Reciprocal Teaching Method for Enhancing Thai EFL Learners' Reading Comprehension Ability

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ABSTRACT

The purposes of the present study were (1) to compare the effectiveness of the reciprocal teaching method between the experimental and control groups, and (2) to investigate the reading comprehension achievement of EFL learners with different proficiency levels who were taught with the reciprocal teaching method, as classified by the Oxford Reading Comprehension Placement Test (2015). The total number of 164 EFL learners at Nakhon Sawan Rajabhat University students took part in this study. Seventy-three first year EFL participants were selected by purposive selection. Then, they were randomly assigned into two groups: a control group with 33 EFL learners receiving the traditional teaching method, and 40 EFL learners in the experimental group receiving the reciprocal teaching method. In order to obtain the required data, three instruments were utilized: The Oxford Reading Comprehension Placement Test (2015), a learning achievement test for pre-testing and post-testing, and a semi-structured interview form. The results showed that the different proficiency EFL learners in the experimental group had high reading comprehension ability achievement. Also, they improved reading comprehension skills (e.g., finding a topic and main idea, vocabulary, and grammar), and they can use metacognitive reading strategies to complete the reading task in small group work. Discussions and findings are also offered.

Keywords: Reciprocal teaching method (RTM), Reading comprehension, EFL learners

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Introduction

Reading is an essential skill for EFL learners in many situations, such as reading for academic success, reading for development and reading for specific purposes. Moreover, reading comprehension is an essential skill for higher education in an academic way (Getkham and Rerkwanchai, 2015; Meniado, 2016). According to Rastegar, Kemani and Khabir (2017), reading comprehension is a skill of language learners and it consisted of the cognitive process of one's own, such as attention, learning, and memory. Also, the purpose of reading comprehension is to build a logical mental function from the readers' knowledge and information in the text (Gernsbacher, 1990; Kintsch, 1988; Flavell, 1976 as cited in Soto, Poblete and de Blume, 2018). The logical mental function of readers can be called the readers' metacognition. Metacognitive defined as the ability of one's knowledge in the cognitive processes and product that learners are involved Flavell (1976 as cited in Cubukcu, 2008). From the previous research studies, reading strategies, both cognitive and metacognitive reading can develop EFL learners' reading comprehension (Ali and Razali, 2019). Also, metacognitive practice by teachers can help the learners improve reading comprehension by themselves. The learners who receive reading metacognitive strategies not only improved reading comprehension ability but also they improved reading performance (Chonprasert, 2013).

However, EFL learners at Nakhorn Sawan Rajabhat University (NSRU) still encounter reading comprehension problems because they could not interpret, co-construct understand the meaning from the printed text due to the lack of reading strategies practiced in the reading class. There are two aspects; the EFL teaching strategies and the EFL learning strategies. Firstly, EFL teachers at NSRU have used teacher-centered and grammar-translation to practice reading comprehension with the learners. As a result, the learners tend to use a dictionary to translate a word in a sentence, and they practice read-aloud technique word by word; therefore, they are good at decoding the texts, and they seem to have less reading comprehension. Secondly, the EFL learning strategies, EFL learners are trained to be passive learners from the traditional methods; thus, they are the silent readers and practice the reading skills by themselves. They do not interact with their teacher or peers and do not change opinion in the reading activities. All of the reasons above, the reciprocal teaching method with four reading metacognitive strategies, predicting, questioning, clarifying and summarizing are offered to solve the reading comprehension problems with EFL learners at NSRU. The learners will have the opportunity to practice reading comprehension skills with high order thinking in a small group of interactions with teachers and peers.

Research Questions

1. What are the effectiveness of reciprocal teaching method in enhancing EFL learners' reading comprehension between the experimental and control group?

2. What are the efficacies of reciprocal teaching method in enhancing reading comprehension achievement with difference EFL proficiency learners?

Research Objective

1. compare the effectiveness of the reciprocal teaching method between the experimental and control group.

2. investigate the reading comprehension achievement of EFL learners with different proficiency levels who were taught with the reciprocal teaching method, as classified by The Oxford Reading Comprehension Placement Test (2015).

