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ENHANCING SYNTHESIS AND EVALUATION SKILLS USING RECIPROCAL METHOD FOR ARABIC READING COMPREHENSION

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Abstract

Arabic text reading is one of the subjects taught in the Mahad Huda Islami (MHI) Islamic boarding school, Bogor-Indonesia. Every student must be skilled in reading Arabic texts one of which is cognitive ability to read the contents of the reading. However, the method used is still traditional in which learning is only focused on the teacher's direction. This research aims to improve the students' ability to synthesize and evaluate an Arabic text. As a student of pesantren or Islamic Studies Programs, they must be able to understand the contents of the Arabic language text, one of which is the ability to synthesize and evaluate a text. In this study, the researchers conducted classroom action research to apply the reciprocal method in reading learning. The finding reveals that students' reading Arabic skills in synthesizing and evaluating aspects experienced a significant increase. The average value in the pre-cycle was 57.1 then it rose to 68.7 in the first cycle. The average value increases in the second cycle, with 85.6. This proves that the right method in reading learning can help students improve their reading skills, one of which is the ability to synthesize and evaluate the contents of the reading.

Keywords: *synthesizing, evaluation, Arabic text, reciprocal, method, learning*

Abstrak

Membaca teks Arab adalah salah satu mata pelajaran yang harus diikuti oleh setiap mahasiswa jurusan pendidikan Agama Islam di pondok pesantren Mahad Huda Islami (MHI), Bogor-Indonesia. Setiap mahasiswa harus terampil membaca teks bahasa Arab. Salah satunya adalah kemampuan kognitif membaca isi bacaan. Namun, metode yang digunakan masih tradisional, pembelajaran hanya difokuskan pada arahan dosen. Penelitian ini bertujuan meningkatkan kemampuan mahasiswa untuk mensintesis dan mengevaluasi teks bahasa Arab. Sebagai mahasiswa/santri jurusan Program Studi Islam, mereka harus dapat memahami isi teks bahasa Arab, salah satunya adalah kemampuan untuk mensintesis dan mengevaluasi teks. Dalam penelitian ini, para peneliti melakukan penelitian tindakan kelas untuk menerapkan metode resiprokal dalam pembelajaran membaca. Temuan ini mengungkapkan bahwa keterampilan membaca bahasa Arab mahasiswa dalam mensintesis dan mengevaluasi aspek meningkat secara signifikan. Nilai rata-rata di pra-siklus adalah 57,1 kemudian di siklus pertama, skor keterampilan membaca rata-rata naik menjadi 68,7. Nilai rata-rata meningkat pada siklus kedua, yaitu 85,6. Ini membuktikan bahwa metode yang tepat dalam pembelajaran membaca dapat membantu siswa meningkatkan keterampilan membaca mereka, salah satunya adalah kemampuan untuk mensintesis dan mengevaluasi isi bacaan.

Kata Kunci: sintesis, evaluasi, teks Arab, reciprocal, method, pengajaran

Introduction

Reading Arabic texts from the Quran or the hadith of the prophet and other religious books is one of the mandatory activities that must be followed by students in Islamic Education Management Ma'had Huda Islami (MHI) Bogor, Indonesia. It is done so they can understand the message in the text. In the Cambridge Dictionary, reading is a skill or activity of getting information from written words ("Dictionary.cambridge.org," n.d.). Hodgson states that reading is a process carried out and used by the reader to get a message, which the writer wishes to convey through the medium of words / written language (Tarigan, 2008). It is the goal of a reading lesson, namely to get information from a reading text. Therefore, to comprehend the reading Arabic texts, the students need to master the skill in reading. Because the meaning of al-Quran is adorned by how far it can be understood by using the approach to Arabic (Wekke, 2018).

Based on preliminary observations as a mudarris or a teacher of qirāah subjects in pesantren MHI, showed that some of the students don't understand about the Arabic language religious texts. The problems behind this are (1) the student difficulties in synthesizing the texts they read, (2) the students difficulties in evaluating sentence texts. In other words, students do not use their cognitive abilities, where cognitive ability is the ability of students to think that is able to remember, understand, apply, analyze, evaluate and create (Wicaksono, n.d.)

