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# LITERATURE STUDY OF RECIPROCAL TEACHING LEARNING MODELS BASED ON PALINSCAR AND BROWN THEORY IN IMPROVING STUDENTS ' SCIENCE LEARNING OUTCOMES IN ELEMENTARY SCHOOLS

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**Abstract**

The purpose of this study was to determine and understand the implementation of the reciprocal teaching learning model of students' learning outcomes of natural science (IPA). This research uses library research or what is usually called (library research). Sources of data in this study are primary data sources (Aris Shoimin's book 2014) and secondary data taken from journals that support the research. The approach in this research is literature study which is an activity to look for theoretical references that are relevant to the research. The data collection techniques used were library techniques and documentation techniques. Meanwhile, the analysis technique used is text and discourse analysis. The steps in the learning model developed by Palinscar and Brown have 3 steps. The results of this study indicate that the reciprocal teaching learning model is very influential on student learning outcomes. Reciprocal learning model; teaching improves students' science learning outcomes.

**Keywords:** reciprocal teaching learning, learning outcomes



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## INTRODUCTION

Elementary school education is education that provides knowledge and skills to foster the basic attitudes needed in community life and prepares students to follow the next level of education. (Dewantara, 2019) In this primary school level, students are taught all subjects, one of which is Natural Science Education (IPA). Natural science is a branch of learning that emphasizes providing experience in order to be able to develop students in their abilities and to explore and be able to understand nature scientifically and systematic. (Kumala, 2016) Natural science is very important in learning in elementary schools because it can train and provide stimulation for students' thinking.

It is still seen that the learning process carried out by the teacher is conventional (traditional) learning, namely using a lecture model, question and answer and giving assignments. According to Winarno Surachman Dalma Hasmiana Hasan, explained that "The method approach is not able to attract students' interest, so it results in low reasoning ability of students. Therefore, the teacher must be able to choose a learning model that suits the classroom conditions, the conditions of each students, teaching conditions, the nature of teaching materials being equalized and the facilities and infrastructure available at the school. The development of learning models for children requires an effective learning environment. So, the appropriate learning model used in this study is a reciprocal teaching model based on Palinscar and Brown's theory based on Palinscar and Brown's theory. This learning model is a flexible learning model to be used in the learning process, and is easily adapted to class conditions and the subject of learning. (Ria, 2010) In this model has a positive impact for students, namely students can be motivated that learning is a responsibility of themselves, then the student learns with the understanding he has so that it is not easy to forget, and can develop the ability of students to ask questions that he thinks are difficult to solve thus can develop students to become independent thinkers. In addition to the advantages of reciprocal teaching model based on Palinscar and Brown theory, besides that there are shortcomings, namely (Sadam, 2012) as students have difficulty stringing words into sentences and difficulty blending words, Students only simply recognize and say most of the words in the whole reading correctly and students feel uncomfortable or lack confidence because they have to be involved in the learning process.

## METHOD

This type of research is library research (Library Research). (Hamzah, 2019) This research is an activity related to library data collection, namely by reading, taking notes, and managing research material in the library. (Mestika, 2004) Library data are generally secondary data sources. Library data is not limited by time and space. The data sources used are primary and secondary data sources. The form of this research is to reveal the problems that exist in accordance with the events or reality. (Mustopo, 2010) The secondary data source used is from a journal entitled "Reciprocal Teaching Learning Model of Science Learning Outcomes in Class V SD Cluster I, Buleleng District". While the secondary data sources used are from journals sourced from the internet, supporting books which are used as reference material according to the title of the research that has been carried out. (Subagyo, 2006) The research approach used was a literature study approach. This approach is an activity to look for theoretical references that are relevant to the problems found. The data collection technique used in this research is literature and documentation techniques (Nawawi, 1989). The data analysis and interpretation techniques used are discourse and text analysis techniques.

## RESULTS AND DISCUSSION

According to government regulation No. 19 of 2005, it states that learning is an active effort to gain something so as to form new and better changes. In educational units a learning process carried out in an interactive, inspirational, fun way, motivating students to participate actively, as well as independently, creatively according to their talents and interests as well as the physical psychological development of students. (RI, 2005) The essence of science is learning about concepts, so learning science requires special ways of learning and teaching it. Learning and teaching is an interaction between students and teachers. A teacher tries to teach as well as possible, so that students can understand science material properly according to learning objectives. Realize that there are many difficulties in learning, especially in the field of science. Therefore, as a teacher must be able to package and make learning that is creative and fun for students, one of which is by using an attractive learning model and can trigger students to play an active and independent role in learning. One of them is the reciprocal teaching model based on Palinscar and Brown's theory.In 1982, the development of reciprocal teaching theory based on Palinscar and Brown's theory was

developed by Palinscar. This learning model has a goal to be achieved. The purpose of the Reciprocal teaching learning model based on Palinscar and Brown's theory is to provide opportunities for students to convey information to other students related to the summaries they have made. Through the Reciprocal teaching learning model based on Palinscar and Brown's theory, it is hoped that students can develop independent learning abilities, because in this learning students are taught four specific self-understanding approaches, namely summarizing, making questions, clarifying, and predict. (D., 2014)

