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**Title in English:**

A Study on the Implementation of the Reciprocal Teaching Model Based on Authentic Texts to Improve the Arabic Reading Skills (Maharah Qira'ah) of Junior High School Students at Muhammadiyah 1 Sidoarjo

**Title in Indonesian/Arabic:**

Studi Implementasi Model Pembelajaran Timbal Balik (Reciprocal Teaching) Berbasis Teks Otentik untuk Meningkatkan Maharah Qira'ah Siswa Sekolah Menengah Pertama Muhammadiyah 1 Sidoarjo

**Abstract:**

*Purpose - This study aims to determine the implementation of the Reciprocal Teaching model based on authentic texts in improving students' Arabic reading skills of Junior High School Students at Muhammadiyah 1 Sidoarjo*

*Design/methodology/approach - This research uses a Classroom Action Research (CAR) design with two cycles following the Kemmis and McTaggart model, involving planning, action, observation, and reflection stages. Data were collected through pretest and posttest, observation, interviews, and documentation, then analyzed quantitatively (descriptive statistics, normality test, Paired Sample t-Test) and qualitatively (thematic analysis).*

*Findings/result - The results showed that the application of the Reciprocal Teaching model based on authentic texts effectively improved students' Arabic reading skills. The average student learning outcomes increased significantly from 55.12% in the first cycle to 86.20% in the second cycle, with a total improvement of 31.08%. The normality test showed that the data were normally distributed (Sig. = 0.671), and the Paired Sample t-Test indicated a significant difference between pre-test and post-test scores (Sig. < 0.001).*

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*Originality/value - This research provides practical evidence of the effectiveness of integrating Reciprocal Teaching with authentic Arabic texts to enhance reading skills, offering a strategic model for Arabic language teaching in junior high schools to increase students' comprehension and motivation.*

*Paper type - Research paper.*

*Keywords: Reciprocal Teaching, Authentic Texts, Reading Skills, Arabic Language*

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## Introduction:

Māhārāh Qīrā'āh (reading skill) is one of the four crucial language skills in Arabic language learning (Wijaya and Hikmah 2023) (Arifin and Husni 2021). This skill serves not only as a means to comprehend written texts but also plays a vital role as a foundation for developing other language skills, such as writing (kītābāh), speaking (kālām), and listening (īstīmā') (Nasution Sahkholid. Harahap Putri Maydani, Siregar Izzatul Munawwarah, Halija Siti 2023). In the educational context, reading skills often pose a significant challenge for students, especially in Arabic language learning (Ritonga 2023). To achieve the objectives of Māhārāh Qīrā'āh, an effective approach and an appropriate learning model are essential (Diah and Ni'mah 2023).

Learning models that can be applied in Arabic language instruction include the Contextual Teaching and Learning (CTL) Model, Problem-Based Learning, Cooperative Learning, and the Reciprocal Teaching Model. One of the effective models for improving reading ability is Reciprocal Teaching.

Reciprocal Teaching is a cooperative learning approach that involves interactive dialogue between teachers and students. In this method, students actively participate in comprehending texts through key strategies such as predicting, clarifying, questioning, and

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summarizing (Febri and Sari 2023). In this approach, students are gradually educated to take on roles in learning and become more independent in text comprehension. Reciprocal Teaching is also a cooperative learning approach developed by Palincsar and Brown in 1984 (Hamdani and Damayanti 2023). This approach is based on the principles of social constructivism and aims to improve students' reading comprehension through explicit instruction and cognitive strategy modeling.

The advantages of Reciprocal Teaching not only lie in improving students' cognitive abilities in understanding texts but also in helping students enhance metacognitive skills, such as self-monitoring and strategic planning in reading comprehension (Perangin-angin et al. 2022). This is important for improving the quality of students' comprehension of Arabic texts, especially complex ones. Another advantage of the Reciprocal Teaching learning model is not only its ability to aid text comprehension but also to enhance critical thinking skills and problem-solving abilities. Through this model, students are trained to formulate questions, make predictions, and summarize information they read, ultimately strengthening their cognitive abilities in understanding Arabic texts (Ananda Muhamad Tri Utama 2022).

