basic Terms

- **Reciprocal Teaching Strategy:** It is an educational strategy that takes the form of a dialogue between teachers and students regarding a particular reading text. In this activity, both teachers and students play their role in assuming teacher leadership for discussion. This strategy involves four sub-strategies: Questioning, Clarifying, Summarizing and Predicting (Abdul-Bari, 2010, p. 158).

The operational definition according to the present study, is that reciprocal teaching strategy refers to the activities used by the teacher and students in the classroom to enhance students' reading comprehension skill through questioning, clarifying, summarizing and predicting.

- **Reading Comprehension:** It is a receptive skill that demands a mental process in which the reader participates actively in decoding the lexical and grammatical properties of a written text to understand its meaning (Hadley, 2003, p.163). The operational definition is that reading comprehension is a mental process of understanding the written texts through the interaction between the previous information existed in the mind of students and the new information existed in the written texts through interaction between students and the teacher.
- **Performance:** It refers to the demonstration of knowledge abstractly. Moreover, it indicates someone's doing of language in terms of the four skills (Brown & Abeywickrama, 2010, p.351). The operational definition indicates the scores that the experimental and control groups get in the reading comprehension test.

- **Retention:** Is the ability to recall or remember things or what have been taught after an interval of time (Richards & Schmidt, 2013, p. 457). The operational definition of retention is the ability of the experimental and control group students to remember and answer the questions of the retention test about the reading comprehension texts that they have been taught according to the reciprocal teaching method. The retention test is applied two weeks after applying the post-test.

2. Literature Review

2.1 Reciprocal Teaching Strategy

This strategy was developed firstly in 1984 by the two researchers Palincsar and Brown. They identify that learners are capable of decoding words that face them during reading, yet they aren't able to comprehend the text as a whole. Therefore, this strategy is set to enhance and foster reading comprehension skill (Palincsar & Brown, 1984, p.93). Reciprocal teaching strategy intends to provide learners with strategies which could be used to enable those learners to comprehend new texts.

In addition, Palincsar and Brown (1984) state that there are three characteristics of reciprocal teaching. Firstly, teachers can instruct explicitly and scaffold students that establish a base of fostering reading comprehension. Secondly, the use of the main reading strategies prediction, questioning, clarifying and summarizing. Thirdly, reciprocal teaching fosters the social interaction between students and teacher, and among students themselves because they share their ideas and feelings interchangeably. This will absolutely lead to develop cognitive abilities of learners (Wiseman, 1992, p. 45).

However, the concept of the teacher's role in reciprocal teaching strategy seems to be similar to his role in other traditional teaching strategies. It is true that the teacher leads the discussion and dialogue in the reciprocal strategy, but this strategy allows the student to lead the dialogue and discussion with his colleagues as a one team to enrich students' perception and comprehension of the reading texts. Furthermore, Palincsar and Brown believe that the teacher takes an intermediary role for his students in order to match the reading text with comprehension. Besides, reciprocal teaching strategy stresses cooperation between the teacher and his students on one hand, and among students themselves on the other hand. This cooperation helps to bring more chances for students to understand and comprehend the meaning of the reading texts (Hartman, 2001, p. 68).

Furthermore, Hussein (2007) mentions that reciprocal teaching strategy comprises a lot of benefits. It gives students the opportunity to undertake self-implementation and to give feedback in the appropriate time. There is a wide scope of a novelty for students. It develops the social and behavioural side of students and it helps shy students to enhance self-confidence that leads to increase their participation in the instructional activities (Hussein, 2007, p. 2-3).

2.2 Strategies of Reciprocal Teaching

Reciprocal teaching takes forms of strategies that the teacher employs them consecutively in his teaching. It includes four strategies predicting, clarifying, questioning and summarizing. Each strategy incarnates a role to be taken by each student (i.e. four strategies represents four roles). Besides, these roles are interchangeable among students.

2.2.1 Predicting

It is a type of guessing to express students' prediction of what may be the main idea of the text through reading the title and subtitles of the text. This strategy requires the student to make specific expectations about what the author can say about the subject, which motivates students to know the correctness of their expectations by reading the text. Achieving predicting strategy requires from the students' side to activate prior knowledge and connect it with the new one (Jad, 2007, p. 34).

