AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' READING COMPREHENSION
IN NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE
IN SMA N 1 RAMAN UTARA EAST LAMPUNG**

By:

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**TARBIYAH AND TEACHERS TRAINING FACULTY ENGLISH
EDUCATION DEPARTMENT
STATE INSTITUTE ISLAMIC STUDIES OF METRO
1445 H / 2024 M**

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IN NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE
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Presented as Particial Fulfilment of the Requirements
for a Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By
SEPTIA WULANDARI
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Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M

APPROVAL PAGE

Title : IMPROVING STUDENTS' READING COMREHENSION IN NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE IN SMA N 1 RAMAN UTARA EAST LAMPUNG

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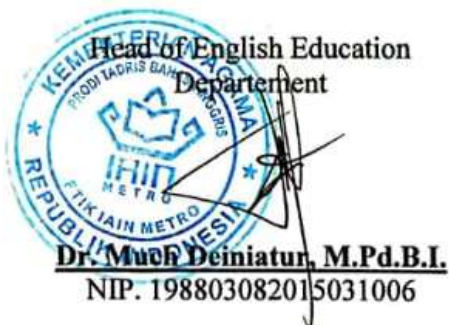
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NOTA DINAS

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                 Septia Wulandari

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Septia Wulandari

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Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi   : IMPROVING STUDENTS' READING COMREHENSION IN NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE IN SMA N 1 RAMAN UTARA EAST LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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NOTIFICATION LETTER

Number   :
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Matter   : **In order to hold the munaqosyah**
             of Septia Wulandari

To :
The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Septia Wulandari

Student Number   : 1901051060

Department   : English Education

Faculty   : Tarbiyah and Teaching Training

Title   : IMPROVING STUDENTS' READING COMREHENSION IN

                    NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE

                    IN SMA N 1 RAMAN UTARA EAST LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
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RATIFICATION PAGE

No. ʕ - 3470 / ın.28·1 / D / PP·00·9 / 07 / 2024

The Undergraduate Thesis entitled: IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE IN SMAN 1 RAMAN UTARA EAST LAMPUNG . Written by Septia Wulandari, student number 1901051060. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, June 11th 2024 at 08.00 - 10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Trisna Dinillah Harya, M.Pd   (..............................)

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IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE IN SMA N 1 RAMAN UTARA EAST LAMPUNG

ABSTRACT
By : SEPTIA WULANDARI

The purpose of this research is to show that using reciprocal technique can improve the students' reading comprehension in narrative text and learning activity among the seventh graders of SMA N 1 Raman Utara East Lampung.

The method used in this study was Classrom Action Research (CAR) which was carried out in two cycles. Each Cycle consists of planning, acting, observing, and reflecting. The subjects of of this research were 24 students. Of the eleventh grade of SMA N 1 Raman Utara East Lampung. In collecting data the researcher used test that consist pre-test,, post-test I and post-test II, observation, documentation and field note. The research is conducted collaboratively with the English teacher of SMA N 1 Raman Utara East Lampung.

The result of this research shows that using Reciprocal technique has positive result in improving students' reading comprehension skill the eleventh grade of SMA N 1 Raman Utara East Lampung. It is investigated that the students average scores from pre-test to post-test was improved. The average score in pre-test was 60, post-test I was 70 and become 86 in post-test II. The percentage of students reading comprehension skill in post test II (87%)has achieved the indicator of success. it means that using Reciprocal technique can improve students' reading comprehension in narrative text. Additionally, the students' learning activity were improve from the 50% in cycle I to 62% in cycle II. It means that the using Reciprocal technique can improve the students' learning activity.

Keyword *: Reading Comprehension, Classroom Action Research and Reciprocal Technique*

MENINGKATKAN PEMAHAMAN MEMBACA SISWA DALAM TEKS NARASI DENGAN MENGGUNAKAN TEKNIK RECIPROCAL DI SMAN 1 RAMAN UTARA LAMPUNG TIMUR

ABSTRAK
Oleh : SEPTIA WULANDARI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa menggunakan teknik timbal balik dapat meningkatkan pemahaman membaca siswa dalam teks narasi dan aktivitas pembelajaran di kalangan siswa kelas tujuh SMA N 1 Raman Utara Lampung Timur.

Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap Siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Subyek penelitian ini adalah 24 siswa. Dari kelas XI SMA N 1 Raman Utara Lampung Timur. Dalam pengumpulan data peneliti menggunakan tes yang terdiri dari pre-test, post-test I dan post-test II, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilakukan secara kolaboratif dengan guru Bahasa Inggris SMA N 1 Raman Utara Lampung Timur.

Hasil penelitian ini menunjukkan bahwa penggunaan teknik Reciprocal mempunyai hasil positif dalam meningkatkan keterampilan pemahaman membaca siswa kelas sebelas SMA N 1 Raman Utara Lampung Timur. Hal ini menunjukkan bahwa nilai rata-rata siswa dari pre-test hingga post-test meningkat. Nilai rata-rata pada pre-test adalah 60, post-test I adalah 70 dan menjadi 86 pada post-test II. Persentase keterampilan membaca pemahaman siswa pada post test II (87%) telah mencapai indikator keberhasilan. Artinya, penggunaan teknik Reciprocal dapat meningkatkan pemahaman membaca siswa dalam teks narasi. Selain itu, aktivitas belajar siswa meningkat dari 50% pada siklus I menjadi 62% pada siklus II. Artinya penggunaan teknik Reciprocal dapat meningkatkan aktivitas belajar siswa.

Kata Kunci : Pemahaman membaca, Penelitian Tindakan Kelas, Teknik Reciprocal

,

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name   : Septia Wulandari

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Department   : English Education Departmen (TBI)

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, June 11th, 2024
The writer

SEPTIA WULANDARI
Student Number 1901051060

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Septia Wulandari

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 11 Juni 2024
Penulis

SEPTIA WULANDARI
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MOTTO

Knowledge is everywhere, knowledge is spread everywhere,
if we are willing to read and willing to listen

(Felix Siauw)

DEDICATION PAGE

This Undergraduate thesis is dedicated to:

My beloved parents Mr. Hartono and Mrs. Suparti, who always support me to complete my undergraduate thesis.

My lovely best friends, Elyse Tantina, Rofiqo Wafiq Azizah, Restina Damayanti and Destika Rahmadani who always there and helped me.

My beloved almamater of IAIN METRO

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Sholawat and Salam are being upon our prophet Muhammad SAW, The great leader of moral awakening in the world. In these opportunities, the researcher woukd like to express her gratitude to:

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2. Dr. Zuhairi, M.Pd as the Dean of Tarbiyah and Teachers Training Faculty

3. Much Deiniatur, M.Pd.B.I as the Head of the English Education Department

4. Trisna Dinillah Harya, M.Pd as a thesis supervisor who has helped and guided me a lot in the process of completing this proposal

5. My dear parents, my beloved brother, sister and also my best friends who always help and support to complete this an undergraduate thesis.

Metro, June 11th, 2024

Septia Wulandari
NPM. 1901051060

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INTRODUCTION

A. Background of Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has in many interrelationships with various aspects of life owned by human being. In English there are four skills that should be mastered, they are listening, speaking, reading and writing.

Reading is an important aspect in learning English. Reading is a two-way communication between an author and a reader. Reading is an interpretation understanding. Thus, reading is a form of communication using symbols and the ways to communicate between writers to readers through understanding process.

Furthermore, Reading is an active activity of getting the meaning from text or passage and of getting the information from the researcher. To gain the meaning from text is not easy. We have to read and try to comprehend it. To get a better comprehending, it is better for the students to translate the text. Students must know the aim of why they are learning that language. Including in reading or understanding about the text and the information because of their own problem. Reading is one of the supporting in learning of English, because in reading we will know about the important information. In fact, many students cannot read fluently and

they think reading is difficult to learning. Because they have limited vocabulary and difficult to remember these vocabularies. Cause the spelling, writing, reading and meaning are not same.

