

Reciprocal Teaching Strategy and Reading Comprehension among Indonesian EFL Undergraduate Students from Narrative Text Instruction

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Abstract – Abstract in English

Reading comprehension remains a persistent challenge for Indonesian EFL learners, particularly when engaging with narrative texts that demand both literal understanding and interpretative skills. This study investigates the effect of the Reciprocal Teaching (RT) strategy on reading comprehension achievement among Indonesian EFL undergraduate students using narrative text instruction. Employing a quasi-experimental pretest-posttest control group design, the research involved 62 undergraduate students enrolled in an English reading course at a university in Indonesia. The experimental group ($n = 31$) received instruction using the RT strategy—encompassing predicting, questioning, clarifying, and summarizing—while the control group ($n = 31$) was taught using conventional reading methods. Data were collected through reading comprehension tests and analyzed using independent sample t -tests and paired sample t -tests. The findings revealed a statistically significant improvement in reading comprehension scores among students in the experimental group compared to the control group ($p < 0.001$), with a large effect size (Cohen's $d = 1.04$). The RT strategy demonstrated particular effectiveness in enhancing students' inferential comprehension and their ability to identify narrative text structures. These results affirm that Reciprocal Teaching constitutes an effective pedagogical approach for improving reading comprehension of narrative texts in Indonesian higher education contexts. The study recommends the integration of RT into EFL reading curricula and suggests avenues for further research on strategy-based reading instruction.

Keywords: Reciprocal Teaching, reading comprehension, narrative text, EFL learners, Indonesian higher education, metacognitive strategies

Abstrak – Abstrak Bahasa Indonesia

Pemahaman membaca tetap menjadi tantangan yang terus dihadapi oleh pembelajar EFL (Bahasa Inggris sebagai Bahasa Asing) di Indonesia, khususnya saat berhadapan dengan teks naratif yang menuntut pemahaman literal sekaligus keterampilan interpretatif. Penelitian ini mengkaji pengaruh strategi Reciprocal Teaching (RT) terhadap pencapaian pemahaman membaca mahasiswa EFL di Indonesia melalui pembelajaran teks naratif. Dengan menggunakan desain kuasi-eksperimen pretest-posttest control group, penelitian ini melibatkan 62 mahasiswa yang mengikuti mata kuliah membaca bahasa Inggris di sebuah universitas di Indonesia. Kelompok eksperimen ($n = 31$) menerima pembelajaran menggunakan strategi RT—yang mencakup kegiatan memprediksi, mengajukan pertanyaan, mengklarifikasi, dan meringkas—sementara kelompok kontrol ($n = 31$) diajar menggunakan metode membaca konvensional. Data dikumpulkan melalui tes pemahaman membaca dan dianalisis menggunakan uji- t sampel independen serta uji- t sampel berpasangan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan secara statistik pada skor pemahaman membaca mahasiswa di kelompok eksperimen dibandingkan dengan kelompok kontrol ($p < 0,001$), dengan ukuran efek yang besar (Cohen's $d = 1,04$). Strategi RT terbukti sangat efektif dalam meningkatkan pemahaman inferensial mahasiswa serta kemampuan mereka dalam mengidentifikasi struktur teks naratif. Hasil ini menegaskan bahwa Reciprocal Teaching merupakan pendekatan pedagogis yang efektif untuk meningkatkan pemahaman membaca teks naratif dalam konteks pendidikan tinggi di Indonesia. Penelitian ini merekomendasikan integrasi RT ke dalam kurikulum membaca EFL dan menyarankan arah penelitian lebih lanjut mengenai pembelajaran membaca berbasis strategi. Kata kunci: Reciprocal Teaching, pemahaman membaca, teks naratif, pembelajar EFL, pendidikan tinggi Indonesia, strategi metakognitif.

