



Reciprocal Teaching Assisted by Picture Series to Improve Students' Reading Comprehension

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Abstract

Many Indonesian junior high school students still struggle to comprehend English texts, considering the fact that reading comprehension is a crucial skill for learning the language. Although previous studies have displayed the effectiveness of Reciprocal Teaching and Picture Series, limited studies have investigated their combination in recount texts. Therefore, the objective of this study was to evaluate whether there was a significant difference between students taught using this approach and those taught traditionally, along with attempting to examine the impact of Reciprocal Teaching assisted by Picture Series on eighth-grade students' reading comprehension. In this quantitative study, 60 eighth-grade students participated in a quasi-experimental non-equivalent control group design, with 31 students in the experimental group and 29 students in the control group. The data were collected through pre-test and post-test with 20 multiple-choice questions and analyzed using descriptive statistics, the Shapiro Wilk Test, the Wilcoxon Signed-Rank Test, and the Mann-Whitney U Test through IBM SPSS version 25. Both the control and experimental group significantly improved, according to the findings, however, the experimental group demonstrated more progress than the control group. Therefore, Reciprocal Teaching assisted by Picture Series may serve as an effective alternative for improving students' reading comprehension of recount texts while encouraging interactive EFL reading instruction.

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INTRODUCTION

Reading comprehension is one of the most fundamental skills in English language learning because it enables students to construct meaning from written materials and gain information effectively. Among the four language skills, reading is an essential skill that must be taught in English classes as it helps learners to access academic information and supports the development of other language skills (Yulianti & Setiawan, 2019). Reading comprehension is a complicated process wherein a reader attempts to reorganize a message enciphered in graphic language by a writer (Samhudi, 2023). According to Grabe and Stoller (2020), reading requires abilities to recall key concepts along with elaborate supporting details, recognize text frames, connecting the text to the reader's knowledge, and comprehension monitoring skill. In the context of English as a Foreign Language (EFL), reading comprehension has a crucial role in assisting students to participate in classroom learning successfully. Through reading, people can gain knowledge and data from the written text they read (Septia et al., 2022). Therefore, improving students' reading comprehension should become one of the primary purposes of English language instruction.

Despite the importance of reading comprehension, in Indonesia, many junior high school students still experience difficulties in understanding and comprehending text written in English. Septia et al. (2022) reported that students often feel clueless on how to analyze English-written texts. Students are often uninterested in reading English books and did not enjoy the activity due to their limited vocabulary and willingness to read (Ramadhianti and Sombra, 2023; Ibrahim et al., 2024). These challenges decrease students' ability to comprehend texts on their own, which has an effect on their overall English proficiency.

The current study was carried out at a public junior high school in Ungaran. According to the preliminary classroom observation conducted at the research site, a significant number of eighth grade students experienced some difficulties in understanding specific material, recognizing important key concepts on paragraphs, and drawing conclusions from a paragraph from English texts. Additionally, rather than actively engaging with the materials during reading exercises, students tend to rely on teachers' explanation. As a result, their proficiency in reading comprehension remained below the expected level. These situations highlight a requirement for a teaching method that could help students in understanding texts and promote independent comprehension.

One of the text types that are taught in junior high school is recount text. According to Cahyono (2011, as cited in Herminingsih et al., 2024) recount text is a text that retells past experiences with a sequence of events shown in detail. Similarly, Aprilina et al. (2022) argued that recount text is a text that describes events from the past, including what happened, who was on a part of the story, where, when, and why the story happened. In order to successfully comprehend recount text, students are required to understand either the explicit or implicit information from the text, identify the sequence of events, and link the concepts given throughout the text. Hence, recount text was selected as the focus of this study because it showcases the reading comprehension skill that students are expected to develop and was discovered to be one of the subjects where students had problems during classroom activity.