To obtain an overview of the problems of reading Arabic skills of the students above, researchers conducted a pre-cycle test and obtained temporary value data on Arabic reading skills in 25 students. To assess the aspects of reading skills in this study, researchers refer to the cognitive aspects of Bloom's old taxonomy, namely aspects of knowledge, comprehension, application analysis, synthesis, and evaluation.

However, in this study, only two skills will be improved, namely synthesis and evaluation skills. From these two aspects it turns out that only one student gets an average score of 72 or 4%, three students get an average score of 70 or 12%, students who get an average score of 65 as many as 8 or 32% and students with an average score of 60 is one or 4%, students who score an average of 50 as many as two or 8% and students who get a score of 47 have two or 8%. Students who get the lowest score, namely with an average score of 45 were as many as seven students or by 28%.

From this data, it can be said that overall the reading skills of Arabic students at the MHI STAI Al-Hidayah Bogor scholarship program are still low and need to be improved because more than 84% of students still get scores below 70.

Learn to read religious books, included qirāah material, which aims to direct students to understand the reading contents so that, it can be applied in their daily lives. The book A'lām al-sunnah al-mansyūrah is one material Arabic text in qirāah lesson. The focus of learning on each subject is directed at improving basic reading skills, namely the smooth reading of Arabic texts to the stage of students' understanding of the text. However, such learning methods have not been able to solve the problems experienced by 25 students, so the researcher looked at the need for a new learning strategy. The learning strategy chosen must support the core of the reading skill itself. The essence of Arabic reading skills the researcher emphasizes the cognitive aspects of understanding the reading contents which refers to Bloom's taxonomy before revision, which includes two levels of skills namely synthesis and evaluation level. According to Richard, skills are:

"An acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently." (Richards & Schmidt, 2002)

Skills in Arabic are called al-mahārah, the origin of the word taken from mahara which has meaning *قدرة على أداء عمل بحدق وبراعة مهارة يدوية* namely the ability to do an action and be able to master that ability manually (<https://www.almaany.com/ar/dict/ar-ar/المهارة/>).

While the meaning of reading according to Ma'ruf (in Ali, 2007: 71) is: An activity of members of the soul (psychology), which perfects a translation of written symbols (letters,

harakāt, al-Dhawābit) into readable meanings (either voiced or silent). Explain to the reader about what is being read and the results of the reading activity will have an effect on his behavior both during and after reading. Poerwadarminta (Ampuni, 1998) reading is interpreted as seeing and understanding the contents of what is written, either by expressing or only in the heart. Kern as saying that 'Reading is one of the complex cognitive processes which involve the reader of the text, the text in itself, and finally the interaction between them' (Yousef & Hamid, 2016). Based on the explanation from several experts above, the researcher underlined that in essence reading skills are the ability to understand what is read through a series of activities or activities carried out continuously.

Ahmadi and Gilakjani (Ahmadi & Gilakjani, 2012) mention the problem of students who do not have adequate understanding skills, they need to train these students to use metacognitive strategies. The learning objectives of the reciprocal method are to determine key terms, explain the reading process model, review the reading process and reading strategy, discuss cognitive and metacognitive strategies and read comprehension. The reciprocal method is an active form of teaching (Freihat & Al-Makhzoomi, 2012), because it implements four strategies in supporting students' cognitive skills in reading comprehension (Rahmayani, 2014).

Method

The approach of this research was Classroom Action Research methods (Norton, 2009). The research model used in the study was Chost research mode. Therefore, the research stages followed the Chost research procedure. Furthermore, the research procedure is describing in the action research process.

This action research data went through two cycles. Each activity is carried out in accordance with the changes to be achieved after the use of the reciprocal method, namely an increase in students' Arabic reading skills.

