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RECIPROCAL METHOD TO IMPROVE COGNITIVE SKILL IN READING ARABIC TEXT

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Abstract

The purpose of this study is to improve reading skills in the cognitive aspects of Arabic. This study was conducted classroom action research with reciprocal method in reading learning. There are four steps in reciprocal method, including: 1) Predicting, 2) Clarifying, 3) Questioning, 4) Summarizing. The process of collecting data were observations, questionnaires, field notes and tests. To determine the level of reliability of the test, the reliability test was performed using the Kuder Richardson formula (KR-20). After the validation and reliability tests were carried out, it was stated that the test instruments were very reliable and valid. Qualitative data is validated through data triangulation which includes four ways namely; credibility, transferability, dependability, and confirmability. As a result, students' reading skills in cognitive aspects experienced a significant increase. The average value in the pre-cycle is 55.27 then in the first cycle the average reading skill score rises to 86.02. The average value increases again in the second cycle, which is 91.16. This proves that the right method in learning to read can help students improve reading skills, one of which is cognitive ability. Although the reciprocal method has been considered an old learning method in the MHI Islamic boarding school his method is a new learning method, so it can inspire language teaching methods in other traditional schools.

Keywords: Reciprocal, Cognitive Skills, Arabic Text, Method, Learning

Learn to read religious books in Ma'had Huda Islami Bogor-Indonesia, included in the qirāah material, which aims to direct students to understand the 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 each subject in improving the 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 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)

While the meaning of reading, according to Ma'ruf (Al-Dalimy, 2009; Ostovar-Namaghi & Shahhosseini, 2011) is an activity of members of the soul (psychology), which perfects a translation

of written symbols (letters, harakāt, al-Dhowābit) into readable meanings (either voiced or silent). Explain to the reader about what is being read and the results of the reading activity will influence his behavior both during and after reading. Poerwadarminta (in Ampuni, 1998) reading is interpreted as seeing and understanding the contents of what is written, either by expressing or only in the heart. While Matlin (Ampuni, 1998) defines the meaning of reading is an activity that involves a number of cognitive work, including perception and recognition (Yousef, 2016) quoted 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'. Based on the explanation from several experts above; the researcher underlined the essence of reading skills is the ability to understand what the learner read through a series of activities or carried out continuously.

Grab (Richards & Renandya, 2002) states that reading comprehension is the main goal in reading (although, it is sometimes overlooked when students ask about reading difficult texts). Increasing students' awareness of the main ideas and exploring the organization (linguistic structure) in the text are something that is needed to get a good understanding of a written text. As due to the use of writing forms that describe important points and to identify information messages contained in the text is an important source for understanding instructors. Likewise, teachers who want to develop students' reading skills and learning strategies, provide facilities for students' appearance of this ability in understanding the text and giving them the opportunity to practice which is then supported by a number of approaches to understanding - the best known is teaching reciprocal method, cooperative learning, and reading recovery.

Arabic Cognitive Reading Skills

As explained above that in essence reading skill is a skill to understand the contents of the reading contained in the text. Likewise, with the aim of reading which is more directed towards improving students' cognitive skills, then in this dissertation the researcher emphasizes that the reading skills in question are cognitive skills of understanding the contents of reading. Previously it is necessary for researchers to briefly explain in advance what is meant by cognitive skills.

Cognitive skills or can also be called cognitive abilities are the construction of thought processes, including remembering, problem solving, and decision making, from childhood to adolescence to adulthood (Brainfit, 2018). Meanwhile, according to Afrianti (2018) cognitive ability is "The process that occurs internally in the central nervous system when humans are thinking". Cognitive skills can also be interpreted as a person's achievement that can be observed as a result or process of gaining knowledge through learning experiences (Aini, 2016).

From some of these definitions, the researcher seeks to synthesize the meaning of cognitive skills in understanding reading is one's ability to process all that is read in the text by using a set of logical thinking tools to know, understand, apply, analyze, synthesize and evaluate. From this meaning the researcher also tried to arrange cognitive skills in reading Arabic. due to the level of cognitive skills in accordance with the cognitive level applied by Benjamin S. Bloom, the cognitive skills in this study refer to cognitive levels based on Bloom's theory before revision.

Reading skills that will improve in 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 (Allsagof, n.d.). Therefore to measure skills in the six cognitive levels, its need to be tested on students through written tests. 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) . Asyofi (2016) has compiled a test grid based on Bloom's taxonomy as follows:

1) Knowledge Level (C1)

This level of knowledge is only intended to measure memory abilities about information or factual facts. The types of questions that can be used to guide students to find this information are *متي* and *من ، ما ، أين*. These first-level questions seem trivial, but they are important enough to mean as a foundation for thinking further or getting to know the text at a higher level.

