

The Impact of Using Traditional VS. Reciprocal Teaching Strategy on Reading Skills for Primary Students in KSA: A Comparative Study

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ABSTRACT

This study aims to contrast the effects of conventional and reciprocal teaching strategies on KSA elementary students' reading ability. In this study, 30 randomly chosen fifth-graders students were divided into two groups: a control group and an experimental group. Both groups complete a pre-academic attainment reading proficiency test. The control group received teaching using traditional techniques, while the experimental group received instruction using a reciprocal strategy. The data was examined using statistical software for social sciences (SPSS). The pre-academic accomplishment test of the reading skills found no differences between the results of the experimental group and control group, which was used to answer the first question. The findings of the post-academic accomplishment test of the reading skills for primary pupils in KSA reveal variations between the outcomes of the control group and experimental group, which helped to address the second question. Following its findings and recommendations, the research issued the following statements. First, encourage and compel the teachers to teach English reading skills in a reciprocal manner. Second, the need for education directorates to offer continuing education programs to teachers so they can be prepared to use a reciprocal teaching approach. Third, prepare materials and techniques to apply in order to help the reciprocal teaching technique's impact reach students and aid in their understanding of the theoretical foundations and approaches used in its application. Include it in university programs that prepare teachers. Fourth, comparable studies should be conducted using course materials and examples from various stages.

Keywords: Traditional Teaching Strategy; Reciprocal Teaching Strategy; Reading Skills; Reading comprehension; Saudi Arabia.

1. Introduction

Reading is one of the four English learning skills taught, along with listening, speaking, and writing. Reading is the most important of all the skills mentioned above, and considered as a master key for learning process and gaining knowledge (Melandita, 2019; Alshehri, 2014).

This skill allow individuals to gather information, solve problems, or simply entertain themselves. Also, it is important for humans, because it enables them to express themselves or learn a new language. It is critical to emphasize that reading is one of the most important skills that should be attained in order to develop knowledge and keep up with the changes that take place in this global era (Afrizatama, 2016).

Melandita (2019) stated that no one could deny the importance of reading in the world of education; it allow students to obtain information that teachers do not offer. Furthermore, reading and comprehension are important skills for career, study, and day-to-day life.

One of the challenges of learning reading skill that it is not a natural process. Even in print-rich environments, it does not emerge smoothly from interactions with adults and parents. Reading is

multifaceted process that involve words, reorganization, comprehension, fluency and motivation. (Phajane, 2014).

Teaching techniques seem to be general means, manners, methods, processes, or stages that enforce a particular pattern on teaching or presentation of activities (Akdeniz, 2016). For teaching English and its skills, various teaching methods are used, some of which are traditional and others, such as the reciprocal strategy, are modern. Wahyuni (2018) affirmed that it is critical to shed a light on the importance of selecting the appropriate technique based on how effective it is at simplifying the subject, making it easy to understand, and improving the quality of the students' skills.

Direct or traditional methods rely entirely on exclusively orders English, noting that it is not allowed to use the mother tongue. The vocabularies are taught by demonstration, while oral skills were indeed taught by asking and answering questions between teachers and pupils (Renau, 2016). The most challenging part of this method is choosing the most effective activity for teaching reading skills, including reading comprehension, in the classroom (Marpaung, 2017).

Reciprocal strategy is one of the most effective techniques, which depends on the learner himself; it is his responsibility to learn reading and employ metacognitive reading strategies. The goal of

using this technique is to teach students how to use specific strategies on new texts by covering the necessary reading tactics. Which are predicting, generating questions, clarifying, and finally summarizing (Ahmadi & Gilakjani, 2012). According to Al-sarayreh (2013) using the reciprocal strategy, English teachers may face challenges such as taking extra time from students to start practicing sub-activities, student shyness, and wasting time by some members. Based on previous data, the study will compare between traditional and reciprocal teaching strategies and identify the most effective one for improving reading skills in primary students in KSA.

1.1 Research Problem and questions

Reserch Problem

Reading is an important skill to achieve the desired level of English proficiency. In addition, owing this skill is important for achieve the required comprehension. For English readers it is important to use their cognitive skills to extract and understand the meaning of printed, written, or electronic text in order to comprehend the content (Khan et al.,2020).

Nanah et al (2018) mentioned that in formal education, enhancing the reading skill is considered essential for students in order to improve their communication skills later on. But, unfortunately,

most students in the primary schools cannot read effectively before proceeding to the secondary schools.

In Saudi Arabia, and in accordance with the goals of the kingdom's 2030 vision, teaching English to first-grade students begin from the current academic year 2021 – 2022 (Ministry Of Education of KSA, 2021) . Prior to that, English teaching was only limited to the fourth-grade students and higher grades. As a result, Saudi students will have a very limited vocabulary and poor language skills. (Al-Qahtani, 2016).