This action research refers to the Chost action research model (Burns, 2009) because this model revealed a problem with the form of research questions, namely revealing a problem with the form of research questions, namely: can using the reciprocal method improve Arabic language skills? Action hypothesis: by using the reciprocal method, it will improve reading skills in Arabic. Then the hypothesis will be tested through four stages in a cycle, namely planning, acting, observing, and reflecting, therefore before conducting a study, a scheme plan was drawn up to explain about the research in details.



Figure 1 model coast source: Sugiyono

Result and Discussion

Reading skills based on bloom's taxonomy

Reading skills this study are cognitive skills in understanding the contents of the reading. These cognitive skills are based on the criteria compiled by Bloom before revisions that have six cognitive levels. Therefore to measure skills in the six cognitive levels, its need to be tested on

students through written tests, but in this study, cognitive skills understanding the contents of this reading were emphasized only on the aspects of synthesis and evaluation skills.

Test preparation

The preparation tests is also sorted from the simplest level to the more complex, which starts from the level of knowledge or memory (C1), level of understanding (C2), application level (C3), level of analysis (C4), level of synthesis (C5) and level evaluation (C6), all of these tests must be sorted and cannot be exchanged (Djojuroto & Sumaryati, 2010)

Synthesis level questions require students to connect with several things, rearrange certain things into new structures, or generalize it. It is necessary to say that compiling objective form questions are difficult to do for relatively high cognitive levels because the problem is quite complex. In addition, we must give freedom to students to express their own thoughts. Therefore the form of the question used is usually in the form of essays. The synthesis activity (al-tarkib) also summarizes the parts in the text to be displayed with "new clothes" or in a framework that is completely new and original.

Questions at the evaluation level require students to be able to assess an issue, case, or situation it faces by basing itself on a particular concept or reference. In this activity, students are required to assess the quality or benefits of the text, both concerning systematics and ideas contained in the text. The questions used include: هل هذه مقالة مفيدة، هل أنت موافق، ما رأيك في هذا؟

The strategy or learning method chosen to improve reading skills is to use the reciprocal method. Through the reciprocal method, students will be helped to control their reading skills, especially reading comprehension of the texts they read.

Therefore, reciprocal method is carried out in a form of dialogues between teacher and students concerning sections of each paragraph of a text. The teacher and students take turns assuming the role of the leader.

According to Sahab (Sahab, 2014) reciprocal method is a “conducted based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students”. He also said in his paper that reciprocal method focuses on background knowledge, reading strategy and group discussion. There are four strategies emphasized in RTP including predicting, clarifying, questioning, and summarizing which are packaged in a form of dialogues.

Predicting encourages students to think based on their prior knowledge and experience to the following plot or paragraph (Panmanee, 2009). It provides students an opportunity to combine the new knowledge they will obtain from the text to the basic knowledge they already have. In this stage, they are going to confirm whether or not their predictions are acceptable.

Clarifying helps students to decrease confusion when they face during reading activity. It can happen whenever students find unfamiliar words, phrases and structural-difficult sentences.

Summarizing is the process of identifying the important information and ideas within a text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. “Summarizing provides the impetus to create a context for understanding the specifics of a text.” (Doolittle, Nicholas, Hicks, & A, 2006).

Questioning provides a context for students to explore the text more deeply and assure the meaning construction (Doolittle et al., 2006). It is used to check students’ understanding of the text including main idea of each paragraph and some important information of the text (Panmanee, 2009).

This will be a novelty in this research, namely the use of reciprocal methods in reading courses in Islamic boarding schools, because the researcher have observed the method of learning to read Arabic in some Islamic boarding schools in Indonesia still uses conventional methods or still considered traditional and do not keep up with the times.

The research was carried out in two cycles of action. Each cycle consists of planning, action, observation, and reflection. Cycle I was held for six meetings, namely on 02.0 9, 16, 23, 30 August

and 06 September 2018. The activities planned for this cycle I action plan were to prepare all the facilities and instruments to be used in the action and discuss with the observer to agree on the technique of observation activities and the acquisition of observational data. Before using, all learning devices and instruments have been validated by experienced experts.