Literature Review

Reciprocal teaching is based on sociocultural theory and social constructivism by Vygotsky (1978). Based on this line by Vygotsky (1978) as cited in Ahmad, Choo and Eng (2011), learning will take place in a social setting and reciprocal teaching uses social interaction (dialogue) to construct the meaning of the texts between teacher-learners and learners-learners. Palincsar and Brown (1984) are the original persons for using reciprocal teaching to improve reading comprehension in the reading classroom. The reciprocal teaching method consists of four main metacognitive reading strategies; predicting, questioning, clarifying and summarizing. (1) Predicting is a smart guess to hypothesize the text concern that combines readers' background knowledge and new knowledge to confirm or revise the prediction by using titles, heading and picture. (2) Questioning is the strategy to identify the topic and main idea. (3) Clarifying is a strategy that the learners use it to identify the unknown word(s), phrase(s) or sentence(s) by searching the context clues, re-reading or using a dictionary and other resources. (4) Summarizing is an identification of the important information, such as the main idea, supporting detail in the clear terms of the readers' own sentences, statements or a single paragraph. Reciprocal teaching promotes learners' metacognitive reading strategies in a small group of work by taking turn the role to be a teacher.

From the previous research studies, reciprocal teaching is an effective method that the researchers in EFL countries at all levels are used to help the struggling EFL readers in high school level. The research evidences are as follows. Komariah, Ramadhona and Silviyanti (2015) studied the

improving reading comprehension through a reciprocal teaching method. The results revealed that learners were more active and productive in reading activities after using reciprocal teaching method intervention. Also, the learners' reading proficiency are improved. In addition, Arif (2016) studied increasing the learners' reading comprehension by using reciprocal teaching strategies. The result indicated that reciprocal teaching had significantly increased the learners' reading comprehension, and it was influenced by learners' reading comprehension when the effect size of class was categorized. Moreover, Penny (2016) carried out action research on improving learners' reading comprehension on descriptive through the reciprocal teaching four strategies: summarizing, questioning, clarifying and predicting. The results showed that after using reciprocal reading method intervention, learners' reading comprehension was improved and learners became more independent and critical thinking readers.

Regarding the use of RTM in university context, there were many researchers studied the effectiveness of reciprocal teaching. In EFL context, Chou (2016) investigated the use of reciprocal teaching with Taiwanese university students who took English Medium Instruction (EMI) courses. The results found that there was a significant difference between the scores of the test before and after using reciprocal teaching intervention. The researcher suggested that the reciprocal teaching method might promote Taiwanese students in the learning of academic text and might help the EFL teacher for future studies with other EMI courses. Similarly, Alsaraireh and Hamid (2016) investigated the impact of using reciprocal teaching method or RTM on first-year university students in Jordan through the RTM achievements in reading skill focusing on students' gender. In this study, RTM was taught in the experimental group and traditional teaching was taught in the control group. The result found that the first-year students who received the reciprocal teaching method had a positive effect on reading comprehension achievement and this method had significance for both male and female learners.In Indonesia, Ayun and Yunus (2017) carried out the efficacy of reciprocal teaching to improve reading comprehension with Indonesian EFL learners. The results showed that the reciprocal teaching method had a significant differential effect on reading comprehension between two groups. An experimental group with reciprocal reading activities had a higher effect on reading comprehension than a control group with a conventional way of teaching. Relton (2017) studied the impact of reciprocal teaching on the vocabulary development and reading comprehension of monolingual pupils and children with English as an Additional Language (EAL) in the context of English education system. The results showed a reciprocal teaching approach could improve vocabulary for all participants, but it did not improve reading comprehension.

To sum up, reciprocal teaching method is viewed as an effective method to improve vocabulary, reading comprehension skill and develop reading language competency with EFL learners in the reading instructions. Engaging in this teaching method, EFL learners have opportunities to practice to be the strategic readers in a small group of work and being active readers in the small group of reading process.

Research Methodology

Research Design

This present research was employed mixed-method. To seek the answers to research questions, "What is the effectiveness of reciprocal teaching method in enhancing learners' reading comprehension between the group with and without reciprocal teaching intervention?" and "What are the efficacies of the reciprocal teaching method in enhancing reading comprehension achievement with difference EFL proficiency learners?" both quantitative and qualitative data were used to examine.