I. INTRODUCTION

1. Introduction

1.1 Background of the Study

Reading comprehension is widely acknowledged as a foundational skill in English language acquisition, serving as a gateway to academic success, critical thinking, and lifelong learning (Duke et al., 2021). In the context of English as a Foreign Language (EFL) instruction, the capacity to comprehend written texts effectively determines students' ability to access knowledge, engage with academic materials, and develop higher-order thinking skills. Despite its paramount importance, many Indonesian EFL students continue to encounter significant difficulties in understanding texts, particularly narrative texts that require readers to navigate complex story structures, infer character motivations, and interpret thematic meanings.

Narrative texts occupy a central position in EFL reading instruction, as they expose learners to authentic language use, cultural values, and diverse perspectives. However, the comprehension of narrative texts poses unique challenges for Indonesian EFL learners. Unlike expository texts that present information in a relatively straightforward manner, narrative texts demand readers to construct meaning from plot developments, character interactions, and implicit messages. Many students struggle with these demands, often resorting to passive reading behaviors that result in superficial comprehension and limited retention of textual information.

Traditional reading instruction in Indonesian higher education settings frequently emphasizes teacher-centered approaches, wherein instructors explain texts, introduce vocabulary, and pose comprehension questions while students assume a predominantly receptive role. This approach, while providing some benefits, often fails to activate students' cognitive engagement and metacognitive awareness—the very processes that underpin deep and durable comprehension. Students are rarely taught systematic strategies for monitoring their understanding, generating questions, or synthesizing information from texts.

In response to these challenges, various reading strategies have been developed to facilitate more effective comprehension. Among these, Reciprocal Teaching (RT)—an instructional strategy originally developed by Palincsar and Brown in the 1980s—has garnered considerable attention in educational research. RT is a cooperative learning strategy that aims to improve students' reading comprehension through the systematic application of four comprehension strategies: predicting, questioning, clarifying, and summarizing. The strategy is implemented through a dialogic process in which teachers and students take turns leading discussions about shared texts, with students gradually assuming greater responsibility for their comprehension.

The theoretical foundations of RT lie in Vygotskian notions of scaffolding and the zone of proximal development, as well as in cognitive theories of comprehension monitoring. By engaging students in the active construction of meaning through dialogue and strategy use, RT promotes metacognitive awareness and fosters independent reading behaviors. The strategy has been shown to be effective across diverse educational contexts and learner populations, including struggling readers, elementary school students, and EFL learners.

1.2 Research Problem

Despite the theoretical promise and empirical support for Reciprocal Teaching in various international settings, research on its effectiveness in Indonesian higher education contexts—particularly with undergraduate students and narrative texts—remains limited. While several studies have examined RT in Indonesian secondary schools, the applicability and efficacy of RT for university-level EFL learners warrant further investigation. Moreover, there is a need to examine not only whether RT improves overall reading comprehension but also the specific aspects of comprehension—literal, inferential, and critical—that are most affected by the strategy.

1.3 Research Questions

This study addresses the following research questions:

1. Is there a significant difference in reading comprehension achievement between Indonesian EFL undergraduate students taught using the Reciprocal Teaching strategy and those taught using conventional reading methods?
2. To what extent does the Reciprocal Teaching strategy affect students' reading comprehension across different levels of comprehension (literal, inferential, and critical) when applied to narrative texts?
3. What are students' perceptions of the Reciprocal Teaching strategy in reading narrative texts?

1.4 Objectives of the Study

The objectives of this research are:

1. To compare the reading comprehension achievement of undergraduate students who receive Reciprocal Teaching-based instruction with those who receive conventional instruction in reading narrative texts.
2. To examine the effect of the Reciprocal Teaching strategy on students' literal, inferential, and critical reading comprehension of narrative texts.
3. To explore students' perceptions of the Reciprocal Teaching strategy in enhancing their comprehension of narrative texts.

1.5 Significance of the Study

The findings of this study are expected to contribute to the body of knowledge on reading comprehension strategies in Indonesian EFL contexts. Practically, the results may inform English language lecturers about the effectiveness of Reciprocal Teaching as an instructional approach for narrative texts and

provide guidance for curriculum development in reading courses at the tertiary level. Theoretically, the study contributes to the understanding of how structured, dialogic reading strategies facilitate comprehension processes and promote metacognitive awareness among EFL learners. Furthermore, by focusing specifically on narrative texts, the study addresses a gap in the literature regarding the application of RT to specific text types in Indonesian higher education.