The question of student cognitive learning test results and student synthesis and evaluation skills tests were tested first to determine the level of validity, reliability, level of difficulty, and the power of different questions. The trial was given to the second and third level students, amounting to 80 students and had obtained material in the test questions. Validation of this item was calculated using the biserial correlation coefficient, because the score of the items uses discontinuum, which is an objective form with scores of items 0 or 1. From the results of the reliability test the composite score is 0.821 so it can be concluded that all questions are reliable

The stages of research after planning are the implementation of actions and observations. Observations were carried out by two observers. Learning began with routine activities, namely joint prayer and attendance of student attendance. All students attend the learning activities. Next step the lecturer prepared the qirāah material with the chapter: معنى العبد، تعريف العبادة، علامة محبة منى يكون العمل عبادة and العبد، ربّه عزّ وجلّ

The researcher explained how to synthesis a reading text, followed by a more detailed explanation of the use of reciprocal methods, for this stage the reciprocal method used was the summarizing strategy (التلخيص).

After classically students understood the explanation from the lecturer the activity is followed by group division and distribution of teaching materials. The groups were divided according to what has been determined during the planning activities. Each student read the teaching material that has been shared by the lecturer. Teaching materials in the first meeting included the meaning of worship and the understanding of a servant.

After that, students were asked to immediately practice the learning steps while researcher and observers went around in each group to observe the ongoing discussion process.

The learning process contains learning activities on how students can synthesis and evaluate a reading text with the steps of the reciprocal method (Cooper & Greive, 2009). The teaching and learning activities in the classroom were as follows:

1. Introduction, including: opening learning with basmalah, conditioning classes, such as holding attendance for students and dividing them into five groups, preparing qirāah material with the theme معجزات الأنبياء. Share worksheets with each group to write down some things that show their abilities in synthesizing and evaluating a reading text. This activity is carried out for 10 minutes.
2. Core learning activities, consisting of: summarizing (التلخيص), student activities include:
 - Every student read the text in his heart, this activity is carried out for 15 minutes
 - Students made summaries with their own language according to their insights and knowledge of the texts they read, this stage is done for 10 minutes.
 - Students provided ratings, both in terms of material quality and the benefits of what they have gotten from the text they have read. After that they write it on the worksheet, this activity is given 15 minutes
 - Each group presented the results of their discussion, namely to respond to or assess the text they have read The closing of the learning lasts 10 minutes. The researcher makes a reflection and the learning ends with reading the الحمد الله and the kifāratul al-majlis prayer.

The results of this activity were written on the worksheet in the “summary” column. The results of the conclusions of each group when synthesizing and evaluating text were almost the same; the difference was only in language use. For groups that have mastered Arabic well wrote conclusions in Arabic, while groups not yet fluent in Arabic used Indonesian. However this was indeed not the only assessment to know their reading skills. When they have been able to

summarize the parts in the text to be displayed again with a new and original framework and how they made or found the essence of the text they have read, then they have shown their skills at the level of analysis and evaluation. It was just that for groups that used Arabic at the conclusion stage, it is even better. The results of the conclusions which consisted of the level of synthesis and evaluation of each group can be seen in figure 2 to figure 6 belows:

<p>Summarizing</p> <p>التلخيص</p>	<p>١. العبد ان يريد به العبد الى المذلل المستخر فهو بعد المنع شامل لجميع المخلوقات من العالم العلوية والسفلية ٢. العبادة هي : اذ يحجب كل ما يحجب الله ويرمى بها الاقدال وكما عمل الظاهرة والباطنة ٣. يكون العمل عبادة اذ شغل فيه شئان وهما كمال الحث مع كمال الدل ٤. علامة محبة : ان تحب ما يحبه الله تعالى ويبتغيها ما يبغظه ٥. عرفوه بارسال الله تعالى الرسل و انزاله الكتب</p>
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Figure 2 Results of the synthesis and evaluation of the Abu Bakar group

