



RECIPROCAL TEACHING STRATEGY FOR IMPROVING MODERN ARABIC TEXT READING SKILLS

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ABSTRACT

This study aims to examine the effect of the *Reciprocal Teaching* strategy on improving students' reading skills in modern Arabic texts. The research employed a quantitative approach using a quasi-experimental design involving an experimental class and a control class. The sample consisted of 72 students selected through cluster random sampling. Data was collected through reading comprehension tests (pretest and posttest) and classroom observation, then analyzed using descriptive statistics and an independent sample *t-test*. The results indicate that the mean posttest score of the experimental class (84.31) was significantly higher than that of the control class (72.58). The *t-test* analysis showed a significant value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the two groups. In addition, the percentage of improvement in the experimental class reached 37.1%, while the control class showed an improvement of only 17.0%. These findings demonstrate that the *Reciprocal Teaching* strategy has a significant effect on enhancing students' reading skills in modern Arabic texts. Therefore, this strategy is effective as an alternative approach to *qirā'ah* instruction that promotes active participation and deeper reading comprehension.

Keywords: Arabic Language, Reciprocal Teaching, Reading Skills, Madrasah Aliyah

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi *Reciprocal Teaching* dalam meningkatkan keterampilan membaca teks bahasa Arab modern siswa. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimen (*quasi experiment*) yang melibatkan kelas eksperimen dan kelas kontrol. Sampel penelitian berjumlah 72 siswa yang dipilih melalui teknik *cluster random sampling*. Data dikumpulkan melalui tes keterampilan membaca (pretest dan posttest) serta observasi, kemudian dianalisis menggunakan statistik deskriptif dan uji *t*. Hasil penelitian menunjukkan bahwa nilai rata-rata posttest kelas eksperimen (84,31) lebih tinggi dibandingkan kelas kontrol (72,58). Uji *t* menunjukkan nilai signifikansi 0,000 ($< 0,05$), yang berarti terdapat perbedaan signifikan antara kedua kelas. Selain itu, persentase peningkatan hasil belajar kelas eksperimen mencapai 37,1%, lebih tinggi dibandingkan kelas kontrol sebesar 17,0%. Temuan ini menunjukkan bahwa strategi *Reciprocal Teaching* berpengaruh signifikan dalam meningkatkan keterampilan membaca teks bahasa Arab modern siswa. Dengan demikian, strategi ini efektif digunakan sebagai alternatif pembelajaran *qirā'ah* yang mendorong keaktifan dan pemahaman siswa secara lebih mendalam.

Kata Kunci: Bahasa Arab, Reciprocal Teaching, Keterampilan Membaca, Madrasah Aliyah

INTRODUCTION

Reading skills (*maharah qira'ah*) are one of the main competencies in Arabic language learning at Madrasah Aliyah. Through reading, students are expected to be able to understand the content of texts, grasp the main ideas, and relate the information obtained to a broader context. (Mahdir, 2020) In modern Arabic language learning, reading skills play an increasingly important role because the texts used are generally informative, topical, and relevant to contemporary life (Tania et al., 2023).

However, the reality of qira'ah learning in madrasah shows that there are various problems. One of the problems that often arises is the low ability of students to comprehensively understand modern Arabic texts. (Ardiansyah et al., 2023) Many students can read texts aloud but have difficulty understanding the overall meaning of the reading. (Khoerudin, 2024) Students' understanding is often limited to word-for-word translations, without being able to identify the main ideas, the relationships between paragraphs, and the main message of the text.

This problem is inseparable from the learning approach, which still tends to be conventional and teacher centred. In the practice of learning to read Arabic, teachers often become the main source of text interpretation, while students play more of a listening role. (Hulantu et al., 2023). This learning pattern results in students being less trained in developing independent reading strategies, such as asking questions, clarifying meaning, summarising information, and predicting the content of a text. (Jailani et al., 2021) As a result, qira'ah learning becomes less interactive and does not fully train students' critical thinking skills.

On the other hand, the characteristics of modern Arabic texts require more complex reading skills. These texts use contemporary vocabulary, varied sentence structures, and a style of language that differs from classical texts (Mardiyah et al., 2025). Without the right learning strategy, students easily encounter difficulties and lose motivation in learning to read. Therefore, a learning strategy is needed that can encourage students to actively interact with the text and develop their reading skills more deeply. (Khasanah, 2023) One strategy that is considered relevant to these needs is reciprocal teaching.