Ineffective teaching strategies and other factors, according to Nezami (2012), have a significant impact on English learning, including reading ability. Inappropriate content, a lack of practice in class and exposure to English, unprofessional and untrained teachers, and a limited amount of time to learn this language are all factors.

Another factor contributing to the difficulty in learning to read is students' dislike of reading texts such as books, stories, and histories. This factor has a negative impact on their academic performance and the development of reading skill. (Alshehri, 2014).

All of the data mentioned previously had contributed to generate the research problem, which is determining whether traditional or reciprocal teaching strategies are more effective for improving

reading skills in primary students in KSA. Furthermore, many previous studies attempted to determine which strategy is more effective than the other, such as the effectiveness of reciprocal teaching versus traditional teaching (Mehmood & Mushtaq, 2017). While Others had investigated the impact of one strategy on reading comprehension, such as reciprocal teaching strategies and their impacts on English reading comprehension (Ahmadi & Gilakjani, 2012). However, the study of the impact of using traditional vs. reciprocal teaching strategy on reading skills for primary students in ksa: a comparative study, was not given suitable focus from researchers, indicating the existence of a research gap in prior studies which needs to be investigated, as represented by the present study's problem.

Research Questions

The main research question is:

Is there any differences between using traditional vs. reciprocal teaching strategy on reading skills for primary students in KSA?

As a result, the research became interested in the following sub-questions:

1. Is there any differences between the results of control group and experimental group in the pre-academic

achievement test of the reading skills for primary students in KSA?

2. Is there any differences between the results of control group and experimental group in the post-academic achievement test of the reading skills for primary students in KSA?

1.2 The Objectives of The Study

The primary goal of this study is to determine the effectiveness of traditional versus reciprocal teaching strategies on reading skills for primary students in KSA. Furthermore, it may provide some recommendations for the Saudi Arabia Ministry of Education and administrators in both public and private schools to use the most effective method in teaching primary students reading skills according to the study's findings.

According to the main goal of this study, two objectives are accord, which are:

1. Discover if there any differences between the results of control group and experimental group in the pre-academic achievement test of the reading skills for primary students in KSA.

2. Determine if there any differences between the results of control group and experimental group in the post-academic achievement test of the reading skills for primary students in KSA.

1.3 Study Hypothesis

H1: There are differences between the results of control group and experimental group in the pre-academic achievement test of the reading skills for primary students in KSA?

H2: There are differences between the results of control group and experimental group in the post-academic achievement test of the reading skills for primary students in KSA?

2. Literature review

2.1 Traditional teaching strategy

A traditional or direct teaching strategy is one that uses the target language (English) instead of the mother tongue in the classroom. Visual aids or demonstrations will be used to explain the meaning of a word spoken by the teacher if a student does not understand it. In other words, it will not be translated into the native language of the student. (Sitorus & Silitonga, 2018).

These methods employs phonemic awareness, phonics and alphabetic knowledge (Phajane, 2014). Additionally, it is based on teaching in the target language (English), which means that the

learner is not permitted to speak in his native language. Furthermore, good pronunciation is emphasized, while grammar rules and long lists of vocabulary must be memorized. (Renau, 2016). In other words, and according to previous data, these techniques depend on students receiving information and developing skills from teachers rather than taking the initiative.

2.2 Reciprocal teaching strategy

The primary goal of this strategy is to use discussion to improve comprehension and other skills such as creative thinking, self-control, and controlling abilities. It also allows students to evaluate their advancement in employing these techniques. (Al-sarayreh, 2013).

Reciprocal teaching is a way of teaching students how to use metacognitive thinking while extracting meaning from written text .However; the most important thing is the extraction of meaning process that accrues while reading the text depending on the prior experience. It important to shed the light on the fact of using the extraction process by expert readers. Otherwise, the content would appear as meaningless alphabetic scribbles. (Ahmadi & Gilakjani, 2012).

This method consists of teaching comprehension, expert modeling, and students practicing and discussing reading strategies with their peers (Okkinga et al., 2016). These additional strategies improve the pupils' comprehension of texts (Al-sarayreh, 2013). Furthermore, it assists pupils in improving their reading comprehension skills and becoming better readers (Ahmadi & Gilakjani, 2012).

2.3 Reading skill

Reading is frequently used to describe what beginners are doing when they are learning how to read and also what successful readers do when they are engaged in fluent reading. It is a self-discovery process in which readers interact with books using both metacognitive and cognitive efforts to decompose new knowledge in order to make or infer meaning (Kaya, 2015).

