

ABSTRACT

Mufaqih, Cicik Mufidatul. 2025. *The Effectiveness of Reciprocal Teaching Technique to Enhance Students' Critical Thinking on Reading Narrative Text (Pre-Experimental at Second Grade of MA Abu Darrin*. Thesis, English Education Department. Kiai Abdullah Faqih University. The Advisor: Muamar Chadafi, S. Pd. I., M. Pd.

Keywords: Reciprocal Teaching, Critical Thinking, Narrative Text.

Reciprocal Teaching is a cooperative learning strategy that aims to improve reading comprehension through four main steps: summarizing, asking questions, clarifying, and predicting. This strategy trains students to think critically while reading by taking turns as teachers in group discussion. This study chose narrative text as the object of study because in general students only understand basic elements without being able to analyze more complex aspects in the story. This shows that conventional learning methods are not fully effective in developing students' critical thinking skills. Therefore, this study aims to investigate the effectiveness of Reciprocal Teaching in improving students' critical thinking skills in reading narrative texts.

The researcher used a quantitative approach using a pre-experimental with a one group pre-test post-test design. The students' populations are 176 students, and the samples are 34 students selected through purposive sampling. The research instrument used is a multiple-choice test designed to measure students' critical thinking skills before and after the treatment using Reciprocal Teaching. The data obtained were analyzed using the Wilcoxon Signed-Rank Test to assess the significance of the improvement in students' learning outcomes following the treatment.

The results showed a significant increase in students' critical thinking skills after the application of Reciprocal Teaching, where the pre-test showed an average score of 52.94, with the highest score of 75 and the lowest score of 35, while the post-test showed a significant increase in the average score to 81.91, with the highest score of 90 and the lowest score of 65. The Wilcoxon Signed-Rank Test results showed a significance value of 0.000 ($p < 0.05$). It was meant that H_a was accepted while H_o was rejected. These results show that Reciprocal Teaching not only improves students' understanding of the text but also encourages critical thinking. For the next research should use an experimental design with a control group for stronger evidence of Reciprocal Teaching's effectiveness. Other factors like student motivation and engagement should also be explored. Additionally, studying different text types, such as exposition or argumentation, can help determine if Reciprocal Teaching improves critical thinking across various readings.