The application of this model will be more effective when using authentic texts, which are original texts used in real-life contexts, not texts specifically created for learning purposes. Authentic texts provide a more relevant and contextual reading experience for students, thereby stimulating their interest and motivation in learning. For example, religious, historical, and Arabic cultural texts can be used to provide a more comprehensive learning context.

Several studies are related to this research. First, according to Prasetyo, the Reciprocal Teaching model provides students with the opportunity to learn and understand the material

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first before presenting it to their peers. In this process, the teacher acts as a guide and facilitator, also helping students develop independent thinking skills (Hawa et al. 2024). Second, Dadabhoy, K., & Dadabhoy, M. found that Reciprocal Teaching is also effective in improving the reading skills and academic performance of secondary students. By using four main strategies predicting, clarifying, questioning, and summarizing, students showed increased motivation and engagement in the learning process, as well as a significant improvement in their academic results (Dadabhoy and Dadabhoy 2021). Third, Hatab also highlights that although this strategy has some weaknesses, the advantages of Reciprocal Teaching in Arabic and English language learning cannot be overlooked. The researcher noted the necessity of further studies to more deeply understand the benefits and limitations of this method in the educational context (Abu Hatab 2017).

Significant differences between the writing system, vocabulary, and grammar of Arabic and students' native language (usually Indonesian) often lead to difficulties in comprehending Arabic texts. This is clearly observed in educational institutions, such as SMP Muhammadiyah 1 Sidoarjo, where students experience difficulty understanding Arabic texts due to limited vocabulary mastery, differences in writing systems, and complex grammatical structures. For instance, many students are only able to read Arabic texts literally without comprehending their true meaning. Consequently, numerous students feel less motivated to learn Arabic reading and face difficulties in understanding the content of the texts they read. To address this issue, an innovation in the learning process is required: the implementation of the Reciprocal Teaching model, with the aim of improving students' reading skills.

Based on the explanation above, the research problem can be formulated as follows: How can the implementation of the Reciprocal Teaching model based on authentic texts

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improve Māhārāh Qīrā'āh (reading skills) of students at SMP Muhammadiyah 1 Sidoarjo? The objective of this research is to determine how the implementation of the Reciprocal Teaching model based on authentic texts can improve Māhārāh Qīrā'āh of students at SMP Muhammadiyah 1 Sidoarjo.

## Method:

This research is a Classroom Action Research (CAR) aimed at improving students' Māhārāh Qīrā'āh (reading skills) in Arabic through the application of the Reciprocal Teaching model based on authentic texts (Zuryana 2021) (Fauzan and Anwar, n.d.). Classroom Action Research was chosen because it allows the researcher to take direct action in the classroom and monitor changes or improvements that occur after the intervention is applied (Laia 2023). The Classroom Action Research model used is the Kemmis and McTaggart model, which consists of four stages: planning, acting, observing, and reflecting (Fitriani and Rusilowati 2023). This research was conducted in two cycles to ensure an improvement in students' reading ability from the first cycle to the second cycle (Hari Prasetiyo 2021). All these stages are interconnected, as is their implementation between Cycle I and subsequent cycles. Cycle II represents an addition or improvement to Cycle I, and so on. The design of this Classroom Action Research is illustrated as follows.
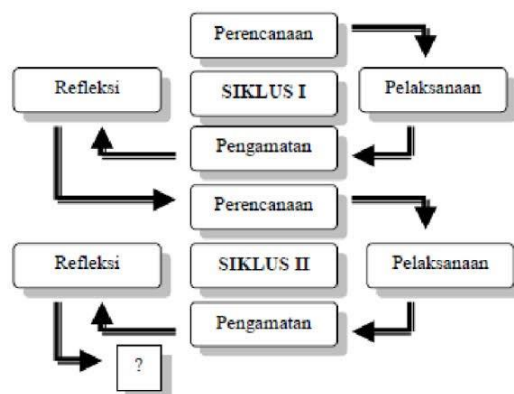
Figure 3.1 Classroom Action Research Design

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The main problem identified in the class was students' low comprehension of Arabic texts. Based on initial observation results, many students experienced difficulties in identifying main ideas, understanding sentence structures, and recognizing vocabulary in the texts they read. These difficulties led to low learning motivation, where students tended to be passive and less participated in class discussions. Furthermore, the previously used teaching methods were still conventional, employing lecture approaches and exercise drills that involved less active interaction between teachers and students.