The defining of reading is an information gathering process, or as the interaction between the text and the reader. When a person reads, he is looking for a meaning based on their own view of the text and the information the text brings to them (Afrizatama, 2016). Reading, according to Johnson (2008), is the action of extracting information from a read text, which means extracting information from what people have already read. As a result, they comprehend it and collect the necessary information. In other words.

Ningsih (2017) stated that the reading word could be defined in a variety of ways; it is a mode of communication that employs both test and written language. It is a two-way conversation between the author and the reader. It is important to note that reading is an act of interpretation and comprehension. From Bojovic (2010) point of view, Reading is a complex, meaningful interactive, comprehending, and adaptable activity that needs a significant amount of time and resources to develop.

Reading skills are extremely important and play a crucial role in promoting reading comprehension. In addition, it is challenging to be a successful reader if you do not possess or have knowledge of reading skills. In addition, it is difficult for students to reach the required level of understanding to pass their class exams. Hence, it is critical to teach it in schools so that pupils could indeed deal with comprehension issues (Kaya, 2015).

2.4 Reading comprehension

Reading comprehension (RC) is more than just reading aloud; it is founded on the goal of understanding the meaning of words, sentences, and paragraph sense relationships among concepts (johnson, 2008). As stated by Woolley (2011) reading

comprehension is the method of extracting meaning from written text.

From Melandita (2019) point of view, reading comprehension is a complex task that requires many processing levels. Interacting with unfamiliar words in text is one of the most important basic tenets of comprehension. This skill is essential for educational success for all individuals at all levels; without it, students may face troubles in all zones of school (Baier, 2005). Besides that, it is the primary goal of reading and is required for educational and life - long learning (Zheng, 2014).

3. Methodology

Experimentation is the best methodology for ascertain the effectiveness of traditional versus reciprocal teaching method on the reading skill for primary students in KSA. This research will involve two groups: control group and experimental group, which will both consist of 30 random fifth-grade pupils from primary schools in Saudi Arabia.

Both groups will take a pre-academic achievement test of the reading skills. Control group will be taught using traditional methods, while experimental group will be educated using a reciprocal strategy. Following the use of the previously mentioned strategies, the mentioned groups will be given a post-academic achievement test of

the reading skills to determine the results and determine which strategy is more effective. Collected results will be analyzed using statistical package for the social sciences (SPSS).

4. Results and Discussion

4.1 Independent sample t test for pre-test

Table 1: Group statistics of pretest marks

Group		N	Mean	Std. Deviation	Std. Error Mean
pre-test marks	control group	15	6.20	1.740	0.449
	experimental group	15	5.00	2.104	0.543

Table 1 shows the group statistics of pretest marks for the students, the control group's means of the pretest is more than the experimental group, where the mean of the control group is (6.20) and the experimental group (5.00). The standard deviation of the experimental group is higher than the control group which means that the student's answers to questions in the control group are convergent, while the student's answers in the experimental group are contrastive.

Table 2: Independent sample t test for pretest

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pre - test marks	Equal variances assumed	0.828	0.371	1.702	28	0.100	1.200	0.705	-0.244	2.644
	Equal variances not assumed			1.702	27.047	0.100	1.200	0.705	-0.247	2.647

Table 2 presents that the mean of pretest marks of the control group and experimental group is non-significant (0.100), and according to Levene's test for equality of variances, the p-value is larger than 0.05 which means that we should accept the H null which assumes that the population variances of the control group and experimental group are equal, we rely on the first row of the output.

4.2 Independent sample t test for post test

Table 3: Group statistics of posttest marks

Group		N	Mean	Std. Deviation	Std. Error Mean
post-test marks	control group	15	8.60	1.549	0.400
	experimental group	15	14.47	1.995	0.515

Table 3 shows the group statistics of posttest marks for the students, the experimental group's means of posttest is more than the control group, where the mean of the experimental group was (14.47) which means that the student's marks were close to the full mark (18). As for the standard deviation, the results show that the answers were closer than the pretest.

Table 4: Independent sample t test for posttest

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
post-test marks	Equal variances assumed	0.797	0.380	-8.995	28	0.000	-5.867	0.652	-7.203	-4.531
	Equal variances not assumed			-8.995	26.381	0.000	-5.867	0.652	-7.206	-4.527

The mean of posttest marks for the control group and experimental group is shown in Table 4 as being significant (0.000), we rely on the first row of the output and Levene's test for equality of variances which shows that the p-value is greater than 0.05, indicating that we should accept the H null, which presumes that the population variances of the control group and experimental group are equal.