Population and Sample

The research population consisted of 164 EFL learners at Nakhon Sawan Rajabhat University, who registered the course name "English for Technology" in the academic year 2019. Seventy-three EFL learners were selected by purposive selection, to be the participants. Thus, the experimental group with 40 EFL learners were taught by using the reciprocal teaching method. Meanwhile, the control group with 33 EFL learners were taught by using the conventional teaching method.

Research Instruments

1. Reading comprehension placement test

The Oxford Reading Comprehension Placement Test (2015) with 25 items was used as the research instrument for finding the mean score and standard deviation to compare reading comprehension ability before and after treatment.

2. Reading comprehension pre-test and post-test

Reading comprehension pre-test and post-test were from six units (12 items in each) from the English for Technology text book with four choices (a, b, c, and d) that were being constructed by the researcher based on Bloom's Taxonomy model (Dagostino et al., 2014). All of pre-test and post-test were given to the specialist to find out the item difficulty and validity.

3. Semi-structured interview

Four semi-structured interview questions were used to ask the six different proficiency EFL learners (2 advanced, 2 intermediate, 2 novice) and they were used to confirm the effectiveness of using reciprocal teaching method in the experimental group.

Data Collection

The table below classified the data collection between group with and without Reciprocal Teaching Method (RTM) intervention in eight weeks of the experiment.

Table 1 Data collection between group with and without Reciprocal Teaching Method (RTM) intervention in eight weeks of the experiment

Experimental Group (Reciprocal Teaching Method)	Control Group (Traditional Teaching Method)
Week 1 (3 hours)	
All participants were introduced the research objective and the schedule then, they did The Oxford Reading Comprehension Placement Test (2015) 25 items to classify the language learner's competency. (advanced, intermediate, novice)	
Week 2-7 (18 hours): Units 1 to 6	
Before the class beginning, all 73 participants did each pre-test in each week (from units 1 to 6).	
(Before the units 1 to 6 began, all of the participants in the experimental group were trained by using reciprocal teaching method in a small group work.) Then 40 participants took turns to be the teacher model in a small group of work with 5 to 6 persons. (They were classified by mixed the level of language proficiency in each group.)	Thirty-three participants in the control group were taught by using the traditional teaching method.
After both classes finished treatment, all 73 participants did a post-test in each unit (from units 1 to 6).	
Week 8 (3 hours)	
All 73 participants did The Oxford Reading Comprehension Placement Test (2015) 25 items after they finished treatment.	
The researcher interviewed six different language proficiency EFL learners (2 advanced, 2 intermediate, 2 novice)	-

Data Analysis

Quantitative data was analyzed to find out the effectiveness of the RTM by mean and standard deviation with the SPSS program for Windows both placement test and pre-test and post-test. Besides, qualitative data was used to describe the answer of four semi-structured interview questions with different proficiency EFL learners within the descriptive analysis.

Findings

     1. To compare the effectiveness of using reciprocal teaching method between experimental and control groups. Oxford placement-test (2015) 25 items were presented for all participants in both groups; the experimental group (N=40) and the control group (N=33). The means, standard deviation and t-test were reported to show the results of reading comprehension achievement in both groups.

Table 2 An Independent Sample T-test for Equality of Means for Both Groups of the Pre-test Scores

Group	N	Mean	S.D.
Experimental	40	10.48	2.33
Control	33	9.64	2.28

     According to Table 2, the t-test result of pre-test where both groups were compared, the mean score of the experimental group was 10.48 and its standard deviation was 2.33. Conversely, the mean score of the control group was 9.64 and its standard deviation was 2.28. This result shows that both groups had similar level in their reading comprehension achievement before using the reciprocal teaching method intervention.

Table 3 Paired Simple T-test for the Equality of Mean for Experimental Group Vs Control Group Pre-test and Post-test

Experimental Group		Mean	S.D.	t	df	Sig
40 participants	Pre-test	10.48	2.33	6.359**	39	0.000
	Post-test	13.50	1.88			
Control Group		Mean	S.D.	t	df	Sig
33 participants	Pre-test	9.64	2.28	2.430**	32	0.020
	Post-test	11.21	2.86			

** Experimental group is significant at the .00 level.

  Control group is significant at .02 level.