To gain a deeper understanding of the factors causing this problem, interviews were conducted with the Arabic language teacher in that class. The interview results revealed that many students struggled to read Arabic texts due to a lack of effective reading practice and minimal use of systematic text comprehension strategies. The teacher also stated that students often memorized vocabulary in isolation without understanding its meaning in sentence context, leading to difficulties in comprehending the entire content when facing more complex texts. Additionally, the teacher expressed that the previously used teaching methods provided limited opportunities for students to develop critical thinking and reflective skills in reading comprehension.

The research was conducted at SMP Muhammadiyah 1 Sidoarjo, Sidoarjo district, in the second semester of the 2024-2025 academic year. The implementation of the research took place over two days. The first day was used for the pre-cycle (pretest and initial observation) and Cycle I (first action implementation), while the second day was for Cycle II (improvements from Cycle I) and the posttest. The subjects of this study were 31 eighth-grade students of SMP Muhammadiyah 1 Sidoarjo. These students were chosen because they had a basic foundation in Arabic language learning but still experienced difficulties in

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understanding Arabic texts. This research focused on implementing the Reciprocal Teaching learning model to enhance students' text comprehension.

Data collection techniques in this study employed a combination of quantitative and qualitative approaches through several methods, including pretest and posttest, observation, interviews, and documentation (Saputro and Farid 2024). The reading test instrument was designed to measure one's comprehension of main ideas, sentence structure, and vocabulary contained within the text (Al-arabiyyah, Tarbiyah, and Pengantar 2024). Data were analyzed qualitatively and quantitatively. Quantitative analysis used paired descriptive statistics to compare average scores before and after the intervention (Putra et al. 2024). Qualitative analysis employed a thematic approach to identify patterns and themes emerging from interviews and and observation results (Lubis et al., n.d.). Observations of the learning process were conducted to monitor teaching and learning activities, teacher-student interaction, the application of the Reciprocal Teaching learning model, and the development of students' Māhārāh Qīrā'āh from the pre-cycle, first cycle to the second cycle. The formula used for this was:

$$\text{Percentage Increase} = \left( \frac{(\text{Second Cycle Score} - \text{First Cycle Score})}{\text{First Cycle Score}} \right) \text{x } 100\%$$

An increase in the percentage of students who achieve mastery, an improvement in the average reading test scores, and an increase in active student participation in learning are all indicators of research success (Researches 2024). This research can be considered successful if students achieve a standard KKTP score of 75, and the percentage of student learning completeness reaches at least 80% (Hasil et al. 2025). Students showed an increase

in reading test scores, and observation results indicated an improvement in students' Māhārāh Qīrā'āh during the learning process. With the application of Reciprocal Teaching based on authentic texts, it is expected that students' reading abilities can significantly improve and they will better comprehend Arabic texts.

## Result and Discussion:

Before conducting the classroom action research (CAR), the researcher first carried out a preliminary survey to directly observe the ongoing learning process. The purpose of this survey was to identify the initial conditions in learning descriptive paragraph writing skills. Information regarding these initial conditions was then used as a basis for formulating the action steps to be applied in subsequent learning cycles.

The pre-action stage was the initial step performed before the implementation of the classroom action research (CAR). In this stage, the teacher played a role in the entire series of activities, from planning, implementation, to evaluation of learning outcomes. The compiled plan included the preparation of the Lesson Plan (RPP), which was then observed by the researcher to examine the ongoing learning process.