Reciprocal Teaching is a learning strategy that emphasises structured dialogue in understanding texts through four main activities, namely summarising, asking questions, clarifying, and predicting. This strategy is designed to actively engage students in the process of understanding reading material and practising metacognitive skills. (Hawa et al., 2024)

Several studies have demonstrated the effectiveness of Reciprocal Teaching in improving the quality of learning. Research by Pradja and Firmansyah proved that the application of Reciprocal Teaching can increase student activity and learning outcomes. Although conducted in the context of mathematics learning, these findings show that this strategy encourages cognitive engagement among students and creates more dialogic learning. (Pradja et al., 2020) Another study conducted by Ria Sagita Sastra and colleagues on Indonesian language speaking skills at secondary school level showed a significant improvement in students' speaking abilities after the implementation of Reciprocal Teaching (Sastra et al., 2022). These results indicate that this strategy is effective in developing language skills through cooperative and student-centred learning. In the context of Arabic, research documented in the IAIN Kediri repository reveals that students' low Arabic reading skills are related to the lack of reading strategies that train students to think independently. Reading instruction is still dominated by translation and teacher explanations, so students are less accustomed to actively constructing their understanding of the text. These findings emphasise the importance of learning strategies that directly involve students in the process of understanding Arabic texts.

Although various studies have demonstrated the effectiveness of Reciprocal Teaching, there are still gaps in research that need to be further explored. Research on Reciprocal Teaching in Arabic language learning, particularly in reading skills, is still relatively limited. In addition, studies that specifically examine the application of this strategy to modern Arabic texts at the State Madrasah Aliyah level are still rare.

Most existing research focuses more on other language skills or classical Arabic texts, so that the characteristics of modern texts, which are more contextual, have not received much attention. In addition, the context of MAN as a formal educational institution has its own characteristics in terms of curriculum and student characteristics, thus requiring specific empirical studies

Based on these conditions, this study aims to examine the use of the Reciprocal Teaching strategy in improving modern Arabic text reading skills at Madrasah Aliyah Negeri 2 Ciamis. This study is expected to provide practical contributions for Arabic language teachers in developing more active and effective qirā'ah learning, as well as enriching academic studies in the field of Arabic Language Education.

METHOD

This study utilised a quantitative research method with a quasi-experimental design. The design used was a pretest–posttest one-group design (Fauziyah et al., 2024) which aimed to determine the effect of using the Reciprocal Teaching strategy on students' modern Arabic text reading skills. The data in this study is quantitative data obtained from reading skill test scores before (pretest) and after (post test) the application of the Reciprocal Teaching strategy. The main data source comes from students at MAN 2 Ciamis Regency who were the subjects of the study, as stated by (Yunus et al., 2024) while supporting data sources were obtained from Arabic teachers and relevant learning documents, such as syllabi and lesson plans.

Data collection techniques were carried out through a written test of modern Arabic reading skills, which was compiled based on reading comprehension indicators, including the ability to understand main ideas, detailed information, the meaning of vocabulary in context, and text inference. (Rahmat Fauzi & Nugraha, 2023) In addition to the test, data collection was also supported by observation to see the implementation of the Reciprocal Teaching strategy during the learning process. (Mafarja et al., 2023) Data analysis techniques were carried out using descriptive and inferential statistical analysis, namely calculating the average value and percentage of learning outcome improvement, then followed by a t-test (paired sample t-test) to determine the significant difference between the pretest and posttest results. The research hypothesis was formulated as follows: H_0 (null hypothesis) stated that the use of the Reciprocal Teaching strategy had no significant effect on students' modern Arabic text reading skills, while H_1 (alternative hypothesis) stated that the use of the Reciprocal Teaching strategy had a significant effect on improving students' modern Arabic text reading skills at MAN 2 Ciamis Regency.