One of the problem in this research are the students have low mastery in reading comprehension. The students are low interest in learning process, the technique or strategy which is used by teachers lack of interest, because the students fell afraid with a new language. The students should learn reading to find the information according a text, but their ability in reading is poor.

Based on the pre-survey, the researcher got that the students' reading comprehension was still low. It can be seen in the learning process, that the students face difficulties in comprehending an English text and finding the meaning of the sentences in a paragraph because lack of vocabularies That condition caused the students have difficulties in answering questions following the text. As the result, their score in reading was low. The researcher also found that the reading interest of the students was low. Most of the students did not read the text when they got assessment related to an English text. Only few students read the text and do their assessments. Some of them just copied their friends' work or even did not do it. Most of them were passive in reading class. Researcher collected result from pre survey at eleventh grade at SMA N 1 Raman Utara East Lampung and the result as follows:

Table 1
Data of Pre-Survey Result

No	Name	Score	Category
1	AM	40	Low
2	AD	50	Low
3	AS	50	Low
4	AJ	50	Low
5	AA	80	Good
6	AP	40	Low
7	AW	60	Low
8	DI	30	Low
9	DA	50	Low
10	EA	40	Low
11	FI	40	Low
12	FA	50	Low
13	FP	50	Low
14	FD	60	Low
15	HB	60	Low
16	IF	50	Low
17	ML	40	Low
18	MZ	30	Low
19	MD	40	Low
20	NC	60	Low
21	RT	50	Low
22	SN	50	Low
23	SR	60	Low
24	TN	40	Low

Source :Pre Survey Result on September 5th, 2023

Table 2
Data of Pre-survey Result

Grade	Category	Total	Percentage
≥ 70	Good	1	4,17 %
< 70	Low	23	95,8%
Result		24	100%

Based on the result of pre-survey data above, it is found that most students did not reach the Minimum Mastery Criteria (MMC). The Minimum Mastery Criteria is 70. Only 1 student that have good score $\geq$ 70 (or 4,17%) and 23 students have a low score < 70 (or 95,8%). It can be concluded that the eleventh grade of SMAN 1 Raman Utara, East Lampung has limited reading comprehension especially in narrative text. It is because of the students did not understand how to read of narrative text. The researcher intends to increase of the students find difficulties to improve the reading comprehension.

To solve the problem above especially students' reading comprehension in narrative text, the researcher will use one of the teaching techniques, reciprocal teaching techniques.

B. Problem Identification

Based on the description on the background above, it could be identify several problems such as:

1. The students lack of vocabulary

2. The students have difficulty understanding the text

3. The students are not interested in reading.

C. Problem Limitation

This research will focus on the improving students' reading comprehension in Narrative Text by using Reciprocal Technique at the eleventh grade in SMA N 1 Raman Utara East Lampung. The reason why the researcher chose it because it will help the students to comprehend narrative text easily and the researcher believes that by using Reciprocal Technique, students will quickly understand what is being taught.

D. Problem Formulation

The formulation of the research is: Can the use of Reciprocal Technique improve students' reading comprehension at the eleventh grade in SMA N 1 Raman Utara East Lampung ?

E. Objective and Benefit of Study

1. Objective of Study

This research aims to improve students' reading comprehension and learning activity by using Reciprocal Technique at the eleventh grade in SMA N 1 Raman Utara East Lampung.

2. Benefit of Study

The benefits of this research are as follows:

a. Benefit for the student

The use of Reciprocal Technique is expected to improve students' reading comprehension of students. In addition, using Reciprocal

Teaching can make the students to understand the contents of a text, add vocabulary, know a word formation, improve motivation to read, and determine a main idea in the text and also more active in the class.

b. Benefit for the teacher

This study can give a contribution to other teachers to innovate learning strategy, especially utilizing reciprocal teaching, so that they can increase both teaching-learning quality and the students' learning achievement.

c. Benefit for the other researcher

This research is expected to be a reference for the next researcher to improve reading comprehension using Reciprocal Teaching. This study is useful as a guideline for the next writer, regarding the application of Reciprocal Teaching in teaching reading comprehension in class.