<p>Summarizing</p> <p>التلخيص</p>	<p>Hamba adalah segala sesuatu Selain Allah yang terbagi menjadi 2 yaitu secara umum & khusus Hamba secara umum yaitu hamba yang tidak dibebani hukuman balqis, sedangkan hamba secara khusus yaitu hamba yang dibebani hukuman balqis, yakni jin & manusia. Kewajiban dari seorang hamba secara khusus yakni beribadah kepada Allah. Sedangkan ibadah adalah segala sesuatu yang diridhai Allah dan yang dibantu dengan syarat sempurna yakni ketulusan dan sempurnanya ketundukan dengan ciri mencintai segala yang Allah cintai dan membenci apa yang segala Allah benci. Allah mencintai seorang hamba apabila seorang hamba mengikuti apa yang di bawa oleh Rosulullah yaitu Al-Quran dan As-Sunnah sebagai hujjah diakhirat.</p>
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Figure 3 Results of the synthesis and evaluation of the Abu Musa Al-Asyari group

<p>Summarizing</p> <p>التلخيص</p>	<p>1. makna dari ibadah secara umum dan dalam istilah yg berada di atas langit dan bawah (bumi). dan di fungsinya dan di atur sebaik-baik fungsinya, adil dan bijaksana (sarcaun) - hamba suatu orang muslim memakludalah hamba yg mulia dan bertakwa dan penerusan nabi dan rasul dan khalifat 2. segala sesuatu yang mendidahkan diri dan ridha Allah dan ucapan (dakwah) dan amal yang nampak & tersembunyi (amalan baik) 3. Allah di sebut sebagai ibadah jika terkandung ketulusan & ketundukan yang di maklud oleh Allah yg di maklud. 4. Ciri / tanda ketulusan rebhaya yaitu ketika hamba mencintai apa yang Allah cintai dan membenci apa yang Allah benci.</p>
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Figure 4 Results of the synthesis and evaluation of the Ibnu Abbas group

<p>Summarizing</p> <p>التلخيص</p>	<p>Simpulan : dari lima soal jawab pada kitab, dapat disimpulkan bahwa ke lima soal jawab itu berorientasi pada satu pembahasan yaitu "IBADAH". Dari lima soal jawab tersebut terungkap definisi ibadah, "inti ibadah", "prinsip ibadah", objek dan subjek ibadah, kapan ibadah itu dilakukan, dan dengan seorang hamba mengibadahkan ibadah itu sendiri. Ke lima soal jawab ini saling berkaitan satu sama lain.</p>
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Figure 5 Results of the synthesis and evaluation of the Ja'far bin Abi Tholih group

<p>Summarizing</p> <p>التلخيص</p>	<p>Maqolah yang ada sangat bermanfaat bagi kami untuk menambah keimanan dan ilmu kami, terkhusus dengan maklumat para Nabi Allah SWT</p>
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Figure 6 Results of the synthesis and evaluation of the Zubair bin Awwam group

Such a discussion activities like this were expected to be able to improve students' synthesis and evaluation skills. The indicator of synthesis skills is seen from the results of a summary of students who can express it again in their own native language style. While indicators of evaluation skills are developed by the way students judge good and not a text and the extent to which the text is beneficial to them.

Learning ended with a reflection of learning activities and drew conclusions on the material that has been studied. Some students asked questions related to learning material that they did not understand. The lecturer reinforced this condition by giving a little explanation again. Students showed expressions that indicate they have understood the explanation given by the lecturer.

During the learning activities, the students' attitude was observed by the observer for attitude assessment. Starting from the first meeting until the sixth meeting, it appears that learning activities are very conducive and not monotonous. The teacher also conducted assessments to obtain learning outcomes in aspects of skills. After the learning meeting was held for six times, cognitive learning outcomes tests were carried out. This was done to obtain data needed in reflection activities.

The last stage of research is reflection activities. Reflection was carried out by researchers and observers related to the results of actions on cycle 1. The results of discussions with observers can be explained that the application of the Reciprocal learning model makes the learning environment more active. This can be seen from the results of student performance in group discussions. All groups were able to complete discussion activities, although some groups needed lecturer guidance. That is what shows that Reciprocal seems to make the atmosphere of learning more active.