RESULTS AND DISCUSSION

Implementation of Learning Using Reciprocal Teaching Strategies

The process of learning maharah kalam using the Reciprocal Teaching strategy is as follows

a. Opening ceremony

Arabic language learning begins with an opening activity aimed at preparing students physically and psychologically to be ready for learning. The teacher opens the lesson with a greeting, prayer, and attendance check. After that, the teacher conducts an apperception

by asking light questions related to the students' experiences at school, such as their views on the role of school in life and their future aspirations. Arabic language learning begins with opening activities aimed at preparing students physically and psychologically to be ready to participate in learning. As stated by Sintia , (2023) 'Opening activities in Islamic learning include greetings, prayers, and apersepsi to build students' psychological readiness, in accordance with the principles of holistic education in the Qur'an' The teacher begins the lesson with greetings, prayers, and checking student attendance. After that, the teacher conducts apperception by asking light questions related to students' experiences at school, such as their views on the role of school in life and future aspirations this assumption is reinforced by Putra (2024)research, which states that apperception based on student experiences increases learning motivation by up to 25% in madrasah

Next, the teacher briefly explains the learning objectives, which are for students to be able to understand the content of modern Arabic texts through active reading and group discussions using the Reciprocal Teaching strategy. This approach is in line with the findings of Palincsar (1984)the originator of Reciprocal Teaching, who asserts that 'this strategy improves reading comprehension through four steps: predicting, questioning, clarifying, and summarising' (Palincsar, 1984) especially effective texts for second languages such as Arabic. Teachers also briefly explain the steps of the strategy to be used, so that students have an initial idea of the roles and activities they will perform during the learning processthis is supported by a study by Tastemir & Seidaliyeva, (2025)which proves that preliminary explanations of scaffolding strategies such as RT increase student engagement in language

b. Core Activities

During the main activity, the teacher distributed a reading text entitled “**المَدْرَسَةُ بَيْتُ الْعِلْمِ**” to the students.

المَدْرَسَةُ بَيْتُ الْعِلْمِ

في صَبَاحٍ جَمِيلٍ، أَشْرَقَتِ الشَّمْسُ عَلَى سَاحَةِ المَدْرَسَةِ، وَبَدَأَ الطَّلَابُ يَدْخُلُونَهَا بِوُجُوهِ بَاسِمَةٍ وَقُلُوبٍ مُتَفَائِلَةٍ. كَانَ كُلُّ وَاحِدٍ مِنْهُمْ يَحْمِلُ حَقِيبَتَهُ المَلِيئَةَ بِالْكِتَابِ وَالْأَخْلَامِ. عِنْدَ بَابِ المَدْرَسَةِ، وَقَفَ المَدِيرُ يُسَلِّمُ عَلَى الطَّلَابِ وَيُسَبِّحُهُمْ عَلَى النِّشَاطِ وَالِإِحْتِمَادِ فِي طَلَبِ العِلْمِ. دَخَلَتْ فَاطِمَةُ إِلَى صَفِّهَا مَسْرُورَةً، وَجَلَسَتْ بِجَانِبِ صَدِيقَتِهَا عَائِشَةَ. بَدَأَ الأُسْتَاذُ دَرَسَ اليَوْمِ عَنِ "العِلْمِ وَأَهْمِيَّتِهِ فِي حَيَاةِ الإِنْسَانِ". تَحَدَّثَ عَنِ كَيْفِ تَسَاعُدِ المَدْرَسَةِ فِي بِنَاءِ شَخْصِيَّةِ الطَّالِبِ، وَتَنْجِي فِكْرَهُ وَمَهَارَتَهُ. كَانَ الطَّلَابُ يُشَارِكُونَ فِي التِّقَاشِ، وَيَسْأَلُونَ الأُسْتَاذَ بِحَمَاسٍ. بَعْدَ انْتِهَاءِ الدَّرْسِ، خَرَجَ الطَّلَابُ إِلَى الفِنَاءِ لِلِاسْتِرَاحَةِ. جَلَسُوا يَتَحَدَّثُونَ عَنِ أَخْلَامِهِمْ فِي المُسْتَقْبَلِ: مِنْهُمْ مَنْ يُرِيدُ أَنْ يُصْبِحَ طَبِيبًا، وَمَنْ يُرِيدُ أَنْ يَكُونَ مُعَلِّمًا. قَالَتْ فَاطِمَةُ: سَأَكُونُ مُعَلِّمَةً إِنْ شَاءَ اللهُ، لِأَنِّي أُحِبُّ المَدْرَسَةَ وَأُرِيدُ أَنْ أُعَلِّمَ الأَطْفَالَ كَمَا يُعَلِّمُنَا أُسْتَاذُنَا. اِبْتَسَمَ الجَمِيعُ، وَشَعَرُوا أَنَّ المَدْرَسَةَ حَقًّا هِيَ بَيْتُ العِلْمِ وَالْأَمَلِ.