2.2.2 Clarifying

This strategy occurs after reading a new text. Surely, students would face unknown words, idioms and group of words. These ambiguous words should be underlined and determined. Clarifying can help weak students to understand the meaning of new words through discussion and inquiring about explanation among students (Routman, 2000, p.73). Moreover, clarifying strategy directs students to determine if there is something ambiguous that obstacles understanding and comprehending the text. When this happens, students should either reread the ambiguous part of the text or ask for help to clarify the unclear and confusing part of the text (Padma, 2008, p.16).

2.2.3 Questioning

Within this strategy, students generate questions about the main information, ideas and themes in the text. Questioning gives students more opportunity to explore the text deeply. Besides, it enables students to construct better comprehension of the meaning of the text. Moreover, questioning allows the reader to determine the importance of information within the text and their validity of being an axis for questioning. Also, this helps the reader to acquire the skill of forming questions which demand a high level of thinking. Ultimately, the reader (i.e. student) will benefit from the generated questions since they will be used then as a self-test that should be answered by the reader himself (Siddiqui, 2008, p. 218-219).

2.2.4 Summarizing

This strategy refers to the process of summarizing a written text (i.e. a paragraph, part of the text or the whole text) and reproduces it in another picture which keeps the main points and ideas of the text that contributes to developing reader's ability to concentrate on the important information. Summarizing is achieved by deleting inconsequential and repeated details from the text. Then, the student determines the main and subtitles of the text. Finally, he/she should focus as much as possible on the main ideas located in each paragraph as well as the total text (Abdul-Bari, 2010, p.180).

2.3 Previous Studies

2.3.1 Al – Seliti (2014)

This study aims at discovering the effect of reciprocal teaching on reading comprehension achievements of the Arabic language. Also, it aims at finding out the effectiveness of reciprocal teaching on achievements according to the variable of sex. The sample of this study includes (102) male and female fifth primary school students in Jordan. The sample divided into four groups (two control groups i.e. one for males and the second for females) and (two experimental groups i.e. one for males and the other for females). The experimental groups were taught using reciprocal teaching strategy, while the control groups were taught according to the traditional method. The researcher used an achievement test to collect data required for testing the hypotheses of the study. T-Test used to analyze degrees of the students of the sample on the achievement test. Results show that reciprocal teaching effect positively on reading comprehension achievements in the post-test in favour of the experimental groups. Also, it reveals that there is no significant difference in the achievement post-test between males and females according to the gender of sex.

2.3.2 Khaleeliya (2016)

Khaleeliya study aims at finding out whether the reciprocal teaching strategy affects significantly on the performance of the grammar of the Arabic language for the third secondary school students in Palestine. Secondly, it purposes to find out its effect on motivation to learn Arabic language. The sample of the study contains 46 students distributed over two groups. The control group consists of 23 students taught according to the traditional method and the experimental group includes 23 students who taught according to reciprocal teaching strategy. The researcher uses grammar performance test and a questionnaire that includes learning Arabic motivation scale as the main tools in his study. After using T-test for two independent samples, results show that there is a statistical differences in Arabic language grammatical performance for the experimental group. Also, the same formula is used to discover the effect of reciprocal teaching strategy on the motivation towards learning Arabic and results reveal that there is a significant difference in arousing students' motivation towards learning Arabic language in favour of the experimental group.

2.3.3 Ningsih (2009)

The purpose of this study is to discover the effectiveness of reciprocal strategy on reading comprehension of Arabic language in Senior Islamic High School 1 at Lamongan in Indonesia. Seventy-four students from the secondary governmental Islamic high school represent the sample of the study. They were divided into two groups (38 students for the control group and 36 students for the experimental group). After the application of reciprocal strategy on the experimental group, the researcher used an achievement test to collect necessary data. T-test for two independent samples is used to obtain results. Finally, it concludes that reciprocal strategy significantly increased the achievements of the experimental group.

2.3.4 AlSaraireh (2016)

AlSaraireh's study is aiming at examining the effect of reciprocal teaching strategy on the Jordanian students who study English as a foreign language in the first stage at Mutah University. The sample includes 176 male and female college students at Mutah University. The experimental group includes 90 participants and the control group includes 86 participants. The researcher explained the model of reciprocal teaching to the students of the experimental group. The main instrument manipulated by the researcher in this study is an achievement reading comprehension test. As for the results, t-test for two independent samples shows that there is a significant difference in the reading comprehension achievement test in favour of the experimental group.

2.4 Discussion of Previous Studies

The use of reciprocal teaching strategy is not limited to the field of teaching English. Other disciplines also take advantage of this strategy. As mentioned before, the researcher outlined studies that used reciprocal teaching. The researcher will discuss previous studies as well as the current study in terms of objectives, samples, instruments and statistical means.