The teacher began the learning activity by greeting the students as an opening, then continued with apperception activities to arouse students' motivation and interest in learning. Next, the teacher conditioned the classroom atmosphere by identifying students' learning readiness. In this stage, the teacher also appreciated students' abilities in Arabic reading skills, and conducted an analysis of students' initial abilities in understanding authentic Arabic texts without using the Reciprocal Teaching model intervention.

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After observing the learning process, the researcher proceeded with an interview with the Arabic language teacher, using a previously prepared interview guide. Based on the interview results, it was revealed that the teacher faced difficulties in determining the appropriate teaching method. So far, the approaches used were still conventional, such as lecture methods, direct translation, and assignment giving, without utilizing cooperative learning strategies or authentic text-based approaches.

The researcher conducted Classroom Action Research (CAR) through two continuous cycles, starting from Cycle I and continuing to Cycle II. Each cycle consisted of four stages: planning, action implementation, observation, and reflection. This research aimed to improve students' Māhārāh Qīrā'āh (reading skills) using the Reciprocal Teaching model based on authentic texts at SMP Muhammadiyah 1 Sidoarjo.

The research implementation began with administrative steps, where the researcher visited SMP Muhammadiyah 1 Sidoarjo to submit a research permit letter to the school principal. After receiving the letter, the principal granted permission and appointed the Arabic language teacher as a collaborative partner in implementing the classroom actions. The researcher and the teacher then conducted initial observations and agreed on the division of roles, where the teacher acted as the implementer of learning actions, while the researcher served as an observer and assistant during the process. Classroom Action Research was conducted in two cycles, focusing on improving the skill of reading authentic Arabic texts through the application of the Reciprocal Teaching learning model. The results from both cycles showed a significant improvement in student learning achievements at each stage of implementation.

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In Cycle I, the learning of Arabic reading using the Reciprocal Teaching model based on authentic texts showed initial results that still needed improvement. One example was a student who obtained the lowest score of 33.33%, which was categorized as poor. However, in Cycle II, there was a significant increase with achievements reaching 80.00%, falling into the very good category. This increase reflects that the implemented learning steps were increasingly suitable for student characteristics and the teaching materials used. In line with that, the implementation of learning activities using the Reciprocal Teaching model also showed an upward trend from one cycle to the next. This was evident from the observation results during the learning process, where the Arabic language teacher showed improved performance in applying authentic text-based reading learning strategies. In Cycle I, the teacher's performance was recorded at 72.73% , then increased significantly to 100.00% in Cycle II, with a difference of 27.27%. This achievement indicates that the teacher became more skilled in implementing cooperative and student-centered learning strategies, thereby supporting overall learning outcomes.

It can be concluded that the implementation of learning experienced an increase of 31.08%. The learning was carried out very well by the Arabic language teacher using the Reciprocal Teaching model based on authentic texts. The material used focused on the skill of reading authentic Arabic texts. The average student learning outcomes in participating in the learning showed a significant increase from Cycle I to Cycle II, both in terms of achieving learning objectives. The learning outcomes showed a significant increase. In Cycle I, the percentage was 55.12%. In Cycle II, an increase occurred. Thus, there was an increase of 86.20% after the application of the Reciprocal Teaching learning model.

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| No | Cycle 1 | Cycle 2 | Increase |
|---|---|---|---|
| 1. | 72,73% | 100,00% | 31,08% |