To address these issues, teachers have to implement teaching methods that actively involve students in the reading process to be able to solve these problems. Reciprocal teaching is one teaching method that has been highly acknowledged for improving reading comprehension. Palincsar and Brown (1984) describe reciprocal teaching as a teaching approach that employs four main activities: predicting, questioning, clarifying, and summarizing. Students are guided to monitor their understanding, analyze important information, and construct meaning collaboratively from the text through reciprocal teaching strategies. As a result, Reciprocal Teaching develops students' critical thinking and active engagement in reading activities as well as contributing to improving reading comprehension.

Along with reciprocal teaching methods, this study also employed picture series as a supporting media. The picture series is an instructional tool that will help students learn reading comprehension (Nurholilah, 2021). Likewise, Mundhiyanti et al., (2023) stated that students will be actively engaged in the instructional activities when serial images are used since they feature images or text that they are able to attach or arrange correctly. Moreover, visual media attracts students' attention and stimulates their curiosity since images are a powerful tool to facilitate the learning process (Rohman, 2016, as cited in Pardede et al., 2024).

Recount text, which is arranged chronologically, gets a great advantage from picture series' chronological presentations of events. By combining reciprocal teaching methods and picture series, students are expected to comprehend recount texts effectively because the visual support can assist with content prediction, meaning clarification and the summarization of event sequence.

Previous studies have demonstrated the effectiveness of Reciprocal teaching in improving students' reading comprehension, especially in learning narrative texts (Komariah et al., 2015; Dew et al., 2021). In addition, Alemayehu et al. (2026) reported that the particular techniques like predicting, questioning, and clarifying, and summarizing was crucial in assisting students with their reading difficulties. Similarly, a study conducted by Nurhayati (2014) revealed that picture series increase students' motivation in reading activity and enhances their reading comprehension. However, the majority of studies have investigated these approaches separately. Furthermore, only a few studies have examined the combination of Reciprocal Teaching assisted by Picture Series to teach recount texts among Indonesian junior high school eighth-grade students. Prior studies have mostly focused on narrative texts. Therefore, the aim of this study is to examine the impact of Reciprocal Teaching assisted by Picture Series on eighth-grade students' reading comprehension of recount texts. The specific purpose of this study is to determine if the students who are taught using Reciprocal Teaching assisted by Picture Series and those who are taught traditionally differ significantly in their reading comprehension achievement.

The findings of this study are anticipated to provide empirical evidence of the effect of reciprocal teaching assisted by picture series and serve as a useful guide for English teachers in selecting the appropriate instructional strategies to improve students' reading comprehension in the EFL classrooms. The findings are also anticipated to contribute to the existing literature on utilizing meta cognitive approaches and visual media in EFL reading instruction.

Literature review

Reading comprehension is a crucial aspect of English learning since it enables students to create meaning from written texts and help them develop their overall language skills (Nurholila, 2021). Reading comprehension is a process that requires comprehending, interpreting, and analyzing the information included in a text as well as demonstrating the ability to identify written words. According to Kusumarasdyati (2023), reading comprehension is a process that occurs when readers actively create meaning through the integration of social and cognitive elements. Likewise, Grabe and Stoller (2020) define reading comprehension as an interactive process that involves readers' language skills, prior knowledge, and comprehension methods to determine a meaning from written texts. These points of view indicate that active involvement within a text, as compared to just word decoding, is necessary for successful reading comprehension. Students are expected to recognize main ideas, find specific information, draw conclusions, comprehend references, and correctly interpret language in EFL classes. Therefore, improving students' reading comprehension skills is crucial to improving their academic performance and overall English proficiency.

Recount texts are one of the text genres learnt by eighth-grade students in Indonesian junior high schools. Cahyono (2011, as cited in Herminingsih et al., 2024) stated that recount texts use chronological order to tell stories about past experiences. Recount texts are typically written in simple past tense and employ connectives to link events in time, such as next, later, when, then, after, before, first, and finally to arrange events sequentially (Sianipar et al., 2020). Simatupang and Lubis (2020) add that recount texts explain past events in a logical order in an attempt to inform or to entertain readers. To comprehend recount texts successfully, students must be able to identify explicit and implicit information, recognize the sequence of events, and connect ideas across the text. Recount texts provide an ideal structure to evaluate students' reading proficiency in EFL classes since these skills represent significant aspects of reading comprehension.