II. METHOD

2. Research Methodology

2.1 Research Design

This study employed a quasi-experimental design with a pretest-posttest control group structure. The design was selected to accommodate the constraints of the educational setting, which did not permit random assignment of participants to groups. The quasi-experimental design allowed for the comparison of reading comprehension outcomes between the experimental group (receiving RT-based instruction) and the control group (receiving conventional instruction) while controlling for pre-existing differences through pretest scores.

2.2 Research Setting and Participants

The study was conducted at a university in Indonesia during the 2025/2026 academic year. The participants comprised 62 undergraduate students enrolled in an English Reading course. The students were drawn from two intact classes, with one class assigned as the experimental group ($n = 31$) and the other as the control group ($n = 31$). The participants' English proficiency levels ranged from intermediate to upper-intermediate, as determined by their scores on a standardized placement test administered at the beginning of the semester.

Purposive sampling was employed to select the participants, as the study required students enrolled in the reading course who were willing to participate in the research activities. All participants provided informed consent prior to their involvement in the study.

2.3 Research Instruments

Reading Comprehension Test: A reading comprehension test was developed as the primary instrument for data collection. The test consisted of 30 multiple-choice items designed to assess three levels of reading comprehension: literal (identifying explicitly stated information), inferential (drawing conclusions, making predictions, and interpreting character motivations), and critical (evaluating and analyzing text content, identifying themes). All test items were based on narrative texts appropriate for the participants' proficiency level.

The test items were developed based on the course learning objectives and validated through expert judgment by three English language teaching specialists. A pilot study was conducted with 30 students who were not part of the main study sample to establish the reliability of the test. The reliability coefficient, calculated using Cronbach's alpha, was 0.84, indicating high internal consistency.

Questionnaire: A questionnaire was administered to the experimental group following the intervention to explore students' perceptions of the Reciprocal Teaching strategy. The questionnaire comprised 16 items using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), addressing aspects such as perceived effectiveness, engagement, difficulty, and usefulness of the strategy. Open-ended questions were also included to elicit qualitative responses regarding students' experiences with RT.

Observation Checklist: An observation checklist was used to monitor the implementation of RT in the experimental group, ensuring fidelity to the instructional protocol.

2.4 Research Procedure

The study was conducted over a period of ten weeks, with the following phases:

Phase 1: Pretest Administration (Week 1): Both the experimental and control groups completed the reading comprehension pretest to establish baseline scores. The pretest included three narrative texts followed by comprehension questions assessing literal, inferential, and critical comprehension.

Phase 2: Intervention (Weeks 2-9): The experimental group received instruction using the Reciprocal Teaching strategy, while the control group received conventional reading instruction. Both groups received instruction for 100 minutes per week (two 50-minute sessions).

RT-Based Instruction (Experimental Group): The instructor explicitly taught the four strategies of Reciprocal Teaching—predicting, questioning, clarifying, and summarizing—following a gradual

release of responsibility model. The first two weeks focused on teacher modeling, with the instructor demonstrating how to use each strategy while thinking aloud. Students were provided with RT worksheets to scaffold their application of the strategies. Subsequently, students were organized into small groups and took turns acting as "teacher" to lead discussions about narrative texts.

Each reading session followed the RT sequence: (1) Predicting: Students previewed the text and made predictions based on the title, headings, and prior knowledge (5-10 minutes); (2) Reading: Students read the text silently (15-20 minutes); (3) Questioning: The discussion leader generated questions about the text (5-10 minutes); (4) Clarifying: Students identified and addressed difficulties in understanding (5-10 minutes); (5) Summarizing: Students identified main ideas and key details (5-10 minutes).