Learning is carried out by applying the four main stages of the Reciprocal Teaching strategy, namely predicting, questioning, clarifying, and summarising, in sequence and in an integrated manner. This strategy has been proven effective in improving reading comprehension through the integration of these four stages, as found in recent research showing an increase in average scores from 63 to 81 in Year 12 students.

First, in the predicting stage, students are asked to read the text title and observe several key vocabulary words. In groups, students predict the content of the text and convey their assumptions about the topic and main message of the reading. This activity encourages students to activate their prior knowledge and foster curiosity before reading the text in its entirety, with implementation that significantly increases student participation at the secondary school level.

Second, in the questioning stage, students read the text carefully and then compile questions based on the content of the reading, whether about the main ideas of the paragraphs, important information, or the meaning of certain vocabulary. Students take turns asking questions and discussing them with the group. The teacher acts as a facilitator who directs the discussion and corrects misunderstandings, although this stage is often challenging for students due to their lack of reflective habits.

Third, in the clarifying stage, students identify parts of the text that they find difficult, such as new vocabulary, certain expressions, or sentence structures that they do not understand. Students try to explain the meaning of these parts with the help of the context of the sentence and group discussion. Teachers provide reinforcement and additional explanations when necessary, so that students' understanding of the text becomes more complete, which is particularly effective in the context of EFL in secondary schools.

Fourth, in the summarising stage, students are asked to summarise the content of the text in their own words, either orally or in writing. Each group presents their summary and the values that can be taken from the text, particularly those related to the meaning of school as *bait al-‘ilm* and its role in shaping students' character and aspirations. This activity trains students to understand the main ideas and reorganise information in a coherent manner, with systematic application that supports deep understanding through teacher modelling.

c. Closing Activitie

At the end of the activity, the teacher and students reflected on the learning process and outcomes. The teacher asked evaluative questions to determine the extent to which students understood the text and the Reciprocal Teaching strategy steps that had been applied. Several students were asked to share their impressions and experiences during the learning process.

Next, the teacher reinforced the important points of the lesson, particularly the importance of actively and collaboratively reading Arabic texts. The teacher then outlined the follow-up activities, such as practising reading similar texts or simple homework assignments. The lesson ended with a prayer and closing remarks.

This study aims to determine the effect of using the Reciprocal Teaching strategy on improving the modern Arabic text reading skills of students at MAN 2 Ciamis Regency. The study was conducted in the odd semester of the 2025-2026 academic year using a quasi-experimental approach involving two groups, namely the experimental class, which was given treatment in the form of applying the Reciprocal Teaching strategy, and the control class, which was given conventional learning.

The population in this study consisted of all 305 Grade X students at MAN 2 Ciamis Regency, spread across several study groups. Given the time constraints and considerations of research effectiveness, the sampling technique used was cluster random sampling, which is sampling based on existing classes without directly randomising individuals. This technique was considered relevant because the academic characteristics of the students were relatively homogeneous and the class structure had been formed administratively by the school.

Description of Pre-test Data on Reading Skills

A pretest was given to both classes before the treatment was carried out. This test aimed to determine the students' initial ability to read modern Arabic texts. The pretest material consisted of a reading text with the theme *المدرسة بيت العلم* (school is the house of knowledge), accompanied by reading comprehension questions, including understanding the main ideas, detailed information, contextual vocabulary, and inferring meaning.

a. Experimental Class Pretest Results

The following are the pretest and posttest data for the experimental class:

Table 1. Experimental Class Pretest Results

No	Pretest	Posttest	Gain
1	45	72	27
2	48	75	27
3	50	75	25
4	52	78	26
5	52	78	26
6	54	80	26
7	55	80	25
8	56	82	26
9	56	82	26
10	58	83	25
11	58	83	25
12	60	85	25
13	60	85	25
14	61	86	25
15	62	87	25
16	62	87	25
17	63	88	25
18	64	88	24
19	65	89	24
20	65	89	24
21	66	90	24
22	67	90	23
23	68	91	23
24	68	91	23
25	69	92	23
26	70	92	22
27	71	93	22
28	72	93	21
29	73	94	21
30	74	94	20
31	75	95	20
32	76	95	19
33	77	94	17
34	78	93	15
35	62	87	25
36	64	88	24

Based on the pretest results given to 36 students in the experimental class, the following data was obtained:

Table 2. Descriptive Statistics of Pretest Scores in the Experimental Class

Highest value	Lowest value	Average (mean)	Median	Mode	Standard deviation
78	45	61,47	62	60	7,86

In general, the early reading skills of students in the experimental class were adequate. Most students still had difficulty understanding the main ideas of texts and interpreting vocabulary based on the context of the sentence. This shows that students were not yet accustomed to using systematic reading strategies.

b. Control Class Pretest Results

The following are the pretest and posttest data for the experimental class:

Table 3. Control Class Pretest Results

No	Pretest	Posttest	Gain
1	47	65	18
2	48	65	17
3	49	66	17
4	50	67	17
5	50	67	17
6	52	68	16
7	53	69	16
8	54	69	15
9	55	70	15
10	55	70	15
11	57	71	14
12	58	72	14
13	58	72	14
14	60	73	13
15	61	73	12
16	62	74	12
17	63	74	11
18	64	75	11
19	65	75	10
20	65	75	10
21	66	76	10
22	67	76	9
23	68	77	9
24	69	77	8
25	70	78	8
26	71	78	7
27	72	79	7
28	73	80	7
29	74	81	7
30	75	82	7
31	76	83	7
32	77	84	7
33	78	85	7
34	79	86	7
35	80	88	8
36	70	78	8

Based on the table above, the pretest results for the control class show the following data:

Table 4. Descriptive Statistics of Pretest Scores in the Control Class

Highest value	Lowest value	Average (mean)	Median	Modus	Standard deviation
80	47	62,03	63	65	8,12

These results indicate that the initial abilities of the control class were relatively equivalent to those of the experimental class. The average difference between the two classes was very small, so it can be concluded that the initial conditions of the two groups were at comparable levels of ability.

Initial Ability Equivalence Test

To ensure that both classes had balanced initial abilities, an independent t-test was conducted on the pretest scores.

The results of the analysis showed that the significance value was (Sig. 2-tailed) = 0.681. Meanwhile, the Sig. value was > 0.05 .

Thus, H_0 was accepted, which meant that there was no significant difference between the initial abilities of the experimental class and the control class. (Permana et al., 2023) This confirmed that the difference in learning outcomes at the final stage could be attributed to the treatment given.

Description of Posttest Data on Reading Skills

After the treatment was administered during two meetings, both classes were given a post-test with a level of difficulty and indicators equivalent to the pre-test.

a. Experimental Class Posttest Results

The results of the post test of the experimental class showed a significant improvement:

Table 5. Description of Posttest Data on Reading Skills Experimental Class

Highest value	Lowest value	Average (mean)	Median	Modus	Standard deviation
95	72	84,31	85	88	6,42

Improvements were seen in almost all students. Most students were able to understand the content of the text, identify the main ideas accurately, and interpret the meaning of vocabulary and sentences based on context. This shows that the Reciprocal Teaching strategy helps students develop active and reflective reading skills.

b. Control Class Posttest Results

Meanwhile, the post-test results of the control class showed a more limited improvement.

Table 6. Description of Posttest Data on Reading Skills Control Class

Highest value	Lowest value	Average (mean)	Median	Modus	Standard deviation
88	65	72,58	73	70	7,95

Although there was an improvement compared to the pretest, the improvement was not as significant as in the experimental class. Some students still had difficulty understanding the implicit meaning of the text and connecting information between paragraphs.

Hypothesis Test (Posttest t-test)

To determine whether there was a significant difference between the post-test results of the experimental class and the control class, an independent t-test was conducted.