The reciprocal teaching learning model based on Palinscar and Brown's theory was conducted by Kd.Suteni, et al. In 2013 based on Palinscar and Brown's theory. This learning model has been conducted by many researchers and analyzed by several researchers using descriptive statistics and t test. With the data analysis using descriptive statistics and t test. So the reciprocal teaching learning model is based Palinscar and Brown's theory has maximum results to be applied in the Natural Science learning process in the classroom. The steps for the reciprocal teaching model based on Palinscar and Brown's theory in science learning are as follows:

a. Early stage

   The worksheets contain tasks in accordance with the strategic approach in the reciprocal teaching model based on Palinscar and Brown's theory, namely: concluding (summarizing), making questions and solving them, predicting problems.

b. Second stage

   The teacher distributes a worksheet that will be used at today's meeting, students are guided to read the teaching materials they have as a support tool for working on the worksheets. After finishing reading, students are given the task to work on the worksheets in discussion with their group friends. In this case the teacher demonstrates his role as a student by explaining the results of the conclusions, submitting questions to be discussed and conveying predictions from the material being discussed. Then in the next meeting the teacher students are one of the groups chosen randomly by the teacher.

c. Third phase

   Like the previous meeting, the teacher divided the worksheets and asked students to work in groups that had been determined. Then the teacher chooses a student who acts as a teacher to lead the learning net to discuss the LKS. (Yulvinamaesari, 2013)

Reciprocal teaching was developed to help use collaborative learning dialogues to teach understanding of material independently in the classroom through reverse learning, students are taught four approaches to understanding specific self-regulation, namely summarizing, making questions, clarifying, and predicting. So, after reading the material and applying the steps that have been taught, understanding of the material can be improved through reverse learning which also supports cooperative dialogue. This Reciprocal teaching model was developed to help use cooperative learning dialogues to teach material understanding independently in the classroom through reverse learning learners are taught four specific approaches of self-regulation, namely summarizing, making questions, clarifying, and predicting. So, after reading the material and applying the steps that have been taught, then the understanding of the material can be improved through reverse learning that also supports dialogue that is cooperative. Thus, it will give rise to the impact gained in the use of reciprocal teaching learning models on science learning in students is to improve student learning outcomes that are characterized by improving student learning completeness in each cycle The application of this learning model has a positive impact, among others, it can increase student activity in the teaching and learning process indicated by student involvement in the question and answer process and explaining the subject matter in front of the class (Hijrawati 2018).

According to (Effendi 2013) This is because when students are able to develop steps in a learning model reciprocal teaching means that students can find the learning materials discussed independently thus the results obtained remain in memory and not easily forgotten by students. The reciprocal teaching model developed by Palinscar and Brown is very important to be applied in science learning for elementary school students. Students are given many opportunities to be able to implement this learning model in the science learning process. The opportunity is for students to become teachers to train their understanding process and independence, which is then conveyed to other students. in this learning model students should be able to create questions for which the question will be solved. ( Reazki 2015) So that in this case it can evoke and stimulate students who are less active to be stirred to think in order to find the answer to the question.

## CONCLUSION AND SUGGESTION

### Conclusion

Natural science learning implemented in elementary schools based on Palinscar and Brown's theory can be concluded that the reciprocal teaching learning model is a learning

model designed to provide benefits so that learning objectives are designed to provide skills to students in understanding what they have read based on asking questions. This reciprocal teaching learning model can generate student learning outcomes. The reciprocal teaching learning model was developed by Palinscar and Brown in 1984 which according to Palinscar and Brown the reciprocal teaching learning model is a learning model aimed at encouraging students to develop the abilities they have in order to make learning effective and active. Such as summarizing, asking, clarifying, predicting, and responding to what has been read and understood. In the learning model developed by Palinscar and Brown, there are four approaches used, namely:

1. Make questions, in this approach students are given the opportunity to make questions about the material to be discussed.
2. Explaining This approach explains that in this case it is a very important activity during the learning process, especially for students who have low understanding difficulties in understanding a material. In this case students can ask the teacher about concepts that are still unsolved
3. Predicting, this can be done by giving practice questions that contain development questions. This is dikasudkan so that students can predict what material will be discussed at the next meeting.

Clarification, the teacher holds a question and answer session related to the material being studied to find out the level of understanding of the students' concepts

**Suggestion**

1. This study shows that the learning outcomes of students who are taught using the reciprocal teaching learning model can improve student learning outcomes so that learning takes place more effectively
2. It is recommended for teachers in elementary schools to be more innovative in learning to implement an innovative, innovative learning model, especially the reciprocal teaching learning model and to be supported by relevant learning techniques to improve student science learning outcomes.
3. It is recommended for other researchers to conduct further research on the reciprocal teaching learning model in the field of Science and others in order to pay attention to the problems experienced in research as a material for consideration to perfect the research to be carried out.

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