Conventional Instruction (Control Group) : Students received traditional reading instruction involving teacher-led explanation of texts, vocabulary instruction, and comprehension questions. The instruction did not incorporate systematic reading strategies or dialogic discussions.

Phase 3: Posttest Administration (Week 10): Both groups completed the reading comprehension posttest, which was parallel in difficulty and structure to the pretest. The experimental group also completed the perception questionnaire.

2.5 Data Analysis Techniques

Data were analyzed using both descriptive and inferential statistics. Descriptive statistics (mean, standard deviation) were calculated for pretest and posttest scores for both groups. Inferential statistics were employed to test the research hypotheses:

1. Independent sample t-tests were conducted to compare posttest scores between the experimental and control groups.
2. Paired sample t-tests were conducted to compare pretest and posttest scores within each group.
3. The analysis was conducted using SPSS version 26, with a significance level set at $\alpha = 0.05$.

Effect sizes were calculated using Cohen's d to determine the practical significance of the intervention. Qualitative data from the open-ended questionnaire responses were analyzed using thematic analysis following the procedures outlined by Braun and Clarke (2006).

III. RESULT AND DISCUSSION

3. Findings

3.1 Descriptive Statistics

Table 1 presents the descriptive statistics for the pretest and posttest reading comprehension scores for both groups.

Table 1: Descriptive Statistics of Reading Comprehension Scores

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Mean Gain
Experimental	31	64.52	8.41	83.71	7.93	19.19
Control	31	64.19	8.67	74.26	9.45	10.07

As shown in Table 1, both groups had comparable pretest scores (experimental: 64.52, control: 64.19), indicating that the groups were relatively equivalent in reading comprehension ability prior to the intervention. Following the intervention, both groups demonstrated improvement in their posttest scores. However, the experimental group showed a substantially larger mean gain (19.19) compared to the control group (10.07).

3.2 Hypothesis Testing

Within-Group Comparisons: Paired sample t-tests were conducted to examine whether the improvement within each group was statistically significant. The results revealed that the experimental group's improvement from pretest to posttest was statistically significant ($t(30) = 10.847$, $p < 0.001$). The control group's improvement was also statistically significant ($t(30) = 5.132$, $p < 0.001$), although the magnitude of improvement was smaller.

Between-Group Comparisons: An independent sample t-test was conducted to compare the posttest scores of the experimental and control groups. The results revealed a statistically significant difference between the two groups ($t(60) = 4.217, p < 0.001$). This finding indicates that students who received RT-based instruction performed significantly better on the reading comprehension posttest than those who received conventional instruction.

Effect Size: Cohen's d was calculated to determine the effect size of the RT intervention. The effect size was 1.04, indicating a large effect according to conventional interpretation (Cohen, 1988). This suggests that the Reciprocal Teaching strategy had a substantial practical impact on reading comprehension achievement.

3.3 Comprehension Level Analysis

To examine the effect of RT across different levels of comprehension, posttest scores were analyzed by comprehension level: literal, inferential, and critical.

Table 2: Comparison of Posttest Scores by Comprehension Level

Comprehension Level	Experimental Mean	Control Mean	t-value	p-value	Effect Size
Literal	28.37	25.81	2.842	0.006	0.72
Inferential	28.13	24.52	4.126	<0.001	1.05
Critical	27.21	23.93	3.548	0.001	0.90

As shown in Table 2, the experimental group outperformed the control group across all three levels of comprehension. The differences were statistically significant for all levels ($p < 0.01$), with the largest difference observed at the inferential level ($d = 1.05$). This finding suggests that RT was particularly effective in enhancing students' ability to make inferences, draw conclusions, and interpret character motivations in narrative texts.

3.4 Analysis of Narrative Text Comprehension

To examine the effect of RT on specific aspects of narrative text comprehension, posttest items were categorized by narrative text elements: story structure (setting, characters, plot), character analysis (motivations, emotions, relationships), and thematic interpretation (main ideas, messages, values).