Student learning outcomes in the aspects of synthesis and evaluation slightly increased but have not reached the criteria for success of the action set. The criteria for the success of the action determined are the student learning outcomes aspects of knowledge achieve classical completeness $\geq 70\%$. A summary of cycle 1 learning outcomes is shown in Table 1.

Table 1 Average Value of Cycle I Synthesis and Evaluation Skills

Rated Aspect	Precycle	Cycle I
Synthesis Skills	56.4	56.8
Evaluation Skills	57.2	60.0
Average	56.8	68.3

The data described above shows that synthesis and evaluation skills have had a slight increase, but the average value in the first cycle has not yet reached KKM, namely 56.8 and 68.2. This indicates that the skills in cycle 1 still need to be improved. Therefore, the researcher decides to carry out the next cycle of action. The aim is to improve synthesis and evaluation skills using reciprocal methods in qirāah material

Researchers in this study reflect on learning that has not been done optimally. From the results of the learning implementation observation sheet it was found that summarizing activities were still not emphasized. This is thought to have an effect on student learning outcomes. Therefore, the implementation of actions in cycle II needs to be improved in reviewing student progress in the synthesis and evaluation stages.

Cycle II was held on 04, 11, 18, 25 October and 01, 08, September 2018. The implementation in the second cycle was to improve teacher activities in providing reinforcement to students, use of instructional media, and enhance cooperation between students and their partners. Effective cooperation provided opportunities for students to improve synthesis and evaluation skills. Constraints and solutions that arise in the first cycle are presented in Table 2.

Table 2 Reflection Cycle I

No	Obstacles	Solution
1	The stages of learning in the reciprocal method of improving synthesis and evaluation skills are still lacking	In this second cycle the research focused to using reciprocal method on the level of synthesis and evaluation three times
2	Many students have not been able to make a synthesis	The summarizing stage is emphasized again
3	Many students have not been able to evaluate the reading text	The summarizing stage is emphasized again

As a follow-up to the first cycle, the second cycle was carried out as well as the first cycle that applied planning, implementation and observation, and reflection. The change in planning in the second cycle was on the use of teaching material. Teaching reading material in the second cycle was still taken in the book *a'lāmu as-sunnah al-masyurah*, with the theme of the miracle of the Qur'an and the Prophets. The target is the achievement of the criteria for the success of the actions that have been set.

Cycle II was held for six meetings. The activity planned in the second cycle of action planning is to prepare all the facilities and instruments used in action and to discuss with the observer to agree on the technique of observation activities and the acquisition of observational data.

Learning in the second cycle began with greetings and checked the presence of students. All students attended the learning activities. The researcher also said that during the six meetings in the first cycle, students were able to read well, especially in understanding the contents of the reading in terms of knowledge, understanding, application, but there were still shortcomings at the level of synthesis and evaluation. After explaining what has been produced by the students at the stage of cycle I, the researcher returned to discuss with students about the understanding and purpose of reading Arabic texts. In reading Arabic, the students were required to be skilled in the synthesis and evaluation of texts. Next the lecturer prepared qirāah material with the theme معجزات الأنبياء (miracles of the prophets). the first meeting was planned to improve students' knowledge and understanding skills towards the text so qirāah learning using steps predicting (التنبؤ) and clarifying (التوضيح),

At the second meeting, the researcher explained to students that qirāah learning would be emphasized on application skills and analysis. The learning objective of this second meeting is that students can apply the message contained in the text in their daily lives, both as a student and as a general public. Then in this meeting students are directed to be skilled in analyzing a text with the direction of the researcher so that they make questions about the material they have read.

At the third meeting up to the fifth meeting the learning objectives were focused on improving synthesis and evaluation skills. The researcher directed students to be able to find the essence or main ideas contained in the text, and then they expressed it again in accordance with their respective opinions. The next skill that trained was that students are directed to be able to assess a text, by making a statement that the paper or material they read is useful or not, and what they think of the material.

The sixth meeting was fully designed for group discussion, each group of strategies contained in the reciprocal method, namely: predicting (التنبؤ), clarifying (التوضيح) presented the results of their discussion in front of other groups using all questioning (التساؤل), and summarizing (التلخيص). Researchers paid close attention to the discussion of each group whether they really use this reciprocal method well or not, because it will affect their reading skills. Therefore, to find out the improvement of their reading skills after this last meeting, the researchers held a reading test.