Concerning objectives, all previous studies share a similar objective which is the effect of reciprocal teaching on achievements. Yet, achievements are related to different disciplines. Al-Seliti (2014) focuses on reading comprehension achievement of Arabic language similarly to Ningsih (2009). Khaleeliya (2016) concentrates on the grammatical achievements of Arabic language and the effect of reciprocal teaching on students' motivation to learn Arabic. AlSaraireh (2016) focuses on reading comprehension achievements for students who study English as a foreign language at the college level. This study is similar in objective with AlSaraireh except that this study deals with preparatory school students.

Samples of previous studies vary in size and type according to the aims of each one. Al-Seliti's study (2014) has 102 male and female students at the primary school level that has been divided into four groups. The sample of Khaleeliya (2016) consists of 46 secondary school students. Moreover, 74 Senior Islamic High School students represent the sample of Ningsih (2009). The largest sample belongs to AlSaraireh (2016) because it contains 176 EFL college students. Accordingly, this study involves 72 fourth preparatory students in Ramadi city. This means that it is nearest in number with Ningsih (2009). Besides, none of the previous studies tackled the academic preparatory level.

As for instruments, all previous studies besides the present study used a performance tests to collect data. Only Khaleeliya (2016) used an extra instrument which is a questionnaire to measure the effect of reciprocal teaching strategy on students' motivation to learn Arabic language. Previous studies, as well as the present study, used t-test to find the statistical differences between experimental and control groups. Moreover, the researcher used chi-square, mean, standard deviation and Pearson correlation coefficient to obtain results of this study.

3. Method

3.1 Experimental Design

To clarify the hypotheses of the present study, the researcher conducts an experiment. The quasi-experimental design is selected. There are two groups (experimental and control). The independent variable is the reciprocal teaching strategy, whereas the dependent variables are reading comprehension performance and students' retention of the reading texts. The experimental group taught according to the reciprocal teaching strategy, while the control group taught without reciprocal teaching strategy. See Table (1).

Table (1)
The Design of the Experiment

Group	Independent Variable	Instrument of the Study	Dependent Variable
Experimental	Reciprocal Teaching Strategy	- Reading comprehension test	- Reading Comprehension Performance.
Control	-----	- Retention test	- Students' retention of the reading texts.

3.2 Population and Sampling

The population of this study includes the fourth scientific preparatory class students in the city of Ramadi. The sample of this study involves 72 students who have been selected randomly. The sample is divided into the experimental group which includes 36 students and the control group that also includes 36 students.

3.3 Equalizing Experimental and Control Groups

The equalizing process is significantly demanded in any experimental design. The researcher achieved equalizing between the experimental and control group according to certain variables. The researcher in this study used the variables of age, students' scores in English of the previous year, the total average, father education and mother education to achieve equalization between the two groups. Check Table (2).

Table (2)
Equalizing the Two Groups according to the Scores of English, Total Average and Age

Variables	Groups	N	Mean	Std. Deviation	Degree of Freedom	Computed t-value	Tabulated t-value	L. S.
Score of English in the previous years	experimental	36	66.08	7.161	70	1.016	2.000	0.05
	control	36	64.39	6.995				
Total Average in the previous year	experimental	36	70.33	6.512	70	1.433	2.000	0.05
	control	36	68.08	6.809				
Age	experimental	36	193.3	1.383	70	1.691	2.000	0.05
	control	36	192.4	1.404				

According to the results, we can see that the computed t-values (i.e. 1.016, 1.433 and 1.691) are less than the tabulated value which is 2.000. This means that there are no significant differences in the scores of English in the previous year, total average in the previous year and age between the experimental and control group.

As for equalizing the experimental and control group according to the variable of fathers' education, we can decide that there are no significant differences between both groups since the calculated chi-square value (3.361) is less than the critical value which is (7.81). In addition, it is found that there are no significant differences between the experimental and control group according to the variable of mothers' education because results show that the calculated chi-square value (0.932) is lower than the critical value which is (7.81) at the level of significance (0.05). See Tables (3) & (4).