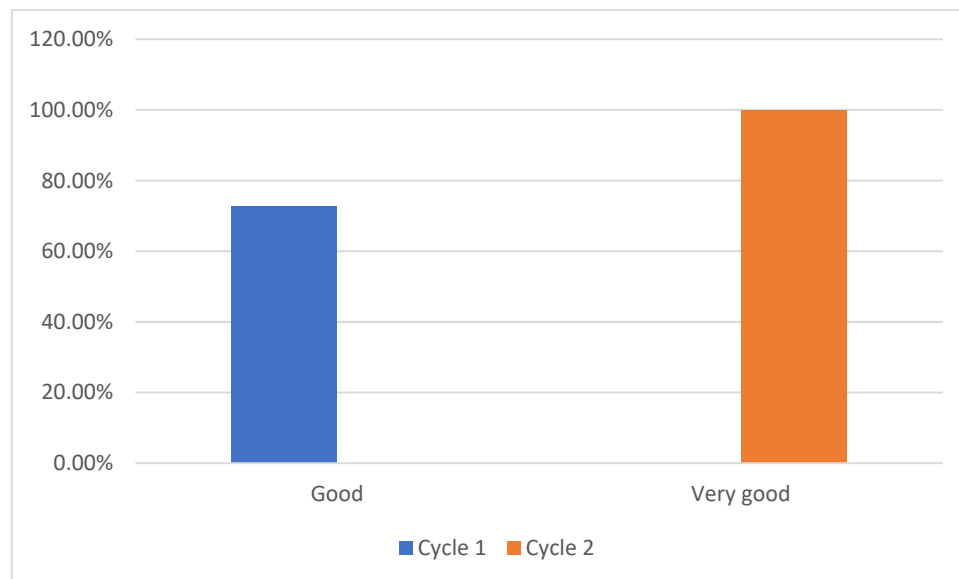Table 4.1 Percentage of Arabic Language Learning Mastery through the Reciprocal Teaching

Model

Figure 4.1 Percentage of Arabic Language Learning Mastery through the Reciprocal Teaching

Model

After the implementation of the Reciprocal Teaching model based on authentic texts in Arabic reading instruction, the researcher collected student learning outcome data from Cycle I and Cycle II. This data was then analyzed to determine the extent of improvement in students' reading abilities after the intervention. Before further statistical testing, statistical assumptions were first tested.

Normality testing was performed using the Kolmogorov-Smirnov test with the Lilliefors method (Monte Carlo samples) to determine whether the learning outcome data for students' Arabic reading ability through the application of the Reciprocal Teaching model based on authentic texts was normally distributed. This test was conducted as part of the statistical analysis to ensure data validity before further testing.

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Based on the results of the normality test, a Significance (Sig.) value of 0.671 was obtained, which is greater than >0.05. Thus, it can be concluded that the pre-test and post-test scores of students' Arabic reading ability data were normally distributed. These results indicate that the data met the assumption of normality, allowing for parametric statistical analysis to test the effectiveness of applying the Reciprocal Teaching learning model based on authentic texts in improving students' Māhārāh Qīrā'āh.

After it was determined that the data were normally distributed, the next step was to conduct a Paired Sample t-Test (within-group) to determine if there was a significant difference between the pre-test and post-test scores of students' Arabic reading ability. This test was used to measure the effectiveness of applying the Reciprocal Teaching model based on authentic texts on the improvement of students' reading ability at SMP Muhammadiyah 1 Sidoarjo. The results of this test would indicate whether there was a significant change in students' reading ability after the intervention through two learning cycles.

The results of the Paired Sample t-Test showed a Significance (Sig.) value of <0.001, meaning it is less than <0.05. Thus, it can be concluded that there was a significant difference between the pre-test and post-test scores of students' Arabic reading ability. This indicates that the application of the Reciprocal Teaching model based on authentic texts significantly had a positive impact on improving students' reading ability at SMP Muhammadiyah 1 Sidoarjo.

## Conclusion:

Based on the research, it can be concluded that the implementation of learning experienced an increase of 31.08% after the application of the Reciprocal Teaching model

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based on authentic texts. The learning was carried out very well by the Arabic language teacher, with material focused on the skill of reading authentic Arabic texts. The average student learning outcomes also showed a significant increase from Cycle I to Cycle II, both in terms of achieving learning objectives and mastering the material. In Cycle I, the percentage of student learning outcomes was 55.12%, increasing to 86.20% in Cycle II. Thus, the application of the Reciprocal Teaching model proved effective in improving the quality of learning and students' reading ability in Arabic texts.

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