In the second cycle, students' reading skills in Arabic increased after the researchers observed the value of this second cycle. To see data on the average value of reading skills can be seen from the following table.

Table 3 Average Value of Cycle II Synthesis and Evaluation Skills

Rated Aspect	Precycle	Cycle I	Cycle II
Synthesis Skills	56.4	76.4	93.6
Evaluation Skills	57.2	60.0	77.6
Average	56.8	68.2	85.6

Reflections made by researchers and observers decided to fulfill the action. There was no need to carry out the next cycle because the criteria for the success of the determined action have been reached. Comparison of research criteria regarding the application of reciprocal method could increase the success of actions with the results of the second cycle research presented in Table 3 above. The above description provides an indication to support critical thinking skills and student learning outcomes.

Reciprocal teaching strategies can help the students' reading comprehension skills (Choo, Eng, & Ahmad, 2011). Abu Hatib (2017: 180-181) and Liu et.all (2016: 1060) suggested that in the world of education, reciprocal learning is very effective and can be used as an instructional model for student activities in a group to master certain subjects.

Doolittle (2006: 106-107) explicitly states that the reciprocal method is very suitable for use in improving reading skills. In particular, this method consists of three main components in improving these skills, namely: a) Teaching and learning specifically discussing strategies for understanding reading, b) There is dialogue / communication between teachers or lecturers with students using question model strategies such as why, when, and where to understand a reading, c) It is very suitable with the learning path of students, because students become a model in reading comprehension for other students. This is the main purpose of the reciprocal method for students as a strategy in understanding reading.

The originality of reciprocal teaching seems to be there and this method has aimed to promote learning from that "less known". To control these acquisitions, the researchers use pretests type protocols, tests, post-tests and they compare data collected at a control group and an experimental population. In sum, reciprocal teaching is assessed in the light of its results in terms of learning, effects produced by students to whom it is intended. The interaction between "teacher" and "student" are not particularly considered by the authors, the latter appearing to favor the result of the interaction at the expense of the same interactive process (Abu Hatab, 2017).

The cognitive domain involves 'knowledge and the development of intellectual skills'. The abilities and skills within the domain are listed in six major categories starting from the simplest thinking behaviour to the most complex. It is generally accepted that each behaviour needs to be mastered before the next one can take place. This is useful knowledge in assisting teachers in their lesson planning (Collins, 2014)

Synthesis Level

Synthesis level questions require students to connect between several things, rearrange certain things into new structures, or generalize. It is necessary to say that compiling objective form questions is difficult to do for relatively high cognitive levels because the problem is indeed quite complex. In addition, we must also give freedom to students to express their own thoughts. Therefore the form of the question used is usually in the form of essays. The synthesis activity (al-tarkib) also summarizes the parts in the text to be displayed with "new clothes" or in a framework that is completely new and original. Included in the synthesis category is making predictions (التنبؤ)

and solving a problem based on information from the text. Problem solving at the synthesis level opens up a variety of alternative solutions compared to solving problems at the application level.

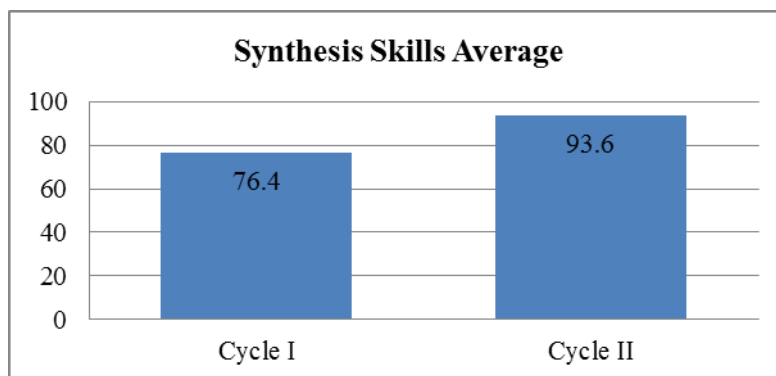


Figure 7 Synthesis Skills Average

Evaluation Level

Questions at the evaluation level required students to be able to assess an issue, case, or situation it faces by basing itself on a particular concept or reference. In this activity, students were required to assess the quality or benefits of the text being studied, both concerning systematic and ideas contained in the text. The questions used included: هل هذه مقالة مفيدة ، هل أنت موافق ، ما رأيك في هذا؟

