

The Effect of Reciprocal Teaching on Biology Learning and Academic Achievement of Seventh-Grade

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ABSTRACT

This study explored the effectiveness of a reciprocal teaching intervention de-signed to enhance biology learning attitude and academic achievement of seventh-grade students. Sixty-one students participated in the study. The experimental groups received the reciprocal teaching intervention for ten weeks, whereas the control groups did not. The instructor modeled four reciprocal teaching strategies (questioning, clarifying, summarizing, predicting) and assessed the biology learning attitude and academic achievement of the students. The subjects were administered by Biology Attitude Questionnaire (BAQ) and Junior Science Ability Test Biology Subtest and collected course feedbacks as support-ing information. Descriptive Statistics, T-test and analysis of covariance (ANCOVA) were used for the data analyses. A randomized pre-test-post-test control group design was employed. The finding showed that experimental group receiving the reciprocal teaching method significantly increased their biology learning attitude and academic achievement. Students hold positive attitude for the course and are willing to continue to learn it. The findings have implications for both practice and research.

Keywords : reciprocal teaching ; biology learning attitude ; academic achievement

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