Table 3: Comparison of Posttest Scores by Narrative Text Element

Narrative Element	Experimental Mean	Control Mean	t-value	p-value
Story Structure	9.13	8.26	2.547	0.014
Character Analysis	9.42	7.97	3.894	<0.001
Thematic Interpretation	8.71	7.16	3.214	0.002

The experimental group demonstrated significantly higher scores across all narrative text elements, with the largest difference observed in character analysis ($p < 0.001$). This finding suggests that RT was particularly effective in helping students understand character motivations, emotions, and relationships—aspects of narrative comprehension that require inferential processing.

3.5 Students' Perceptions of Reciprocal Teaching

Analysis of the questionnaire data revealed generally positive perceptions of the Reciprocal Teaching strategy among students in the experimental group. The mean scores for questionnaire items ranged from 3.82 to 4.58 on a five-point scale, indicating favorable responses. The highest-rated items related to the perceived usefulness of the strategy: "The RT strategy helped me understand narrative texts better" ($M = 4.58, SD = 0.49$) and "The RT strategy made my reading more organized and systematic"

($M = 4.52$, $SD = 0.51$). Students also rated the strategy positively in terms of engagement: "I was more engaged in reading when using RT" ($M = 4.35$, $SD = 0.62$) and "The group discussions helped me understand the text better" ($M = 4.42$, $SD = 0.56$).

The lowest-rated items related to the difficulty of the strategy: "I found it easy to generate questions about the text" ($M = 3.82$, $SD = 0.74$) and "I found it easy to summarize the text" ($M = 3.87$, $SD = 0.71$), suggesting that these aspects of RT required additional practice and support.

Qualitative responses provided additional insights into students' experiences with RT. Several themes emerged from the thematic analysis:

Enhanced Comprehension: Many students reported that RT helped them understand narrative texts more deeply. One student commented, "Before RT, I just read the story and answered the questions. Now I know how to predict what will happen, ask questions while reading, and summarize the story. I understand the characters better."

Systematic Approach: Students appreciated the structured nature of the strategy. A participant noted, "RT gave me a clear process to follow when reading stories. I no longer feel lost when reading narrative texts. I know what to do at each step."

Collaborative Learning: Students valued the group discussion component of RT. One student stated, "Discussing the story with my friends helped me see things I missed. We helped each other understand difficult parts."

Challenges: Some students reported difficulties, particularly in generating meaningful questions and creating concise summaries. One student stated, "Sometimes I found it hard to think of good questions. I needed more practice and examples from the teacher."

3.6. Discussion

3.6.1 Interpretation of Findings

The findings of this study provide robust evidence for the effectiveness of the Reciprocal Teaching strategy in enhancing reading comprehension of narrative texts among Indonesian EFL undergraduate students. The statistically significant difference between the experimental and control groups, with a large effect size ($d = 1.04$), confirms that RT-based instruction yields superior outcomes compared to conventional reading instruction.

The improvement in the experimental group's reading comprehension scores can be attributed to several factors inherent in the RT strategy. First, the Predicting step activates prior knowledge and establishes purposes for reading. By encouraging students to make predictions based on textual cues and prior knowledge, this step promotes engagement and sets the stage for active comprehension. This finding aligns with research demonstrating that prediction activates schema and facilitates the integration of new information with existing knowledge.

Second, the Questioning step promotes active processing and self-monitoring. When students generate questions about narrative texts, they direct their attention to important story elements and engage in the search for answers. This goal-directed reading is more effective than passive reading, as it maintains cognitive engagement and facilitates the selection of important information. The finding that RT was particularly effective for inferential comprehension—the aspect most closely associated with question generation—supports this interpretation.