Reciprocal teaching is one of the teaching methods that has received broad recognition for enhancing reading comprehension. Predicting, questioning, clarifying, and summarizing are the four main activities that collectively make up Reciprocal Teaching, a collaborative teaching approach first introduced by Palincsar and Brown (1984). These strategies help students to evaluate their own comprehension, identify important information, clarify misunderstandings, and construct meaning collaboratively while reading. Students become more engaged readers and progressively acquire more freedom in their comprehension of texts as a result of this metacognitive process. The efficacy of Reciprocal Teaching in reading instruction has been consistently proven by previous studies. According to Satriani et al. (2022), because students actively interacted and did collaborations with

their classmates during the learning process, Reciprocal Teaching significantly improved students' reading comprehension. Similarly, Puspita and Nuroh (2022) found that by encouraging students to concentrate on the wider significance of what they read, Reciprocal Teaching improved their comprehension of texts. These findings show that in EFL situations, Reciprocal Teaching offers significant help for students' reading comprehension development.

Appropriate learning materials are crucial for promoting reading comprehension in addition to instructional strategies. Picture Series is a visual instructional media that includes sequential pictures that represent events in chronological order. Picture Series makes it easier for students to comprehend a text's content by connecting textual information with visual representations through the use of visual cues. According to Alqy and Zuhriyah (2022), Picture Series became less difficult for students to comprehend the texts because the pictures helped them summarize and retell the stories. Equally, Favorita et al. (2023) discovered that using Picture Series greatly improved students' reading comprehension and lessened their challenges with comprehending written texts. Because recount texts are organized chronologically, Picture Series is particularly suitable since it enables students to see the events while drawing meaning from the texts. As a result, using visual materials into reading classes may help students comprehend recount texts more effectively.

Previous studies have consistently shown that students' reading comprehension is improved by Reciprocal Teaching, and Picture Series have also been shown to help students comprehend written materials. However, these studies have frequently examined Picture Series and Reciprocal Teaching as separate teaching strategies. Furthermore, the majority of earlier studies has been on narrative texts, whilst combining Reciprocal Teaching and Picture Series to teach recount texts to eighth-grade students in Indonesian junior high schools has received relatively little attention. This suggests a research gap on teaching recount texts using both visual instructional media and meta cognitive reading skills. Therefore, the current study presents itself by integrating Reciprocal Teaching with Picture Series to support students during the reading process. It is anticipated that this combination will give students the visual and meta cognitive structure they need to better understand recount texts. Thus, by providing empirical data about the effectiveness of Reciprocal Teaching with Picture Series in improving eighth-grade students' reading comprehension in Indonesian EFL classrooms, this study contributes to the body of existing knowledge.

METHODS

In this study, the researcher employed a quantitative approach with a quasi-experimental design with a non-equivalent control group. A quasi-experimental design was employed when the researcher can not divide the participants into experimental groups and control groups randomly (Creswell & Creswell, 2018). This study was conducted in SMP Negeri 2 Ungaran. The population of this study was made up entirely of eighth-grade students. The participants were selected using purposive sampling based on the school's class arrangement (Fraenkel & Wallen, 2009). A total of 60 students participated in the study. Class 8C, which had 31 students, was assigned as the experimental group, while class 8B, consisting of 29 students, was assigned as the control group. The experimental group was given the reciprocal teaching assisted by picture series as a treatment, meanwhile the control group received a standard teaching reading method.

The instruments used in this study were a reading comprehension test consisting of 20 multiple-choice questions based on recount text. The test was given as a pre-test and post-test to evaluate the students' progress in reading comprehension both before and after the treatment. The test was developed based on the eighth-grade English curriculum and evaluated five reading comprehension indicators: identifying main ideas, identifying references, making inferences from text, understanding vocabulary in context, and finding specific information from the text. The learning objectives of the recount text for eighth-grade students were taken into consideration when creating the test items. The supervising lecturer and the English teacher of SMP N 2 Ungaran reviewed the test items' relevance, clarity, and representative of the learning objectives in order to ensure the content validity and ensure the instrument's suitability. The instrument was revised following the feedback given before it was administered to the students.