F. Prior Research

Prior research contains a systematic description of the result of previous research on the issue to be studied. Jumrah, by the title "The Effectiveness of Reciprocal Teaching on Students' Competence in Reading Skill". the research conducted Experimental Research at eight grade in SMP N 2 Bajeng Barat, Kab.Gowa. It was proved by the improvement of mean scores the pre-test of experimental class (68) became (77) in post-test and the mean scores of pre-test in control class

(63) became (74) in post-test. From the results of the research, reciprocal teaching technique is affective in improving the students' competence in reading skill.[1]

The second prior by Santi Nurdianti with the title "Improving students' reading comprehension through Reciprocal Teaching on narrative text". The research method used in the second prior research is classroom action research. The sample of the second prior research at nineth grade of MTs AT-Taqwa Cihampelas. The results of the second prior research are the narrative text as one of teaching techniques could be an effective method in teaching reading skills. [2]

The third prior by Nur Atika with the title "Using Reciprocal Teaching Technique in Improving Reading Comprehension" This research applied pre-experimental research design that was the one group pre-test and post-test design. The population was the second year students of SMA Negeri 2 Balaesang. Class XI IPA 2 was chosen as the sample by using cluster sampling technique. The instrument was used to collect the data was test. The result of the data analysis showed that the pre-test result was 52,1 and post-test result was 71,18 by applying 0.05 level of significance with 34 degree of freedom (df), the t-counted 13.507 was higher than t-table 1.692. It means that the use of reciprocal teaching technique can

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[1] Jumrah "The Effectiveness of Reciprocal Teaching on Students' Competence in Reading" Journal of English Education Vol. 1 No. 2 December 2015.

[2] Santi Nurdianti "Improving students' reading comprehension through Reciprocal Teaching on narrative text", Journal of English Education eVolume 2, No. 2, March 2019.

improve reading comprehension of the second year students of SMA

Negeri 2 Balaesang.[3]

This research and related research have similarities and differences. The similarity is the use of Reciprocal Technique, the difference of this research from prior research is in terms of study location which have different characteristics, research method, levels of urgency from prior research and the purpose of study. Meanwhile the relevant research is to reveal simultaneously improved learning and teaching results on the use of the Reciprocal technique in learning.

The novelty of this research is the use of supporting media namely audio visual which will present short film, so that they will be more easier to understand the text.

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[3] Nur Atika, "Using Reciprocal Teaching Technique in Improving Reading Comprehension" e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 2013 – ISSN 2331-1841.

CHAPTER II

THEORICAL REVIEW

A. Concept of Reading

1. Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. Reading also important to be learned mastered by every individual. By reading, people can interact with thoughts or feelings.

According to Linse, reading is a set of skills that involves making sense and deriving meaning from the printed words.[1] It means that reading is an activity in order to get meaningful message through printed language. Nuttal defines reading as the meaningful interpretation of printed or written verbal symbol.[2] It means that reading is result of interaction between the perception of graphic symbol that represent language and the reader language skill, cognitive skill, and the knowledge of the world.

Whereas Geoffrey Broughton said that reading is a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them.[3] However,

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[1] Caroline T. Linse, *Practical English Language Teaching : Young Learners*, (New York : The McGraw-Hill Companies, Inc, 2005), p. 69.
[2] N. Nuttal, *Teaching Reading Skill in Foreign Language* (Oxford : Heinemann International Publishing Company, 1988), p. 21
[3] Geoffrey Broughton and Friends, *Teaching English as a Foreign Language, Second Edition*, (London: University of London Institute of Education, 2003), p. 89.

reading is not only producing sounds in the printed symbol but also making sense to comprehend the text. Through reading, people can increase vocabularies, obtain knowledge, and so forth. Therefore, the readers need greatly reading comprehension to achieve the purpose of reading.