2) Understanding Level (C2)

The level of understanding is intended to measure students' understanding of the existence of a simple relationship between facts or concepts. This means that students learn to understand and master something from the text based on the facts he has found at the first level. If a teacher asks "what did the Prophet Shalallaohu alaihi wassalam say about cleanliness?", This question is still a level of knowledge because the teacher only asks students to mention and recall the words of the Prophet Shalallaohu alaihi wassalam (in the text) about cleanliness. However, if the teacher asks, "What does the Prophet mean by *al-nadzafat min al-imān*?", This question is already classified as a level of understanding. Some question words to stimulate the development of the ability to understand reading texts include *قَرَن ، اشرح and لماذا ، ما الذي ، بين*.

3) Application Level (C3)

Application-level questions are intended to measure the ability of students to choose and use a particular abstraction in a new situation. Students are not only able to mention, explain and interpret information, but are also required to be able to apply or apply (*tathbiq*) the information of that knowledge. Using information obtained from text to solve problems is also included in this application level. Some question words that can be used to foster the ability to apply knowledge include *ايهما and هات مثلا ، اختر ، كيف ، تطبق*.

4) Analysis Level (C4)

Analysis level test, intended to measure the ability of students to analyze things, relationships or certain situations by using certain basic concepts. Learning to analyze (*al-tahlil*) requires students critically and deeply to find something that is not stated explicitly in the reading text. Finding key ideas in paragraphs can be classified in learning to analyze. In this case, students need to be introduced to the conjunctions that can be used as references to find the main ideas, such as *لأن ، لأنه and لذلك*, and others. Learning to analyze the sharing of information in the text to draw conclusions, or analyze conclusions to obtain supporting evidence in the text also includes skills in analyzing. In this exercise, the teacher can ask questions like *لماذا؟ أي درس تأخذ من الفقرة؟ ، ما لب هذا الموضوع*

5) Synthesis Level (C5)

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 is difficult to do for relatively high cognitive levels because the problem is quite complex. Besides, we must give freedom to students to express their 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.

6) Evaluation Level (C6)

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

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 (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 (Choo, Eng, & Ahmad, 2011; Freihat & Al-Makhzoomi, 2012; Lewis, 2016; Yang, 2010)

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 (Sahab, 2014b) 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 as 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.

Understanding Reciprocal Method

Annemarie Sullivan Palinscar who is also the developer of the reciprocal method said that the reciprocal method is a rotating learning activity between teachers and students to monitor students' understanding of a reading text (Palinscar, 2010). Reciprocal Teaching is a learning approach that implements four self-understanding strategies, namely concluding teaching materials, compiling questions and completing them, explaining the knowledge they have acquired, then predicting the next question of the problem presented to students. The benefit is that it can increase student enthusiasm in learning because students are required to actively discuss and explain the results of their work well (Rahmayani, 2014).

Dailami (2009) mentions the meaning of reciprocal

هي نشاط تعليمي تقوم على الحوار بين المعلم والمتعلم، أو بين طالب وآخر، ومضمونها أن يعمل الطلبة في مجموعات توزع فيها الأدوار، مع وجود قائد لكل مجموعة، ويوجه أعضاء مجموعات القراءة، إذا كانت المادة (قراءة)، وفيها يجري اختيار فقرة من

نص، و بعد تبادل الفقرة بين جميع الأعضاء، و مناقشة ما تضمنته من أفكار وآراء، يختار قائد أو مرشد آخر، ليقود المجموعة في قراءة فقرة جديدة، يتبادلون فيها الأدوار .

(hiya nasyātu t'alimy taqūmu 'alal hiwāri bainal mu'alim wal muta'alim, aw baina thālibin wa ākharin, wa madlmumiha an ya'mala al-thalabah fī majmū'ātin tauzi'i fihāl adwāri, ma'a wujūdi qāidun likuli majmū'atin, wa yuwajihu 'adlāi majmū'ātil qirāati, idzā kānatil mādati (qirāah), wa fīha yajri ikhtiyāru faqraturun min nashshin, wa b'adal tabāduli al-qirāati baina jamī'il a'dlāi, wa munāqasyah mā tadlminatuhu min afkāri wa ārāa, yakhtāru qāidun aw mursyidun ākhorī, liyaqūdul majmū'ati fī qirāati faqrah, jadīdah, yatabādalūna fīhal adwāri)

Is a learning activity based on dialogue between teacher and student, or between student and other students. The contents of these activities are students working in groups that have their respective roles with the appointment of a chairman in each group, then the chairman directs the group members to read. If the course material is reading, each group member chooses one of the paragraphs contained in the text. Then discussed together to take the main ideas or opinions contained in the text. When it is finished, the group leader reads a new paragraph, so the flow of the reciprocal method.