The data were gathered through pre-test and post-test administration. The study was conducted in two meetings for every class. The pre-test was given to both the experimental and control groups during the first meeting in order to evaluate their initial reading comprehension ability. Following the completion of the pre-test, the control group received standard reading instruction using the same learning materials, meanwhile the experimental group received the first

treatment with the use of reciprocal teaching assisted by picture series with the first recount text. During the second meeting, both groups received the second instructional treatment using a different recount text. The control group continued to study using the standard reading instruction, meanwhile the experimental group continued to study using reciprocal teaching assisted by picture series. At the end of the second meeting, both groups completed the post-test to measure their reading comprehension achievement after the treatments.

IBM SPSS Statistics version 25 was used to analyze the collected data. Students' pre-test and post-test scores were first summarized using descriptive statistics. The Shapiro-Wilk test was used to determine whether the data distribution was normal. Since the data were not normally distributed, non-parametric statistical tests were employed. The improvement in reading comprehension within each group was analyzed using the Wilcoxon Signed-Rank Test, and the Mann-Whitney U Test was used to determine whether there was a significant difference between both control and experiment group. Statistical significance was established at the 0.05 level.

FINDINGS AND DISCUSSION

The results of the study on the effect of Reciprocal Teaching assisted by Picture Series in students' reading comprehension are presented in this section. The findings were collected through a series of statistical analyses that were conducted to examine the students' reading comprehension performance before and after the treatments. The analyses consist of descriptive statistics, the Shapiro-Wilk normality test, the Wilcoxon Signed-Rank Test, and the Mann-Whitney U Test. In this study, the control group received the traditional reading instruction while the experimental group was taught using Reciprocal Teaching assisted by Picture Series. The comparison between the two groups was conducted to determine whether the instructional strategy given to the experimental group provided a significantly different level of reading comprehension achievement compared with the control group using the teaching method that is traditional.

Descriptive Statistics

To provide a preliminary picture of students' reading comprehension performance both before and after the instructional treatments, descriptive statistics were analyzed for both groups. The descriptive statistics included the number of participants, minimum and maximum scores, mean scores, and standard deviation. These statistical measures offered an understanding of the students' performance as well as the distribution of reading comprehension scores within each group. While the mean scores provided an idea of each group's overall performance, the minimum and maximum scores revealed the range of students' achievement. The standard deviation, on the other hand, highlighted how much the students' scores varied from the mean. Comparing the descriptive statistics of the experimental group and the control groups provided an initial measure of changes in students' reading comprehension performance from pre-test to post-test. Before the data were further analyzed using inferential statistics methods, these findings provided the basic foundation for understanding the students' performance.

The experimental and the control groups showed various levels of reading comprehension achievement prior to the implementation of the treatments. Both groups took part in the same instructional methods, which included a pre-test, two treatment sessions, and a post-test, despite the control group's slightly better initial performance than the experimental group. Following the treatments, both groups showed improvement. However, compared to the students who received standard reading instruction, those who were taught through reciprocal teaching assisted by picture series showed more improvement in their reading comprehension performance. A complete summary of the descriptive statistics is presented in Table 1.

Table 1. Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Control	29	45	100	83.45	12.825
Post Test Control	29	60	100	85.86	11.106
Pre Test Exp	31	10	100	72.10	23.971
Post Test Exp	31	55	100	84.35	13.524

Table 1 shows that whereas the control group's mean score increased from 83.45 to 85.86, the experimental group's mean score increased from 72.10 in the pre-test to 84.35 in the post-test. After the treatment process, both groups improved, however the experimental group's increase was significantly higher than the control group. This finding provides preliminary evidence that reciprocal teaching assisted with picture series gained a positive effect on students' reading comprehension. Nevertheless, the statistical relevance of the observed differences cannot be established by descriptive statistics alone. Accordingly, additional inferential statistical analyses were conducted.