Table (3)
Equalizing according to the Fathers' Education Variable

Variable	Group	N	Primary	Secondary	Diploma & B.A.	M.A. & Ph.D.	Value of Chi-square		L.S
							Calculated	Tabulated	
Father's Education	Experimental	36	7	8	13	8	3.361	7.81	0.05
	Control	36	13	10	8	5			

Table (4)
Equalizing according to the Mothers' Education Variable

Variable	Group	N	Primary	Secondary	Diploma & B.A.	M.A. & Ph.D.	Value of Chi-square		L.S
							Calculated	Tabulated	
Mother's Education	Experimental	36	11	8	11	6	0.932	7.81	0.05
	Control	36	13	10	8	5			

3.4 The Teaching Material

The researcher invested "**English for Iraq**" written by **Caroline de Messieres** as the teaching material in this study. Reading passages were chosen from units one, two, three and four. These passages are entitled as follow "Arabic and English", "Official languages", "UNICEF", "Places to go" and "The gap year".

3.5 Applying Reciprocal Teaching Strategy

The experiment of applying reciprocal teaching strategy began on the 13th of October 2019. It is worth mentioning that the researcher taught both the experimental and control group by himself to control the variable of the teacher. Two days were allotted every week to teach reading comprehension by the researcher himself.

In order to apply reciprocal teaching strategy on the experimental group appropriately and correctly, the researcher divided students into four groups. Each one contains five students. In the first lesson, the teacher explained strategies which are to be implemented by experimental group students and responsibilities of each strategy. In the beginning, the teacher participated directly with students in implementing all strategies. After that, the teacher chose one student to be as a teacher who directs the implementation of reciprocal teaching strategies in each group. The lesson started by asking students about their expectation and prediction about the aim of the passage through the main headline or subtitles in the passage.

Then, they read part of a passage or the whole passage silently and recommended to highlight unclear words and sentences that they cannot understand. After that the student-acting teacher allows students to generate questions about the main and important information in the passage. Then, the stage of clarification strategy comes. Through clarification, students, student-acting teacher and school-teacher participate in answering students' questions and clarifying unclear words or sentences cooperatively through dialogue. Within the summarizing strategy, the classroom teacher retains his leadership in the class and asks students to give a summary of the main theme of the reading passage.

On the other hand, students of the control group were taught according to the common method they used to. First, the teacher read the passage. Then, students participate reading aloud. After that the teacher explain the reading passage more. Furthermore, questions and answers about the reading passage are set. Finally, the teacher solves the activity book exercises or assigns them as a homework. The experiment continued for eight weeks. It ended on the 12th of December.

3.6 Instruments

The researcher manipulated a test to gather the necessary data to achieve aims and test the hypotheses of the study. It is important for the instrument to match the behavioural aims incarnated by increasing students' performance level in reading comprehension skill. The test contains four questions. Question one includes unseen passage to be read carefully and five items to be answered from the unseen passage. Question two involves ten items to be answered by students from the textbook reading passages. As for question three, there are five completion items. Finally, question four contains five matching items (i.e. to match between words and their definitions).

Marks are distributed as follow, each item in the test is allocated two marks. This means that the total mark of the test is fifty marks. It is worth mentioning that items in questions one, two and three are semi-objective because they include short-answer questions and completion items. Moreover, items of question four are to be corrected objectively since they are matching items.

Concerning the retention test, the researcher used the similar classification of reading comprehension test except Question Four. A True/ False form is used instead of Matching. Moreover, the distribution of marks are totally similar to the distribution of the reading comprehension test.

3.6.1 Validity and Reliability of the Achievement Test

Two types of validity are applied on the reading comprehension performance test in this study. First, is content validity that indicates the applicable relation between the performance test and the instructional material taught for students (Blerkom, 2009, p.60). Accordingly, the jury members assured that items of the test cover the whole instructional material. The jury members involve eight members who are English language teachers, English language supervisors and specialists in linguistics. The second type is face validity. It is achieved when the test items directly measure the targeted skill. Subsequently, this will ensure the

appropriateness of the test for students who are taking the exam (Ibid, p.63). The total percentage of agreement between the jury members on the appropriateness of the performance test is 0.87 and 0.90 for the retention test. Besides, the researcher takes into consideration the whole recommendations of the jury members by making the necessary modifications on the test.

Reliability in this study was achieved by using the test-retest method. Forty students were selected to participate in the pilot administration of the test. It is dated on the 17th of December and the retest was applied on the 19th of December. After using Pearson Correlation formula to compare between the two mean scores of the degrees of the test and retest exams, results show that the value of Pearson Correlation Coefficient of the performance test is (0.84) and (0.80) for the retention test which are considered acceptable according to Cohen's Classification (Pallant, 2010, p. 134). Furthermore, it is worth mentioning that the average time needed to answer the reading comprehension test and retention test is 40 minutes by summing the time of the student who finishes first and the student who finishes last. Then we divide the sum by 2.