4.3 Independent sample t test for gain score

We use the gain score analysis because the pretest to posttest is not the same in the two groups. The standard method for analyzing gain scores is to first compute the gain score, followed by an analysis of variance with treatment as the between-subjects component. Each participant's improvement (gain) from the pretest to the posttest was calculated by deducting their pretest score from their posttest score (Gain = posttest - pretest).

Table 5: Group statistics of gain score

Group		N	Mean	Std. Deviation	Std. Error Mean
Gain score	control group	15	2.40	1.298	0.335
	experimental group	15	9.47	2.748	0.710

Table 5 shows that the mean of the experimental group in the gain score is larger than the control group, where the mean of the experimental group was (9.47) and the mean of the control group was (2.40), this means that the change in students' marks in the posttest was large compared to the pretest. The gain score was positive, this indicates that the posttest marks were greater than the pretest marks.

Table 6: Independent sample t test for gain score

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gain score	Equal variances assumed	6.283	0.018	-9.05	28	0.000	-7.067	0.785	-8.674	-5.459

Equal varian ces not assum ed			- 9.0 05	19.9 53	0.0 00	-7.067	0.785	- 8.7 04	- 5.4 29
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The mean of the gain score is shown in Table 6 as being significant (0.000), we rely on the second row of the output and Levene's test for equality of variances which shows that the p-value is less than 0.05, indicating that we should reject the H null, which presumes that the equal variances not assumed.

The results are in line with Afrizatama, (2016) study which finds that the Reciprocal teaching strategy is effective in teaching reading to the eighth grade. The Afrizatama, (2016) study find also the students responded positively to learning reading through reciprocal teaching strategy, saying that it makes learning English easier, that it improves their reading comprehension, that predicting a text can encourage them to keep reading it, that creating questions helps them to identify the information from the text, that explaining unfamiliar words and word references can help them more.

On the other hand, in Afrizatama, (2016) students also provided negative feedback, claiming that making a summary does not help

them understand the book better and that the reciprocal teaching technique does not entice and urge them to read. This difference lies with our study because the Afrizatama, (2016) study applied to eighth grade, while the current study applies to fifth grade, because the eighth graders are older, it is possible that these teaching methods do not fully appeal to them.

The current study is also consistent with Ahmadi and Gilakjani, (2012) study which found that on students' English reading comprehension and metacognitive reading methods, reciprocal instruction has a significant positive impact. Ahmadi and Gilakjani, (2012) find also that reciprocal teaching is a style of reading education that makes it easier to teach English reading comprehension.

Al-sarayreh and Mohamed, (2013) find that there is a significant influence of the Reciprocal teaching strategy in the development of the student achievement of geographical material in sixth-grade students, which is along with the current study. As well the study of Mehmood and Alvi, (2007) find that the technique of reciprocal teaching was more successful in raising students' academic achievement, which is also along with the current study. The study also found that the average educational achievement of female students in the tenth grade in the subject of General Science was increased by using a reciprocal teaching technique, which was easier

to implement than traditional pedagogies, and the groups taught using the reciprocal teaching technique and standard instruction differ noticeably. Test results from the experimental group were better than those from the control group (traditional teaching), all these results are consistent with the current study

Conclusion and Recommendations

This study's main objective is to compare the impact of traditional versus reciprocal teaching methods on the reading abilities of KSA elementary students. The two objectives of this study are to ascertain whether there are any differences between the outcomes of the control group and the experimental group in the pre-academic achievement test of the reading skills for primary students in KSA and whether there are any differences between the outcomes of the control group and the experimental group in the post-academic achievement test of the reading skills for primary students in KSA, in accordance with the study's main goal.

A control group and an experimental group, both made up of 30 randomly selected fifth-graders from Saudi Arabian primary schools, are used in this study. A pre-academic accomplishment exam of reading proficiency is taken by both groups. The experimental group received instruction utilizing a reciprocal strategy, whereas the control group received instruction using conventional methods.

Social sciences statistical software was used to examine the collected data (SPSS).

To answer the first question, the results find that there are no differences between the results of the control group and experimental group in the pre-academic achievement test of the reading skills for primary students in KSA. And to answer the second question, the results find that there are differences between the results of the control group and experimental group in the post-academic achievement test of the reading skills for primary students in KSA.

Based on the conclusions reached by the study, the study came out with the following recommendations:

1. Encourage and compel the teachers to use a reciprocal teaching approach while imparting English reading skills.
2. The requirement for education directorates to provide teachers with ongoing education courses so they can be trained to implement a reciprocal teaching method.
3. To enable the impact of the reciprocal teaching technique to reach students and help them understand the theoretical underpinnings and methods of their application, prepare materials and ways that use it. Include it in teacher training programs at universities.

4. Carrying out comparable research on samples from various stages and other course materials.

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