     According to Table 3, the mean score and the standard deviation of pre-test and post-test in the experimental group illustrate the significant differences before and after using Reciprocal Teaching Method intervention (RTM). There were as follows; the mean score of pre-test was 10.48
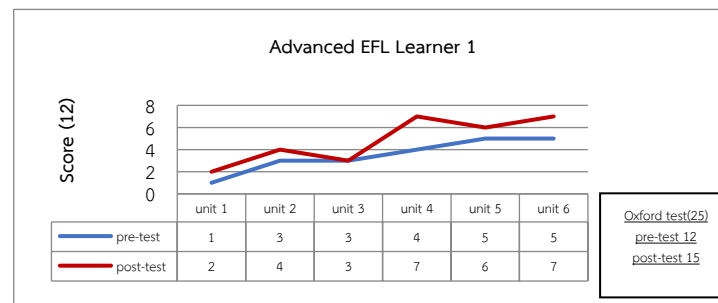
and the standard deviation was 2.33. Meanwhile, the mean score of post-test was 13.50 and the standard deviation was 1.88 after using RTM intervention.

The result of pre-test and post-test scores in the control group with the Traditional Teaching Method (TTM) also, illustrated that there were significant differences of mean score. The mean score of pre-test was 9.64 and the standard deviation was 2.28. Meanwhile, the mean score of post-test was 11.21 and the standard deviation was 2.86.

Besides, as shown in Table 3, the mean score of post-test comparing between two groups, the mean score of the experimental group was 13.50 with standard deviation of 1.88. Meanwhile, the mean score of the control group was 11.21 with a standard deviation of 2.86. These results indicated that there was a significant difference between the two groups with and without RTM intervention. Also, RTM was an influence on reading comprehension ability achievement.

2. To investigate the reading comprehension achievement of EFL learners with different proficiency levels who were taught with the Reciprocal Teaching Method (RTM), as classified by the Oxford Reading Comprehension Placement Test (2015).

Figures 1 to 6 below are illustrated the pre-test and post-test scores of the reading comprehension test with 12 total scores (units 1 to 6) and the Oxford Test (2015) with 25 total scores before and after using RTM intervention with six different proficiency EFL learners.

	unit 1	unit 2	unit 3	unit 4	unit 5	unit 6
pre-test	1	3	3	4	5	5
post-test	2	4	3	7	6	7

Oxford test(25)
pre-test 12
post-test 15

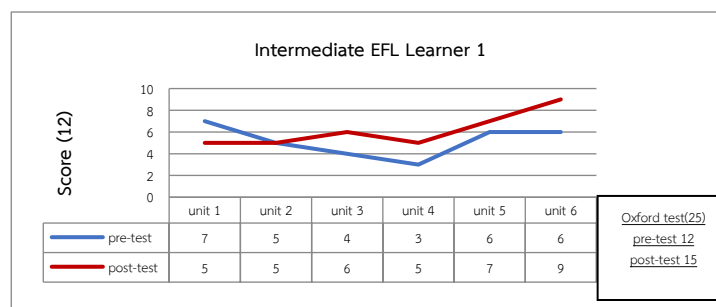**Figure 1** The Pre-test and Post-test Scores for Advanced EFL Learner Number One

Figure 1 shows the pre-test and post-test scores for reading comprehension test units 1 to 6 and the Oxford Test for advanced EFL learner number one. To illustrate the effectiveness of using RTM intervention, the lowest scores for both the pre-test and the post-test was on unit 1. the highest score for the pre-tests were (5 scores) units 5 and 6. After using RTM, this learner gained the highest score for post-tests were (7 scores) units 4 and 6. However, from the Oxford Test, the post-test score was (12), and it was lower than the pre-test score (15).
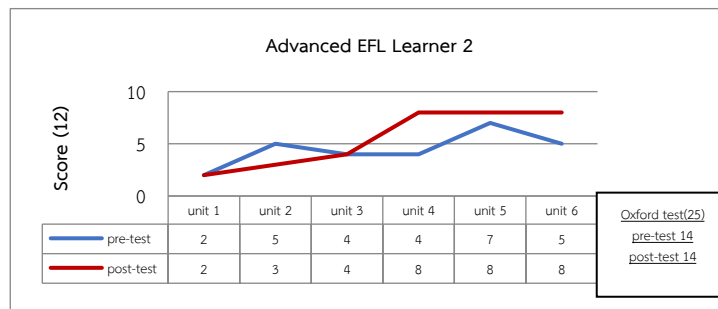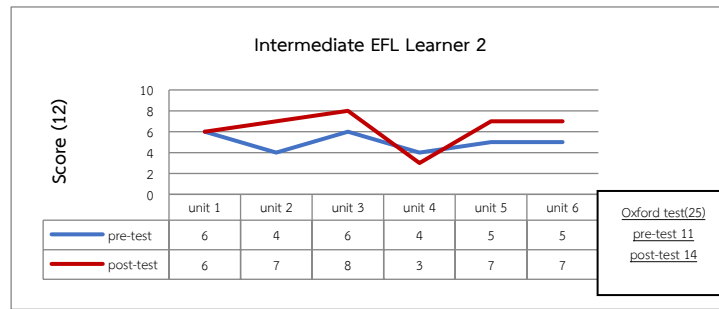
Figure 2 The Pre-test and Post-test Scores for Advanced EFL Learner Number Two