3.6.2 Analysis of Test Items

The process of item analysis involves finding out the difficulty level, discrimination power of items and the effect of distracters. These procedures effectively improve the weak items in your test through substitution or reconstruction (Al-Najar, 2010, p.249). After the pilot administration of the reading comprehension test, the researcher collected the papers of the examinees and ordered them from the highest to the lowest degree. Then 27% from the highest degree papers were extracted and the same percentage extracted from the lowest degree papers to be used in the item analysis process. Item Difficulty Formula is used to check the difficulty level of items of the test. Results show that items difficulty ranges between 27% and 72% and this result is considered acceptable because the recommended range is (0.25 - 0.75) (Ibid, p. 254). Besides, values of discrimination power occur between (0.34 and 0.83). This result is recommended according to Ebel who maintains that the value of item discrimination power starts from 0.30 and above. See Table (5) below.

Table (5)
Difficulty Level and Discrimination Power of Items

No.	Difficulty Level	Discrimination Power	No.	Difficulty Level	Discrimination Power
Q1	-----	-----	9	0.40	0.50
1	0.27	0.41	10	0.45	0.52
2	0.54	0.62	Q3	-----	-----
3	0.71	0.66	1	0.58	0.61
4	0.53	0.46	2	0.40	0.54
5	0.35	0.34	3	0.70	0.67
Q2	-----	-----	4	0.53	0.43
1	0.70	0.83	5	0.60	0.68
2	0.65	0.58	Q4	-----	-----
3	0.57	0.48	1	0.34	0.39
4	0.50	0.67	2	0.68	0.73
5	0.30	0.36	3	0.43	0.57
6	0.60	0.52	4	0.55	0.60
7	0.65	0.59	5	0.67	0.69
8	0.72	0.74			

3.7 The Final Application of the Reading Comprehension Test

The final administration of the test came after finding out validity, reliability, analyzing items of the test and determining the needed time to answer the test. It took place on the 24th of December. Seventy-two students belong to the experimental and control groups participated in the test. Before starting the exam, students were told to read the instructions carefully and were urged to be as objective as possible. Moreover, the researcher provided the required logistics equally for the two groups to prevent any extraneous variables from affecting students' performance. The researcher directly supervised the test for the two groups. The test was successful and all students answered without problems.

4. Results

4.1 The Effect of Reciprocal Teaching on Reading Comprehension Performance

The first aim in this study focuses on the impact of reciprocal teaching strategy on reading comprehension performance. After applying the reading comprehension test, the researcher compared scores obtained by the control group and those obtained by the experimental group by using t-test for two independent samples.

Table (6)
T-test Value of the Reading Comprehension Test between the Control and the Experimental Groups

Group	Number of Students	Mean	Standard Deviation	DF	Computed t-Value	Tabulated t-Value	LS
Experimental	36	39.3	5.24	70	3.121	2.00	0.05
Control	36	35.8	4.29				

According to Table (6) above, we see that the mean of the experimental group is (39.3) and its standard deviation is (5.24). On the other hand, the mean of the control group is (35.8) with a standard deviation (4.29). Moreover, it has been found the calculated t-value (3.121) is more than the tabulated one which is (2.00). Accordingly, the first null hypothesis is rejected because there are significant differences in reading comprehension performance between the experimental and control group in favour of the experimental group.

4.2 The Effect of Reciprocal Teaching on Retention

The second aim in the present study stresses the effect of reciprocal teaching strategy on retention. The retention exam was applied to the experimental and control groups on the 8th of January 2020. Also, t-test for two independent samples is used to test the second hypothesis in this study. See Table (7)

Table (7)
T-test Value of Retention Test between the Control and the Experimental Groups

Group	Number of Students	Mean	Standard Deviation	DF	Computed t-Value	Tabulated t-Value	LS
Experimental	36	30.8	5.11	70	2.157	2.00	0.05
Control	36	28.4	4.19				

According to the results of the t-test formula, we note that the mean score of the experimental group in the retention test is (30.8) with a standard deviation (5.11). On the other side, the mean score of the control group in the retention test is (28.4) and its standard deviation is (4.19). If we come to the computed t-value which is (2.157), we realize that it is higher than the tabulated value which is

(2.00). Ultimately, we improve that reciprocal teaching strategy affects positively on retention in favour of the experimental group. Therefore, the second hypothesis is rejected.