Test of Normality

Prior to completing the hypothesis test, the data's normality was measured to see if it satisfied the criteria for parametric statistical analysis. Because there were less than 50 students, then the Shapiro-Wilk Test was employed. The results of the normality test for the pre-test and post-test from both groups are presented in Table 2.

Table 2. Shapiro-Wilk Test of Normality

ClassKelas	Statistic	df	Sig.
1	.918	29	.028
2	.905	29	.013
3	.857	31	.001
4	.904	31	.009

Based on Table 2, the Shapiro-Wilk Test showed that the significance values of all datasets were below 0.05. The control group's post-test score was 0.013 while their pre-test scores displayed a significance value of 0.028. In the meantime, the pre-test and post-test significance values for the experimental group were 0.001 and 0.009, respectively. The data were not normally distributed since every significance value was below the significance level of 0.05.

As a result, the normalcy assumption was not fulfilled. Consequently, non-parametric analysis methods were employed to measure the research hypotheses. The Wilcoxon Signed-Rank Test was conducted to evaluate the improvement in students' reading comprehension among each group, while the Mann-Whitney U Test was used to compare the reading comprehension achievement between the experimental group and the control group after the treatments given.

Wilcoxon Signed-Rank Test

The Wilcoxon Signed-Rank Test was used to determine whether there was a significant difference between students' pre-test and post-test scores within each group as the Shapiro-Wilk normality test findings showed that the distributed data were not normal. In order to determine if each teaching strategy increased students' reading comprehension, this analysis was conducted separately for the experimental group and the control group.

The Wilcoxon Signed-Rank Test ranks and test statistics for both groups are presented in Table 3. Eleven students in the control group scored higher on the post-test than on the pre-test (positive ranks), two students scored lower (negative ranks), and sixteen students scored the same on both exams (ties). The experimental group, on the other hand, showed a greater improvement, twenty-three students obtaining higher post-test scores, no students experiencing a decrease in scores, and eight students obtaining the same scores on both exams.

Table 3. The Wilcoxon Sign-Rank Test Result

	Post Test Control - Pre Test Control	Post Test Exp - Pre Test Exp
Z	-2.581b	-4.222b
Asymp. Sig. (2-tailed)	.010	.000

The Wilcoxon-Signed Rank Test further confirmed these findings. Table 3 shows that the control group's significance value was 0.010, below the significance level of 0.05. This suggests that

after getting standard instruction, students' reading comprehension improved statistically significantly. Meanwhile the experimental group showed a highly significant improvement following the reciprocal teaching assisted by picture series, with a significance value of 0.000 ($p < .001$). Additionally, the experimental group's Z value ($Z = -4.222$) was greater than the control group's ($Z = -2.581$), implying that students in the experimental group made greater progress compared to those in the control group.

These findings show that although both teaching strategies improved students' reading comprehension, reciprocal teaching assisted by picture series increased students' reading comprehension ability more than the standard teaching strategy.

Mann-Whitney U Test

The Mann-Whitney U Test was used to evaluate if there was a significant difference in reading comprehension proficiency between students who were taught using reciprocal teaching assisted by picture series and those who were taught using standard teaching technique. The Mann-Whitney U Test was used as the proper non-parametric test to compare the gain scores between two independent groups considering the normality test indicated that the data were not normally distributed.

Table 4 presented the results of the Mann-Whitney U Test. In comparison with the control group (22.50), the rank of experimental group's mean was higher (37.98). This finding shows that students who received reciprocal teaching assisted by picture series improved their reading comprehension achievement higher than those who received standard reading instruction.

Table 4. Mann-Whitney U Test Result

Group	N	Mean Rank	Sum of Ranks
Kontrol	29	22.50	652.50
Experimen	31	37.98	1177.50
Total	60		

	Gain Total
Mann-Whitney U	217.500
Wilcoxon W	652.500
Z	-3.577
Asymp. Sig. (2-tailed)	.000

As shown in Table 4, the rank of experimental group's mean was considerably higher than the rank from the control group, implying that students who received reciprocal teaching assisted by picture series enhanced their reading comprehension better. Additionally, the Mann-Witney U Test revealed a Z value of -3.577 and a significance value of .000. The alternative hypothesis (H1) was accepted while the null hypothesis (H0) was rejected since the significance value was lower than the defined significance level of 0.05. Therefore, it can be concluded that there was a statistically significant difference in reading comprehension achievement between students who received treatment using the standard teaching method and those who received treatment using reciprocal teaching assisted by picture series.