Figure 2 shows the pre-test and post-test scores for reading comprehension test units 1 to 6 and the Oxford Test for advanced EFL learner number two. To illustrate the effectiveness of using RTM intervention, this learner gained the lowest score of pre-test unit 1 (2 scores). After using RTM, the post-test scores units 4, 5, and 6 in the graph increased (8 scores) and remained stable, surprisingly. Based on the Oxford Test, the post-test and pre-test scores were equal (14 scores).
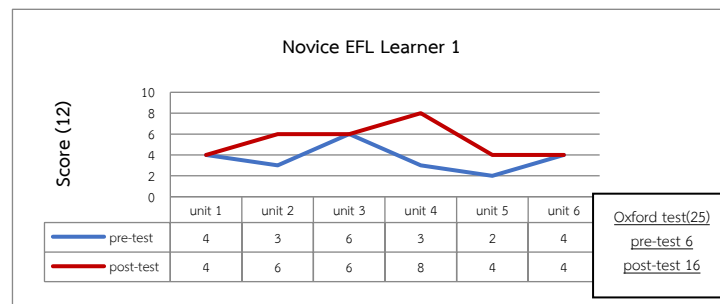

Figure 3 The Pre-test and Post-test Scores for Intermediate EFL Learner Number One

Figure 3 shows the pre-test and post-test scores for reading comprehension test units 1 to 6 and the Oxford Test for intermediate EFL learner number one. Before using RTM intervention, the pre-test score for this learner units 1, 5 and 6 were high (7, 6 and 6 scores). However, after intermediate EFL learner number one was engaged in RTM the post-test scores were higher than the pre-test scores units 3, 4, 5 and 6, especially this learner gained (9 scores) unit 6. In terms of the Oxford Test, intermediate learner number one gained the post-test score of (15), that was higher than the pre-test score of (12) out of 25.
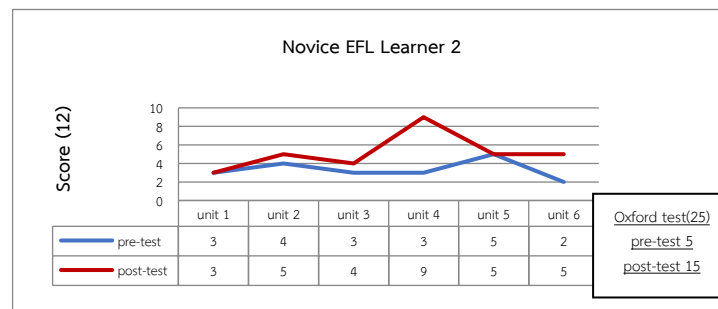
Figure 4 The Pre-test and Post-test Scores for Intermediate EFL Learner Number Two

Figure 4 shows the pre-test and post-test scores for reading comprehension test units 1 to 6 and the Oxford Test for intermediate EFL learner number two. As presented the above results, the pre-test and the post-test scores units 1 to 6 of this learner illustrates the effectiveness of using RTM intervention, the scores of the post-test units 2, 3, 5 and 6 were higher than the scores of the pre-test (4, 6, 5 and 5 scores) except from unit 1 which was equal (6 scores) and unit 4 which was lower (3 scores). From the abovementioned results, the Oxford Test, the post-test score was (14), and it was higher than the pre-test score (11).