4.3 Discussion of Results

By comparing results of the present study with previous ones, we note that results of this study are mutual with Al-Seliti (2014), Khaleeliya (2016), Ningsih (2009) and AlSarairoh (2016) in the first aim since all studies conducted that reciprocal teaching strategy affects positively in favour of the experimental group even when the topics are various.

Other aims of previous studies do not meet with this study. For instance, Al-Seliti (2014) found that there is no significant difference in the achievement post-test between males and females according to the gender of sex. This means that reciprocal teaching strategy has similarly positive effects on the males and females' performance. Khaleeliya (2016) reveals that reciprocal strategy affects in arousing students' motivation towards learning Arabic language in favour of the experimental group. Concerning the present study, the results of the second aim showed that reciprocal strategy has increased retention ability of the experimental group upon the control one.

5. Conclusions

1. Reciprocal strategy can be useful not only in teaching EFL reading comprehension. Other subjects of teaching such as Arabic Language teaching, students' attitudes toward learning certain subject and motivation of students to learn and achieve more can benefit from this strategy.
2. Learning according to this strategy enhances social relations due to cooperative learning among students.
3. This strategy doesn't affect positively on performance only, also it helps students to keep the instructional material longer in their minds.

6. Recommendations

1. It is best for the Department of Preparation and Training in the Directorate of Education in Anbar to make training courses for EFL teachers about how to apply reciprocal strategy in teaching reading comprehension due to its benefits in increasing students' achievements and retention.
2. Specialist Supervisors should take a role to inform EFL teachers about reciprocal strategy and how to use it inside classrooms.
3. EFL teachers need to be acquainted with methods of teaching reading comprehension skill because as far as the researcher knows that a large per cent of them used to deal with teaching reading skill traditionally.

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أثر استراتيجية التدريس التبادلي على أداء وتذكر طلبة الرابع الاعدادي في مهارة الاستيعاب القرائي

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الملخص

تتضمن الدراسة الحالية هدفين. الأول هو معرفة مدى تأثير استراتيجية التعليم التبادلي على أداء تلاميذ الرابع الاعدادي لمهارة الاستيعاب القرائي في مادة اللغة الانكليزية. الهدف الثاني يسعى لمعرفة مدى تأثير نفس الاستراتيجية على التذكر لنصوص الاستيعاب القرائية. حدود الدراسة مقتصرة على تلاميذ الرابع العلمي الاعدادي في مدينة الرمادي خلال الفصل الاول للعام الدراسي 2019-2020. تم وضع فرضيتان، الأولى افترضت عدم وجود فرق ذو دلالة احصائية بين متوسط درجات الامتحان التحصيلي البعدي للمجموعة التجريبية و متوسط درجات امتحان الاداء الاستيعابي القرائي البعدي للمجموعة الضابطة عند مستوى دلالة (0,05). الفرضية الثانية تشير الى عدم وجود فرق ذو دلالة احصائية بين متوسط درجات امتحان التذكر للمجموعة التجريبية ومتوسط درجات امتحان التذكر الاستيعابي القرائي للمجموعة الضابطة عند مستوى دلالة (0,05). عينة البحث تتضمن 72 تلميذا تم اختيارهم عشوائيا . بعد ذلك تم توزيعهم الى مجموعتين (36 تلميذ للمجموعة التجريبية و 36 تلميذا للمجموعة الضابطة) بعد اجراء عملية المكافئة بين المجموعتين. تم تدريس مادة الاستيعاب القرائي للمجموعة التجريبية بطريقة استراتيجية التعليم التبادلي. اما المجموعة الضابطة فقد تم تدريسهم مادة الاستيعاب القرائي بالطريقة التواصلية. كما تم تدريس المجموعتين من قبل الباحث نفسه. من أجل تحقيق اهداف الدراسة، صمم الباحث اختبارا للحصول واختبارا للتذكر، وبعد عرضه على خبراء تم تطبيقه. اظهرت النتائج فيما يخص الفرضية الاولى بان هنالك فرق ذو دلالة احصائية في متوسط درجات اختبار التحصيل البعدي بين المجموعتين ولصالح المجموعة التجريبية. أما فيما يخص الفرضية الثانية، اثبتت النتائج بأن هنالك فرق ذو دلالة احصائية في متوسط درجات اختبار التذكر الاستيعابي القرائي بين المجموعتين ولصالح المجموعة التجريبية. تأسيسا على ما سبق، تم وضع الاستنتاجات والتوصيات.

الكلمات المفتاحية: التدريس التبادلي، الاستيعاب القرائي، الاداء، التذكر