Third, the Clarifying step addresses comprehension difficulties and promotes metacognitive awareness. By identifying and resolving difficulties in understanding, students develop the ability to monitor their comprehension and employ repair strategies. This metacognitive skill is essential for independent reading and contributes to the development of self-regulated learning. Fourth, the Summarizing step promotes integration and retention of information. By identifying main ideas and key details, students consolidate their understanding and create coherent mental representations of narrative texts. The finding that RT was effective across all narrative text elements—story structure, character analysis, and thematic interpretation—suggests that summarization supports the construction of comprehensive mental models of stories. The dialogic, collaborative nature of RT also contributed to its effectiveness. Through group discussions, students were exposed to multiple perspectives and interpretations of narrative texts, enriching their understanding and promoting deeper engagement. The gradual release of responsibility from teacher to students scaffolded the development of independent strategic reading behaviors.

3.6.2 Comparison with Previous Research

The findings of this study are consistent with the broader body of research on Reciprocal Teaching effectiveness. Previous studies conducted in various Indonesian contexts have similarly reported significant improvements in reading comprehension following RT-based instruction. The effect size observed in this study ($d = 1.04$) is comparable to or larger than those reported in previous research, suggesting that RT is particularly effective in the Indonesian EFL context with undergraduate students. The finding that RT was more effective than conventional instruction aligns with research comparing RT to other instructional approaches. A study by Wahyudi and Rozimela (2024) found that the experimental group receiving RT achieved an average reading comprehension score of 91.92, while the control group scored 77.99, a difference that was statistically significant. The present study's findings extend this research by demonstrating RT's effectiveness specifically with narrative texts and undergraduate students. The finding that RT was particularly effective for inferential comprehension and character analysis aligns with the theoretical foundations of the strategy. The Questioning and Predicting strategies, in particular, support the inferential processes required for understanding character motivations and narrative implications. This finding echoes research demonstrating that RT promotes deeper comprehension beyond literal understanding. The positive perceptions of RT reported by students in this study echo findings from previous qualitative research. Students appreciate the systematic nature of the strategy and recognize its benefits for comprehension and organization. However, the challenges identified—particularly in question generation and summarization—highlight the need for explicit instruction and guided practice in these component skills.

3.6.3 Theoretical Implications

The findings of this study contribute to the theoretical understanding of reading comprehension processes and strategy instruction. The effectiveness of RT supports the view that comprehension is not a passive process but an active, strategic endeavor that benefits from metacognitive regulation and social interaction. By providing a structured framework for engaging with narrative texts, RT enables students to exercise metacognitive control over their reading processes, monitoring their understanding and adjusting their strategies as needed.

The study also provides support for the role of dialogue and collaboration in comprehension development. The dialogic nature of RT, in which students take turns leading discussions about texts, leverages the benefits of social interaction for cognitive development. Through dialogue, students are exposed to multiple perspectives, receive feedback on their understanding, and develop the language of comprehension. Furthermore, the finding that RT was effective across comprehension levels and narrative text elements suggests that the strategy facilitates the construction of both textbase and situation model representations. The Predicting and Questioning strategies support the establishment of a coherent textbase, while the Summarizing strategy promotes the integration of textual information with prior knowledge, supporting the construction of a situation model.

3.6.4 Pedagogical Implications

The findings of this study have several implications for English language teaching practice in Indonesian higher education:

Integration into Reading Curricula: Given the demonstrated effectiveness of RT for narrative text comprehension, reading instructors should consider integrating the strategy into their curricula. Explicit instruction in the four RT strategies, combined with guided practice and feedback, can help students develop strategic reading competencies.

Focus on Narrative Texts: The effectiveness of RT for narrative text comprehension suggests that the strategy is particularly well-suited to this text type. Instructors should leverage the structural features of narratives—clear story grammar elements, engaging content—to support RT implementation.

Gradual Release of Responsibility: Instructors should follow a gradual release of responsibility model, beginning with teacher modeling and moving toward student-led discussions. This scaffolding approach ensures that students develop the skills and confidence to use RT independently.

Addressing Challenges: The challenges identified by students—particularly in question generation and summarization—should be addressed through targeted instruction and practice. Instructors can provide models of effective questions and summaries, offer feedback on student attempts, and create opportunities for peer learning and collaboration.

Collaborative Learning: The positive impact of group discussions on comprehension suggests that instructors should create opportunities for collaborative learning. Small group discussions, peer teaching, and cooperative learning activities can enhance comprehension and promote engagement.