Steps for Learning the Reciprocal Method

The method used in teaching reading using reciprocal consists of four strategies (Huda, Susilo, & Sa'dijah, 2017) which will be explained as follows:

1) Predicting (التنبؤ: al-tanabu')

Predicting is an activity in predicting a text, such as criticizing the points contained in a reading text, students must pause to take a picture and test the conclusions of the text about the content that will be confronted again. Initially, the teacher only closely monitors the implementation of the four strategies, then only steps to improve and assess student efforts. Time management is left to each group after which the teacher allows them to separate from the group and manage time individually. Even so, the teacher continues to provide feedback to the student team about their implementation of the process.

2) Clarifying (التوضيح: al-tawdlīhu).

The purpose of clarifying or clarifying strategies is when the text is being read, students critically evaluate unknown meanings or expressions and to know the knowledge of team members collectively. In addition, this strategy is also to clarify the search for the essence of ideas, main ideas and themes in the text.

3) Questioning (التساؤل: al-tasāulu).

Questioning means to make questions that are centered on the contents of the reading text. When questioning texts, students must concentrate on the main ideas and examine their level of direct understanding.

4) Summarizing (التلخيص: al-talkhīsh).

The next strategy is the strategy to make a summary. When summarizing, students again state the main ideas and themes contained in the written text and then express it again in their own words to ensure that they fully understand the contents of the text they are reading.

METHOD

This research is an action research. Anne Burns (2009) states that action research is a combination and interaction of two modes of activity namely action and research. These actions are in the ongoing social process of a particular community context, whether carried out in the classroom, school, or the whole organization, and usually involve development and intervention into the process to produce improvements and changes. This research is under systematic observation and analysis of developments and changes that are realized to identify the basic

rationale and to make further changes as needed based on findings and results. The aim of the action research process is to bridge the gap between ideality and reality in social situations.

The research model used in the study is the Chost research model. Therefore, the research stages that will be used follow the Chost research procedure. Furthermore, the research procedure is described in the action research design section.

In this study has two data, namely quantitative and qualitative data. Therefore this research design uses descriptive mixed methods design. Descriptive design was chosen because this study aims to describe a phenomenon that occurs in the field. All qualitative data and quantitative data are described so that they become more comprehensive, valid and objective data (Sugiyono, 2015). The design of this study is directly proportional to the type of research used. Action research involves a series of activities that have previously been arranged in such a way by the researcher. The flow of learning in action research is termed a cycle, which includes cycles 1, 2, 3, and so on. Each cycle has a flow or stages of research, namely the stages of planning, action, observation, and reflection. Furthermore Mertler (2009: 31) states globally the actions that must be carried out in each stage are as follows: Planning Phase (Plan), i.e. identifying problems, gathering information, reviewing the literature in accordance with the topic of the problem then improving research planning. The Action Stage (Act), which is collecting data and analyzing it. Development Phase (Developing), namely improving research planning or can also be called making in-depth observations on research. Reflection Phase (Reflection), which is to share and inform the results of research, reflect during the research process.

RESULTS AND DISCUSSION

The first cycle, the learning process begins with the steps of action research, which starts from the planning, action, observation and finally reflection stages. In the planning process, the application of the reciprocal method which includes predicting, clarifying, questioning and summarizing is the introduction and formation of student directed reading habits. Then in the action process Cycle 1 learning action begins with the preparation of learning, then conducts meetings and conveys contract implementation of the research to be carried out using the reciprocal method. The students who took part in this research program were the fourth semester students majoring in Islamic Education Management totaling 25 male students, because the place of this study was taken at the male dormitory complex. The next learning activity is to inform students that during qirāah learning takes place they will use the reciprocal method accompanied by an explanation of the use of this reciprocal method. The action activities in the first cycle lasted for six meetings. It starts on August 2, 2018 and ends on October 18, 2018.