Figure 5 The Pre-test and Post-test Scores for Novice EFL Learner Number One

Figure 5 shows the pre-test and post-test scores for reading comprehension test units 1 to 6 and the Oxford Test for novice EFL learner number one. The resulting data was organized and presented. The resulting data of the pre-test and the post-test scores, units 1 to 6 of novice EFL learner number one of the post-test scores units 2, 4, and 5 were higher (6, 8 and 4 scores) than the pre-test scores (3, 3 and 2 scores). The highest post-test score was (8 scores) unit 4. From the Oxford Test, the post-test score was (16), and it was higher than the pre-test score (6). The above result was surprisingly high.

Figure 6 The Pre-test and Post-test Scores for Novice EFL Learner Number Two

Figure 6 shows the pre-test and post-test scores for reading comprehension test units 1 to 6 and the Oxford Test for novice EFL learner number two. As proven above, the effectiveness of using RTM intervention, the post-test scores (3 and 5 scores) almost did not change from pre-test scores (3 and 5 scores) units 1 and 5. Surprisingly, after using RTM the highest score of post-test was (9 scores) unit 4. In addition, the post-test score (15) of the Oxford Test was surprisingly higher than the pre-test score (5).

From the Oxford Test above, it was surprising that using RTM with different proficiency EFL learners could improve reading comprehension ability with all of them. Notably, the post-test scores of the Oxford Test of two novice learners and two intermediate learners in order that after using RTM intervention was higher than the scores of pre-test.

As for Qualitative Data from the Semi-structured Interview, the semi-structured interview with four questions were used to review the effectiveness of using reciprocal teaching method intervention with six different proficiency EFL learners.

Interview question number 1: What were the effects of using reciprocal reading activities in reading comprehension skill?

Table 4 The Effects of Using Reciprocal Teaching in Reading Comprehension Skills

The EFL Learners	The Interview Data	Multi-metacognitive Reading Strategies
EFL advanced learner A	"…When I used this method, I knew the new word form predicting by using title, made the Wh-question from questioning, guessed the meaning by using context clues from clarifying, and summarized my main idea from summarizing."	-Predicting -Questioning -Clarifying -Summarizing
EFL advanced learner B	"I learned to guess the topic from title and picture from the predicting, using the new word to make the Wh-questions from the questioning, finding and asking the meaning of new words in a small group of work from clarifying, summarizing my understanding (words) from summarizing."	-Predicting -Questioning -Clarifying -Summarizing
EFL intermediate learner A	"I shared my idea and my experience with my friends in this teaching method. (reciprocal teaching method)."	-
EFL intermediate learner B	"In the reciprocal teaching method, I exchanged my idea with friends and helped each other in small group of work. (It was not fixing the idea.)"	-
EFL novice learner A	"I got the new vocabulary from this method, and I could predict the title from headline or picture. I learned the grammar from my friends in the group to make the questions. I learned prefix and suffix in the clarifying strategy. In the summarizing strategy, I must ask my friends' ideas in the group to summarize. (helping together)"	-Predicting -Questioning -Clarifying -Summarizing
EFL novice learner B	"I got learning the new vocabulary with my friend and doing the group work in predicting. My idea liked my friend (EFL novice learner A) in questioning, clarifying, and summarizing strategies."	-Predicting -Questioning -Clarifying -Summarizing

According to Table 4, the result shows that advanced, intermediate, and novices EFL learners used multi-metacognitive reading strategies. Regarding advanced EFL learners, they used all multi-metacognitive reading strategies namely predicting, questioning, clarifying, and summarizing in order to complete reading activities by focusing on new words to gain reading comprehension. Similarly, novice EFL learners also used these four multi-metacognitive reading strategies to focus on new vocabulary and grammar. Among intermediate EFL learners,

there was unclear clue from the interviews that they used multi-metacognitive reading strategies.

Interview question number 2: Which strategy did you most prefer and why?