These findings suggest that eighth-grade students' reading comprehension of recount text was enhanced better through the use of reciprocal teaching assisted by picture series than the standard teaching method.

Discussion

The findings of this study revealed that eighth-grade students' reading comprehension of recount texts was significantly improved by Reciprocal Teaching assisted by Picture Series. Following the instructional treatments, both the experimental and control group showed progress according to the statistical analysis. However, compared to the control group, the experimental group showed substantially more progress. Interestingly, the experimental group's post-test performance significantly improved after receiving treatment, despite having a lower mean score in the pre-test than the control group. The Mann-Whitney U Test showed a significant difference between the two

groups' post-test result ($p = .000$), whereas the Wilcoxon Signed-Rank Test confirmed a significant improvement in both groups. These findings show that when it came to increasing students' reading comprehension of recount texts, Reciprocal Teaching assisted by Picture Series was preferable compared to the standard approach. As a result, the alternative hypothesis that claims that eighth-grade students' reading comprehension is significantly influenced by Reciprocal Teaching assisted by Picture Series was accepted. The findings also imply that rather than only getting explanation from the teacher, students gained benefits from learning activities that actively included them in creating meaning from texts.

The characteristics of the method itself may provide evidence for Reciprocal Teaching's effectiveness. Palincsar and Brown (1984) argued that reciprocal teaching's main activities enable students to evaluate their knowledge throughout the reading process. These activities foster metacognitive understanding because students constantly assess their comprehension while reading. This finding supports the argument presented by Grabe and Stoller (2020) that in order for readers to successfully comprehend a text, they need to combine prior knowledge, linguistic competence, and comprehension strategies. Similar to this, according to Alemayahu et al. (2026), the four Reciprocal Teaching strategies are essential for supporting students in addressing reading challenges by developing their growth as strategic readers. Similar findings were observed by A'yun and Yunus (2017) who came to the conclusion that Reciprocal Teaching significantly improved EFL students' reading comprehension because it provides methodical strategies that help students comprehend texts more successfully. Throughout the length of the current study, students progressively gained confidence in their ability to collaboratively summarize information, ask questions, clarify difficult vocabularies, and discuss texts. Students were able to participate actively in the reading process because of these instructional activities, which improved their comprehension of recount texts.

In addition to the teaching method, Picture Series provided a significant contribution to students' reading comprehension. Sequential visuals offered visual representations that made it easier for students to comprehend the chronological order of events presented in recount texts. The pictures helped students to anticipate what they would read, make connections between ideas as they read, and remember important information when summarizing the materials. As a result, students found it easier to comprehend new material since they could connect the written language to the visuals. This finding is in line with Pertiwi's (2023) argument that Picture Series assists students in comprehending a text's content, which promotes understanding of new concepts and enhances reading comprehension. Likewise, Favorita et al. (2023) noticed that Picture Series significantly improved students' reading comprehension by reducing their challenges with understanding written text. Furthermore, Pane and Napitupulu (2026) highlighted that Picture Series should be considered as a crucial instructional tool that encourages more inclusive and interactive learning rather than just serving as just additional classroom media. They went on to say that combining written and visual information can improve literacy development in today's multimodal learning environment. Thus, by offering significant visual assistance throughout the reading activities, the use of Picture Series in the current study effectively complemented Reciprocal Teaching.