Reflection of the first cycle, based on observations of the implementation of the learning cycle I, student reading skills showed a slight increase. But indeed there are still shortcomings in the learning process so that the reading test results achieved by students are still far from expectations, especially in the matter of synthesis and evaluation. To achieve reading results according to established criteria, perseverance is needed from students. Students must often read and follow the theories that have been given and use the reciprocal method as a guide for reading Arabic texts. If students have tried to use the reciprocal method then they will be more skilled in reading Arabic texts, especially in understanding the contents of the text reading.

The Second Cycle, the learning process in this second cycle Learning planning in the second cycle is a refinement of the planning and implementation of the first cycle based on the results of observations, evaluations and reflections made. It is expected that improvements made will further optimize the learning process so as to improve students' Arabic reading skills. The focus of qirāah learning in this second cycle is to improve students' skills in mesynthesis and evaluating reading texts, however skills C1 through C5 still receive attention. Therefore the learning steps using the

reciprocal method in this second cycle will be arranged at each meeting.

The results of this activity were written on the worksheet in the "summarizing" 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 they wrote conclusions in Arabic, while groups that are not yet fluent in Arabic use Indonesian. However this is 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 make or find the essence of the text they have read, then they have shown their skills at the level of analysis and evaluation. It's just that for groups that use Arabic at the conclusion stage, it is even better (Al-Alwan, 2012)

The last stage of research is reflection activities. In reflection activities 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 Methode 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 cognitive skills 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 Cognitif Skills

Rated Aspect	Pretest	Cycle 1
Knowladge (C1)	58.4	98.6
Understanding (C2)	58.6	85.2
Application (C3)	55.2	92.6
Analysis (C4)	53.8	93.6
Synthesis (C5)	52.4	78
Evaluation (C6)	53.2	69.2
Average Amount	55.27	86.2

As a follow-up to the first cycle, the second cycle is carried out as well as the first cycle that applies planning, implementation and observation, and reflection. The change in planning in the second cycle is on the use of teaching material. Teaching reading material in the second cycle is still taken in the book a'laamu ass-sunnah almasiyuroh, 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. In the second cycle students have been able to demonstrate reading skills in Arabic. On average the reading skills of each aspect increased, even at the C5 and C6 skill levels above the KKM or according to the target, the average score was 70. Individually, student grades were almost an average of 90 This shows that the achievement of reading skills has reached 100%. All aspects of reading skills reach a standard value, if we draw in the form of a diagram of each of these skills can be seen as shown in Figure 2 below

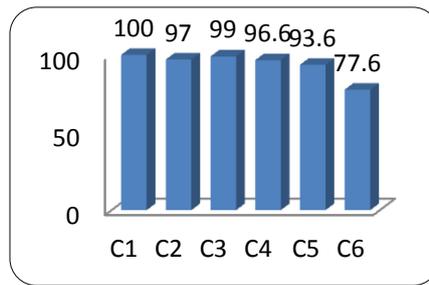


FIGURE 1. Bar Chart on Cognitive Skills for Reading Arabic Language Students in Cycle II

The information in figure 2 concludes that student reading skills have increased. All levels in reading skills starting from the knowledge, understanding, application, analysis, synthesis, and evaluation abilities have averaged above 70.0. From the picture the researcher can explain as follows, the average value of knowledge ability (C1) is 100, comprehension ability (C2) is equal to 97. Application ability level (C3) is 99, analysis ability (C4) 96.6 while for synthesis ability (C5) is 93.6 and evaluation ability (C6) is 77.6 Based on these data, the reading skills in cycle II have increased, this means that learning in qirâah material using the reciprocal method is very appropriate to improve reading skills in Arabic texts. A summary of the comparison of learning outcomes starting from the pretest, cycle I, and cycle II can be seen in the following table 2

TABLE 2. Average Value of Cycle II Cognitif Skills

Rated Aspect	Pretest	Cycle 1	Cycle II
Knowlodge (C1)	58.4	98.6	98
Understanding (C2)	58.6	85.2	97
Application (C3)	55.2	92.6	96
Analysis (C4)	53.8	93.6	95
Synthesis (C5)	52.4	78	83
Evaluation (C6)	53.2	69.2	78
Average Amount	55.27	86.2	91.16

Reflections made by researchers and observers decided to fulfill the action. There is 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 Reaciprocal methode can increase the success of actions with the results of the second cycle research presented in Table 2 above. The above description provides an indication to support cognitive skills and student learning outcomes.