Table 5 Scaffolding Strategy Preferences and Reasons

The EFL Learners	The Interview Data	Scaffolding Strategy Preferences	Reasons
EFL advanced learner A	"I liked summarizing the most because I could select the important part of the text for making my sentences."	Summarizing	-To make own sentences
EFL advanced learner B	"My favorite strategy was summarizing because I tried to summarize my own understanding to make the short paragraph by myself. Also, I could ask my teacher to help."	Summarizing	- To help own understanding of paragraph reading - To ask teacher for help
EFL intermediate learner A	"I liked summarizing the most because I practiced summarizing the main idea in short sentences. Also, this strategy linked to make questions and grammar practice."	Summarizing	-To summarize main idea - To set question and grammar practice
EFL intermediate learner B	"Questioning was the most strategy that I preferred because if I did not know the main idea of the text, I could not make the questions. Besides, I could find the examples of the Wh-questions from Google website."	Questioning	-To know the main idea - To find the Wh question example from Google
EFL novice learner A	"Predicting was my favorite strategy because I could look from the title or vocabulary that I got the meaning so, I knew what I learned."	Predicting	-To understand word meaning
EFL novice learner B	"I liked clarifying. I could open a dictionary when I did not know the difficult vocabulary. Also, I could ask my friend to help."	Clarifying	-To clarify difficult vocabulary meaning

According to Table 5, the result shows that different proficiency EFL learners preferred different scaffolding strategies. Advanced EFL learners are most prefer using summarizing out of four multi-metacognitive reading strategies because they can make own sentences, understand the paragraph reading, and ask for help from teacher. In addition, intermediate

EFL learners preferred questioning and summarizing in order to understand main idea and write them. Lastly, novice EFL learners prefer predicting and clarifying since they focused on vocabulary level. The novice learners seek to understand and clarify word meaning.

Interview question number 3: Which strategy was too difficult for you and why?

Table 6 The Most Difficult Multi-metacognitive Reading Strategy and Reasons

The EFL Learners	The Interview Data	The Most Difficult Strategy	Reason
EFL advanced learner A	"Summarizing was the most difficult because I had known or understood the context first. Then I could summarize my sentences."	Summarizing	-Less understanding of the context.
EFL advanced learner B	"Summarizing was the most difficult because I had known the lots of vocabulary, made the meaning, used translating strategy to support, used the background of grammar to make the suitable sentences by self."	Summarizing	-Have to build suitable sentences by his/herself
EFL intermediate learner A	"Summarizing was the most ambitious strategy because some reading topics introduced a little bit detail…"	Summarizing	-Few details in some reading topics title
EFL intermediate learner B	"Summarizing was the most difficult strategy because there were lots of information or detail in the reading text…."	Summarizing	-A lot of information and detail for summarizing
EFL novice learner A	"Summarizing is the most difficult because I would understand the exact main idea of the text and vocabulary to make the clear summarizing."	Summarizing	-Have to understand main idea and vocabulary
EFL novice learner B	"Summarizing was the most difficult because I had known the main idea of the text to summarize my sentences and I did not know the conjunctions and grammar to make the summarizing."	Summarizing	-Have to understand main idea -Lack of conjunctions and grammar knowledge

According to Table 6, the result shows that advanced, intermediate, and novices EFL learners indicated that summarizing was the most difficult scaffolding strategy. Advanced EFL learners struggled with summarizing at reading context and writing in a sentence level. For intermediate EFL learners, summarizing was difficult for them since they faced with problems

in terms of details and information for summarize. Finally, novice EFL learners found that summarizing was difficult because of knowledge of vocabulary, main idea, and grammar.

Interview question number 4: Would you prefer to use the reciprocal teaching method instead of the traditional method of reading? Why or why not?