The findings also showed that using Picture Series combined with Reciprocal Teaching enhances learning more than using each approach separately. While Picture Series provide visual support that help organize the ideas presented in narrative texts, Reciprocal Teaching gives students metacognitive techniques to check comprehension. Students are able to predict material more accurately, understand meaning from unclear information more quickly, and describe the events more coherently due to the combination of these two teaching elements. This could be the reason why, even though the experimental group started the experiment with a lower pre-test mean score than the control group, they improved better. Students' achievement was further influenced by the collaborative character of Reciprocal Teaching. Choo et al. (2011) reported that students responded positively to Reciprocal Teaching because they actively interacted with their classmates when generating meaning from texts. Students gained deeper knowledge by working together to solve comprehension difficulties, negotiate meanings, and share ideas through group discussions. Similar classroom interactions were seen in this study, as students collaborated to synthesize recount readings before presenting their views, discussing new vocabulary, and making predictions. These findings are also in line with the study conducted by Satriani et al. (2022) and Puspita and Nuroh (2022), who concluded that by promoting collaboration, active engagement, and comprehension

monitoring during reading activities, Reciprocal Teaching improved students' reading comprehension significantly.

By expanding earlier studies on Reciprocal Teaching and Picture Series, the current study adds to the body of existing literature. Prior studies have consistently shown that Reciprocal Teaching improves students' reading comprehension, whereas Picture Series helps students to comprehend written materials in English. However, the majority of earlier studies have been focused on narrative texts, and these strategies have been studied separately. In contrast, the current study used Reciprocal Teaching and Picture Series to teach eighth-grade students at an Indonesian junior high school recount text. These findings show that the combination of metacognitive reading strategies and visual instructional media offer complementary support that helps students comprehend recount text more effectively. Therefore, this study is breakthrough not only due to the way it combines Reciprocal Teaching and Picture Teaching into a single teaching strategy, but also because it applies the combination to recount text, which has received attention in previous studies. The effectiveness of combining instructional methodologies and visual media to enhance reading comprehension in EFL classrooms is further demonstrated by this study. According to the findings, metacognitive reading strategies combined with sequential visual media give complementary learning support that improves students' comprehension more effectively than standard instruction. Therefore, by demonstrating the effectiveness of combining instructional techniques and visual media to enhance students' reading comprehension of recount texts, this study offers more empirical evidence to the expanding body of EFL reading research.

CONCLUSION

This study was to evaluate whether there was a significant difference in reading comprehension achievement between students taught with Reciprocal Teaching assisted by Picture Series and those taught with traditional teaching methods, as well as to explore the impact of Reciprocal Teaching assisted by Picture Series on eighth-grade students' reading comprehension of recount texts. Based on the findings, both the experimental and control groups showed significant improvement in reading comprehension after the instructional process. However, the progress of the experimental group was significantly greater than the control group's progress. The Wilcoxon Signed-Rank Test showed significant enhancement in students' reading comprehension in the groups, while the Mann-Whitney U Test revealed a significant difference between the experimental group and the control group after the treatments were given. According to these findings, eighth-grade students' reading comprehension of recount texts progressed better with Reciprocal Teaching assisted by Picture Series than with the traditional teaching methods.

The combination of the four Reciprocal Teaching Strategies such as predicting, questioning, clarifying, and summarizing, with the visual assistance provided by Picture Series is the primary reason for the effectiveness of the treatment. The Reciprocal Teaching strategies encouraged students to actively track and interpret meanings from texts, where the Picture Series assisted students in visualizing and organizing the chronological order of events in recount texts. Therefore, the combination of these approaches proved to provide students with both strategic and visual support during the reading activity.

The findings of this study display that English teachers may implement Reciprocal Teaching assisted by Picture Series as an alternative based instructional approach for teaching reading comprehension, especially recount texts. This method may improve students' comprehension of textual content and motivate them to engage more actively in reading activities. For further research, similar studies may be conducted with larger numbers of students or participants, different kinds of text type, or longer treatment periods to offer broader evidence about the effectiveness of combining Reciprocal Teaching and Picture Series in EFL reading instruction.

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The authors used Open AI's GPT-5 to enhance the language, clarity, and readability of the manuscript. Following the use of this tool, the authors carefully reviewed and revised the AI-assisted

content as necessary. The authors remain fully responsible for the accuracy, integrity, and final content of the publication.

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