According to Saddleback reading skill is an individual's standing on some reading assessment. Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below some standard. The substantive question is this: What are the processes of reading that produce variation in assessed reading skill? This question is the focus here: given that two individuals differ in some global assessment of their reading.[4]

2. Types of Reading

There are two types of reading as follow:

a. Extensive Reading

Brown makes it clear that thorough reading is done to achieve a comprehensive understanding of a typically rather lengthy reading material (book, long article, or expositions, and so forth). For the sake of fun and overall language growth, instructors encourage students to choose what they enjoy reading for themselves. [5] Learners can improve their language skills, advance

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[4] Saddleback, *Reading Comprehension Skills and Strategies Level 7*, (United States of AmericaSaddleback Educational Publishing Three Watson, 2002)

[5] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (USA : Longaman, 2003) p. 313

in their reading comprehension, increase their level of independence in their academic pursuits, gain cultural information, and increase their confidence and desire to keep studying.

b. Intensive Reading

According to Brown, intensive reading is frequently a study hall-scheduled activity in which students concentrate on the phonetics or semantic details of a segment. In-depth reading helps students understand strict importance by highlighting the linguistic patterns, discourse indicators, and other surface structural nuances.[6]

Including the above theories, there are two types of reading: extensive reading and intensive reading. Each type has its own traits and differs from the others in other ways.

3. **Models of Reading**

There are several models of reading as follows:

a. Top-down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of meaning. This means that between knowledge and competence linguistics interrelated in interpreting a text reading.

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[6] Ibid., P.312

b. Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax. In other word, in bottom-up processing the reader must recognize of linguistics signal.

c. Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text. From the above two models it can be a single chain of the reading process. In other word, in bottom-up processing the reader must recognize of linguistics signal.[7]

4. Definition of Reading Comprehension

Chiara Maneghetti et.al states that reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation.[8]

Ellizabeth states that comprehension is an active process that produces the meaning for the printed language then concern with new

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[7] H. Douglas Brown, *Teaching by Principles*, (San Francisco: San Francisco State University,2000), p.298.
[8] Chiara Maneghetti, et.al, *Components of Reading Comprehension and Scholastic Achievment*, in International Journal in Science Direct. (Italy: Department of General Psychology, University od Padova, 2006),1.

word.[9] In addition, Gillet and Temple argues that comprehension is the readers understand the content of the text by involving prior knowledge, knowledge of structure, and the readers' active to look information.

Meanwhile, Haris and Edward assert that reading comprehension is a product of the interaction between the knowledge of language symbol and the reader's reading skills, cognitive skills, and experience.[10]

Based on the statement above, the researcher concludes that reading comprehension is to understand a written text containing information to find what redears want to know and get the information of what readers need. It can also be concluded that reading is the first step for someone to get the meaning of the text, while the second step is comprehension, which requires more effort of the reader to interpret and get deeper understanding.

5. **Kind of Reading Comprehension**

Burns categorized Reading Comprehension into four categories namely, literal Reading, interpretation Reading, critical Reading, and creative Reading Comprehension.

a. Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific

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[9] Elizabet S. Pang, *Teaching Reading*, (Chicago: University of Illinois, 2000), 14.
[10] Albert J Harris and Edward, *How to Increase Reading Ability*, (USA: The Alphine Press, 1984) ,12.

reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal are given, and following instructions.

b. Interpretative Reading

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. This is the interpretative level or the "Thinking Side" of comprehension. Interpretation is reading or getting meaning between the lines which requires the reader's sensitivity to clues and the ability to link these clues to his own experience to arrive at the new information. It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring.

c. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author. In this level of reading comprehension. The reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has considered all the material. Critical reading comprehension is the

ability to analyze, evaluate, and synthesize what one reads. They are the ability to see relationships of ideas and use them as an aid in reading.

d. Creative Reading

Creative reading involves going beyond the material presented by the author, creative reading require the readers to think as they read just a s critical reading and it also require the reader to use their imagination, in creative solution to those by the writer.[11]

Based on explanation above, it can be concluded that the researcher focused on literal reading comprehension because these levels consist of cognitive claim on the reader and also analyze how student can recognize and get information from the text.