Table 7 Reciprocal Teaching or Traditional Teaching Preferences

The EFL Learners	The Interview Data	Teaching Method Preference (Reciprocal Teaching)
EFL advanced learner A	"I preferred the reciprocal teaching method because I could do reading activities with my friend and share my opinion in my group. I was not anxious."	-To participate group activity with friends -To overcome anxiety
EFL advanced learner B	"I thought reciprocal teaching method was good because I could share the idea with my friend and did the reading activities in group work."	-To share idea with friends -To do reading activities in a group work
EFL intermediate learner A	"I would gain more understand than reciprocal teaching method because the teacher had a deep understanding of the reading text to explain. ...I could share the opinion and knowledge with friends, and I was active when I did the group work."	-Teacher can explain deeper understanding -Student can hare opinion with friends and do reading activities in a group work
EFL intermediate learner B	"I prefer reciprocal teaching method because I was enthusiastic and consulted my peers. Besides, a teacher could assist me when I had the problems."	-To consult with peers -To receive assistance from teacher
EFL novice learner A	"I preferred reciprocal teaching method than traditional way because I had practiced thinking with other people in a small group and learned from others to make my understanding. Moreover, it was a permanent role to practice a reading skill. (It was not only remembering practicing skill)."	-To practice thinking skill with other students in small group work -To practice reading skill
EFL novice learner B	"I liked the reciprocal teaching method because it was easy to understand. (There was the step by step to practice.)"	-Easy to understand

According to Table 7, the result shows that advanced, intermediate, and novices EFL learners prefer using reciprocal teaching method instead of traditional method because they participate, share the idea and do reading activity with friends in a group work. In addition,

they can consult and assist from teacher for deep understanding. Moreover, they practice thinking skill with other in a small group work.

Discussion

Discussions and finding from both quantitative and qualitative data will be discussed.

According to the quantitative data, the post-test mean score of two group with and without Reciprocal Teaching Method (RTM) was clear evidence that the EFL learners who taught by using RTM is higher reading comprehension achievement than a group with Traditional Teaching Method (TTM). The mean score of RTM group is 13.50 and the mean score of TTM group is 11.21. According to the finding, it can be conducted that RTM was one of the effective teaching methods to improve reading comprehension ability with different proficiency EFL learners. This finding supports the study of Alsaraireh and Hamid (2017) with reveal that RTM could developed reading comprehension ability with EFL first year learners.

For qualitative data, the efficacies of using for multi-metacognitive reading strategies (predicting, questioning, clarifying, summarizing) through RTM by different proficiency EFL learners (advanced, intermediate, novice) will be discussed.

1. Predicting strategy was used by advanced and novice EFL learners in order to gain reading comprehension while they engaged in reading activities. They tend to use predicting as a multi-metacognitive reading strategy since they tried to understand reading title through predicting new words and pictures. This finding is similar to a study of Pudjbroto, Purwoko and Setyaningsth (2014) which revealed that the EFL students predicted the content of text based on the reading title.

2. Questioning strategy was used by three different type of EFL learners in order to gain reading comprehension within reading activities. All of them used questioning reading strategy since they tried to make the meaning of questions by using new words and grammar using Wh-question. This finding supports the study of Prastyo and Rodli (2017) with revealed that the EFL students write their own question that they expect to be answered.

3. Clarifying strategy was used by advanced and novice EFL. Using context clue and finding the new words were presented by advanced EFL learners in a small group of reading activities. Meanwhile, novice EFL learners ask friends for help to clarify the new words. These

results support the finding of Pudjbroto, Purwoko and Setyaningsth (2014) which revealed that the EFL students guessed the clues that are given by peers and teacher.

4. Summarizing strategy was used by advance and novice EFL learners in order to gain reading comprehension by focusing on main ideas, new words and shared ideas with peers. Advanced EFL learners mentioned that they preferred summarizing strategy with the purposes to make their own sentences, enhance understanding of paragraph reading. In addition, intermediate EFL learners viewed that summarizing supported learners to gain opportunities to make Wh-questions and engage in grammar practice. However, EFL novice learners indicated that they did not prefer summarizing. Although, summarizing was preferred reading strategy among EFL learners, the Thai EFL learners claimed that summarizing was the most difficult strategy for them because they lack of the details, main idea connection and grammatical knowledge.

Suggestion

1. The follow up using reading metacognitive reading strategies (predicting, questioning, clarifying, summarizing) with other subjects could be investigated both quantitative and qualitative data (questionnaire and interview).

2. For the participants in this research, summarizing is the most challenging strategy. So, the future research study should investigate the effects of summarizing to reading comprehension ability or investigate the other teaching method that supports summarizing strategy with the different proficiency EFL learners.

3. From the Oxford Reading Comprehension Placement Test (2015), the post-test score of EFL advanced learner was lower than the score of pre-test, the researcher should study the sustainability of using reciprocal teaching method intervention with advanced EFL learners or all of them.

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