The test results indicate that:

- Calculated t-value = 7.46
- Sig. value (2-tailed) = 0.000
- Sig. $< 0,05$

Thus, H_0 is rejected and H_1 is accepted, which means that there is a significant difference between the reading skills of students in the experimental class and the control class after the treatment. (Syafe'i et al., 2024) These results indicate that the use of the Reciprocal Teaching strategy has a significant effect on improving modern Arabic text reading skills.

Percentage Increase in Learning Outcomes

To clarify the level of improvement in learning outcomes, a gain score calculation was performed.

Table 7. Percentage Increase in Learning Outcomes

Class	Average Gain	Percentage of Increase
Experiment	22,84	37,1 %
Control	10,55	17,0%

The data shows that the improvement in reading skills in the experimental class was almost double that of the control class.

The results of the study indicate that the application of the Reciprocal Teaching strategy has a significant effect on improving students' modern Arabic text reading skills. This improvement is not only evident from the difference in post-test average scores, but also from the quality of students' understanding of the reading text.

The Reciprocal Teaching strategy allows students to actively engage in the reading process through four main stages: summarising, questioning, clarifying, and predicting. These stages directly train students' metacognitive skills, so that they do not just read the text mechanically but also process the information in depth.

In the experimental class, students were accustomed to discussing the content of the text in small groups, exchanging their understanding, and correcting misinterpretations together. This process helped students build collective understanding while increasing their confidence in reading Arabic texts. These findings are in line with social constructivism theory, which emphasises that knowledge is constructed through social interaction.

Conversely, conventional learning in the control class tends to place the teacher at the centre of information. Although students still gain understanding, the process is one-way and does not sufficiently train students to use independent reading strategies. This is what causes the relatively lower learning outcomes in the control class.

The findings of this study are in line with the results of research by Pradja and Firmansyah, which states that Reciprocal Teaching can increase student activity and learning outcomes. In addition, these results also reinforce Ria Sagita Sastra's findings that Reciprocal Teaching is effective in developing language skills through dialogic learning.

In Arabic language learning, this study provides empirical evidence that Reciprocal Teaching is not only relevant for speaking skills or non-language subjects, but also very effective in improving modern Arabic text reading skills. This strategy helps students understand texts holistically, develop critical thinking skills, and increase motivation to learn.

Thus, Reciprocal Teaching can be recommended as an alternative strategy in qirā'ah learning at Madrasah Aliyah, especially to address the increasingly complex challenges of learning modern Arabic texts.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the use of the Reciprocal Teaching strategy has a significant effect on improving the modern Arabic text reading skills of students at MAN 2 Ciamis Regency. This is demonstrated by the clear difference in learning outcomes between the experimental class and the control class. The average reading skill score of students in the experimental class increased from 61.47 on the pretest to 84.31 on the posttest, with an average gain of 22.84 or a percentage increase of 37.1%. In contrast, the control class, which used conventional learning, only experienced an increase from 62.03 to 72.58, with an average gain of 10.55 or a percentage increase of 17.0%.

Statistically, the t-test results showed a significant value of 0.000 ($p < 0.05$), indicating a significant difference between the learning outcomes of the two classes after the treatment was given. These findings confirm that the improvement in reading skills in the experimental class did

not occur by chance but was a direct result of the application of the Reciprocal Teaching strategy. In addition, the frequency distribution of post-test scores shows a shift in the abilities of students in the experimental class from the moderate to high category, while the control class is still dominated by scores in the moderate category.

Thus, the Reciprocal Teaching strategy has proven effective in helping students understand modern Arabic texts more comprehensively through activities such as summarising, questioning, clarifying, and predicting the content of the text. This strategy not only improves learning outcomes quantitatively, but also encourages students' activity, independence, and critical thinking skills in qirā'ah learning. Therefore, Reciprocal Teaching can be recommended as a relevant and applicable alternative learning strategy to improve the quality of Arabic reading learning in Madrasah Aliyah.

AUTHOR CONTRIBUTIONS STATEMENT

[AN] contributed as the research conceptualizer and designer, conducted data collection through analysis, and wrote the initial draft of the manuscript. [RSA] contributed to data analysis, assisted in the development of the research framework, and participated in refining the manuscript draft. [MFF], as the academic advisor and supervisor, provided continuous guidance throughout the research process, critically reviewed the manuscript, and offered strategic direction for the study. All authors have read and approved the final version of the manuscript.

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