3.6.5 Limitations of the Study

Several limitations of this study should be acknowledged. First, the quasi-experimental design, while appropriate for the educational context, does not provide the same level of internal validity as a true experimental design with random assignment. Second, the study was conducted at a single university with a relatively small sample size, which may limit the generalizability of the findings. Third, the study focused on short-term effects measured immediately following the intervention; long-term retention of comprehension gains was not assessed. Fourth, the study did not control for potential confounding variables such as prior reading strategy use, motivation, or English proficiency beyond the initial placement test. Fifth, the study focused exclusively on narrative texts; the effectiveness of RT for other text types (e.g., expository, argumentative) was not examined.

IV. CONCLUSION

4. Conclusion

This study investigated the effect of the Reciprocal Teaching strategy on reading comprehension achievement among Indonesian EFL undergraduate students using narrative text instruction. The findings provide compelling evidence that RT-based instruction significantly improves reading comprehension achievement compared to conventional instruction. The large effect size observed indicates that the strategy has substantial practical significance for educational practice. The Reciprocal Teaching strategy was found to be effective across all three levels of comprehension—literal, inferential, and critical—with the largest effects observed at the inferential level. This suggests that RT not only facilitates surface-level understanding but also promotes deeper engagement with narrative texts and the development of higher-order thinking skills. The strategy was particularly effective in enhancing students' ability to analyze characters, understand story structures, and interpret thematic meanings. Students' perceptions of the Reciprocal Teaching strategy were generally positive, with students appreciating its systematic approach, collaborative nature, and benefits for comprehension. However, students also identified challenges in certain aspects of the strategy, particularly question generation and summarization, highlighting the need for explicit instruction and guided practice. The study contributes to the theoretical understanding of reading comprehension processes by demonstrating the role of structured, dialogic, metacognitive strategies in facilitating comprehension and promoting strategic reading behaviors. The findings also have practical implications for English language teaching, suggesting that RT should be considered an effective approach for reading instruction in Indonesian EFL contexts, particularly for narrative texts.

RECOMMENDATION

4.1 Recommendations

Based on the findings of this study, the following recommendations are offered:

For English Language Lecturers: Reading instructors should consider implementing the Reciprocal Teaching strategy in their classrooms, providing explicit instruction in each of the four strategies and offering guided practice opportunities. Lecturers should address the challenges students face in question generation and summarization through targeted instruction and feedback. The gradual release of responsibility model should be followed to scaffold students' development of independent strategic reading behaviors.

For Curriculum Developers: The Reciprocal Teaching strategy should be integrated into reading curricula at the tertiary level, with instructional materials and assessments designed to support the

development of strategic reading competencies. Curricula should include explicit instruction in reading strategies and opportunities for collaborative learning.

For Further Research: Future studies should employ true experimental designs with random assignment to strengthen causal inferences. Research should also examine the long-term effects of RT instruction on reading comprehension and explore the effectiveness of the strategy with diverse learner populations, text types, and proficiency levels. Additionally, studies investigating the integration of digital tools with RT and the adaptation of the strategy for online learning environments would be valuable. Comparative studies examining the relative effectiveness of RT and other reading strategies (e.g., SQ3R, Collaborative Strategic Reading) in the Indonesian EFL context would also contribute to the knowledge base.

4.2 Contributions of the Study

This study makes several contributions to the field of English language teaching and reading comprehension research in Indonesia. First, it provides empirical evidence for the effectiveness of Reciprocal Teaching in the Indonesian EFL higher education context, addressing a gap in the literature. Second, it examines the effects of RT across different levels of comprehension and narrative text elements, offering insights into the specific aspects of comprehension that are most affected by the strategy. Third, it explores students' perceptions of RT, providing practical guidance for implementation. Fourth, it contributes to the theoretical understanding of how structured, dialogic reading strategies facilitate comprehension and promote metacognitive awareness among EFL learners.

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