Reciprocal teaching strategies 'can help students' reading comprehension skills. (Choo et al., 2011). Abu Hatib (2017: 180-181) and Liu et.all (2016: 1060) suggest 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 (Doolittle et al., 2006) 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 (Lewis, 2016; Retelsdorf & Köller, 2014; Siloni, 2012; Wagner & Meros, 2010).

The originality of reciprocal teaching seems to be there and this method has aimed to promote learning from that “less known” (Defiana, 2016; Siloni, 2012; Widayanti, 2017). 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” is 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 domain abilities and skills are listed in six major categories starting from the simplest thinking behavior to the most complex. It is generally accepted that each behavior needs to be mastered before the next one can take place. This is useful knowledge in assisting teachers in their lesson planning

The design of learning activities formulated in the learning plan for actions to improve reading skills in Arabic has been designed according to the stages of activities in the reciprocal method. If viewed from the design theory of reading and learning activities the design of learning activities is also in accordance with the principle of designing learning suggested by the Nation. The selection of teaching resources and teaching materials to improve Arabic reading skills for students has been carried out according to learning needs and material selection criteria. Content and material sequences are tailored to the educational environment of students' needs, and the principles of teaching and learning which of course all of them will be used in a teaching (I.S.P & Macalester, 2010).

Learning outcomes assessment is directed at assessing the achievement of Arabic reading skills which includes six aspects of cognitive skills, namely knowledge level, level of understanding, application level, level of analysis, level of synthesis and level of evaluation. Therefore the tests given to students must cover the six cognitive aspects. The best test is the most suitable for the examiner's purpose. Multiple-choice tests are easily adaptable to measurements of academic achievement at most cognitive levels in each of the main content fields. This is conducive to the use of illustrations and interpretations and can measure understanding and application of facts and concepts, and the ability to separate integrated wholeness into a strong relationship (Badget & Christmann, 2009)

The implementation of this action research has proven that learning strategies using the reciprocal method are able to improve students' reading skills. In terms of motivation to learn, as well as positive interaction and communication between fellow students has been well-formed. The nuances of the class that had previously only been centered on lecturers, present a new nuance for students, who are not only serious in taking lessons, but also positive competitive attitudes that help each other among group members. Some strategies or learning steps contained in the reciprocal method that has been applied make students happy to learn. The classroom atmosphere becomes a social structure that helps one another with each other. This is the basis of the reciprocal method, that knowledge and understanding occur as a result of creative socialization that is formed through talks and negotiations between teachers and students or students with students (Pilten, 2016)

CONCLUSION

The use of reciprocal methods in this study was designed to improve aspects of cognitive skills in Arabic reading of students which include; knowledge skills (C1), understanding (C2), application (C3), analysis (C4), synthesis (C5), and evaluation (C6). So from these six cognitive

aspects, it can shape students' understanding of Arabic texts. Steps to use the reciprocal method through four stages namely, predicting (التنبؤ: al-tanabu'), clarifying (التوضيح: al-tawdlīhu), questioning (التساؤل: al-tasāulu), and summarizing (التلخيص: al-talkhīsh). Each cycle uses the reciprocal method. This is to make it easier for students to understand Arabic text reading in groups. Each group is chosen by a chairman who has good Arabic language skills, this is done so that he can help members of his group who have a shortage in Arabic. Learning to read Arabic combines Integrated Learning and social aspects in accordance with Vygotsky's theory.

The use of the reciprocal method in the first cycle is intended to habituate the use of four learning steps in accordance with the reciprocal method. Besides that, this first cycle also aims to improve all aspects of cognitive skills in understanding Arabic reading, starting from C1 to C6 skills. The Arabic reading text was taken from the book of the Aqeedah with the material t'ariful 'ibādati, at the end of the first cycle that is at the sixth meeting, learning activities carried out classically. The classic activity in question is the presentation activity of each group to be delivered in front of other groups. This presentation also trains students to come forward to submit their opinions related to Arabic texts that they have read, from here can also be seen and measured to what extent their understanding of these texts.

The second cycle students are accustomed to using the reciprocal method, they seem enthusiastic in using the steps contained in the method. In addition, the students seemed motivated to try to understand text after text. The three meetings in the second cycle are devoted to improving synthesis and evaluation skills, because both aspects are indeed considered very difficult by students. Then the reading text in the second cycle has material that is different from the material contained in the first cycle. This is intended to familiarize them in understanding other Arabic texts, such as the verses of the Koran, or the texts of newspapers, magazines in Arabic. Thus, the use of reciprocal methods in learning to read Arabic can improve students' reading skills to know, understand, apply (application), analyze, synthesize and evaluate a reading text.

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