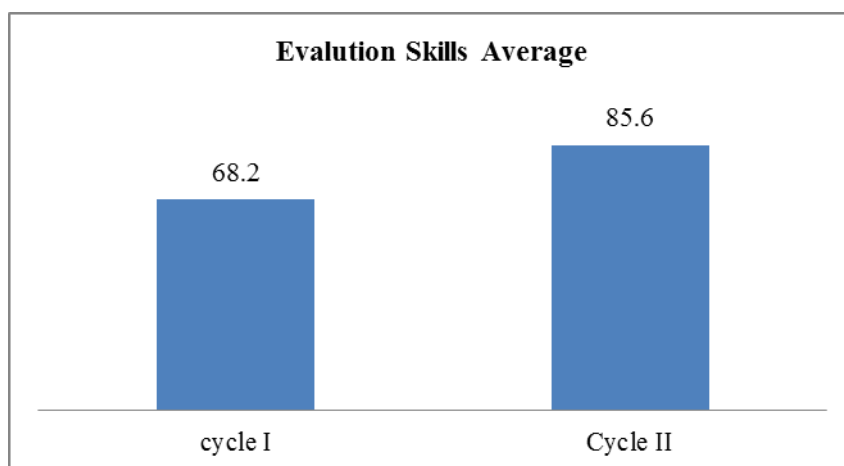


Figure 8 Evaluation Skills Average

Conclusion

As a reflection of the learning process that has been carried out for two cycles, it can be said that reading is a complex language skill, one of which is cognitive skills to understand reading. But the complexity can be solved if every student finds a way or method in reading. Student reading skills must be built in stages, so students must learn a lot to read Arabic texts, and use appropriate methods so that their reading activities are directed. This means that students must learn to read through reading activities. Thus they will find good and effective ways of reading in their own way. With a lot of reading practice they will get used to capturing what messages or information contained in the text, can find the main ideas and can apply them in their daily lives if there is something useful to them. Especially as a Muslim student who has to read a lot of religious texts that speak Arabic, it requires cognitive skills to understand the reading so that they do not misuse the message contained in the religious text. In addition, students can synthesize and evaluate a reading that is able to assess whether the reading is useful or not.

Then as a result of reflection from this learning the researcher argues that no matter how good the learning methods of reading skills are applied but no good will and motivation from students to learn, the methods will not have an impact on improving their reading skills. Therefore in qirāah learning using the reciprocal method, the students must have motivation. It was recognized that one of the obstacles in group discussions was the lack of cooperation between fellow group members. Lecturers must create a conducive atmosphere so that each group member feels comfortable when discussing. In addition, one obstacle to discussion in groups is the limited time. Therefore, the time available must be arranged as well as possible so that each group member can play an active role in the discussion to provide input for the improvement of reading group members.

From the qirāah learning process as explained that in the first cycle students were accustomed to using the reciprocal method as evidenced by the results of the first cycle of all cognitive skills understanding reading had begun to increase, only synthesis and evaluation skills were far from expectations. This is understandable because the level of synthesis and level of evaluation are two quite difficult skills. Therefore in the second cycle the use of the reciprocal method was emphasized in the summarizing step (التلخيص), namely three meetings. In addition, in this second cycle students seemed motivated to predict what happened in the text, such as knowing the definitions of material contained in the text, clarifying sentences and any vocabulary that they did not yet know, analyzing an Arabic text by making some questions related to the material they are reading. Finally, the use of reciprocal methods in qirāah learning has had a psychologically positive impact on student learning.[]

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