6. Techniques of Reading Comprehension

There are some reading techniques can be applied, namely are skimming, scanning, prediction, that can be use by readers.

a. Skimming

Skimming is a kind of rapid reading to find the general content or gist of the text rapidly.[12] It means that, while the readers read the text to achieve main idea or general content, the readers just skim the text to gain it without read word by word.

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[11] Christine Burns, *Selected Features and Their Impact on Students' Comprehension*, (Orlando : Harcourt, 2011)

[12] Beatrice S. Mikulecky and Linda Jeffries, *Advantages Reading Power: Extensive Reading Vocabullary Building, Comprehension Skills, Reading Faster*. (USA: Pearson Education, 2007), P 70.

b. Scaning

Brown explain that the readers activity to look for some specific information of the text without reading through the whole text.[13] In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

c. Prediction

Prediction is process to make expectation about what will happen in the text based on what is discovered from reading the text by involving the readers' previous knowledge.[14] It means that before the readers read the text, the readers should guess what the content of the text.

7. Assesment of Reading

The score will give on the multiple choice test is 1 for each correct item and 0 for each in correct item.[15] The reading assessment are illustrated in the following table :

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[13] H. Douglas Brown, *Teaching by Principles*, (San Francisco: San Francisco State University,2000), P 308.

[14] Judi Moreeillon, *Collaborative Strategies for Teaching Reading comprehension*, (Chicago: Americaan Library Association, 2007), Page.76.

[15] Khaerudin, teknik perskoran tes obyektif model pilihan ganda, Jurnal Madaniyah Volume 2 Edisi XI, Agustus 2016.

Table 3
Indicator of Reading

No	Indicator	Correct	Incorrect
1	Main idea (topic)	1	0
2	Expression/idioms/phrases in context	1	0
3	Inference (implied detail)	1	0
4	Grammatical features	1	0
5	Detail (scanning for a specifically stated detail)	1	0
6	Excluding facts not written (unstated details)	1	0
7	Supporting idea(s)	1	0
8	Vocabulary in context	1	0
Total		8	0

8. Concept of Narrative Text

There are many types of English text such as descriptive text, recount text, narrative text, procedure text, report text, explanation text and exposition text. In this research, the researcher used the narrative text as research material.

A narrative paragraph tells a story. It has character, setting, and action. The characters, the setting, and the problem of the narrative are

usually introduced in the beginning. The problem reaches its high point the middle. The ending resolves the problem. According to Sudarwati narrative is a story containing the setting, the characters, problem, and solutions.[16] The middle of a narrative is organized around a plot. The plot includes a series of episodes that is written by the author to hold our attention and to build excitements as the story progresses. The plot contains:

a. Orientation. Introducing the characters of the story, the time and place the story happened. (who, what, when, and where)

b. Complication. An initiating event, the event that starts the main character on a series of series of event to solve the problem

c. Resolution. A series of events in which the main character attempts to solve the problem.

Furthemore, according to Syafi'i all narratives have certain elements in common.[17] They are:

a. Unfold over time

Time (chronological order) is most often the organizing principle in a narrative text. Stories amd events happen in a certain order, and this order must be communicated to the reader.

b. Have characters that display some types of emotion

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[16] Sudarwati, *Look Ahead an English Course for Senior High School Students Year XI*, (Jakarta: Erlangga, 2006).

[17] Syafii, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, (Pekanbaru: LBSI, 2007).

A good narrative essay connects readers to some sorts of emotion felt by the essay's subject.

c. Center on events more than ideas

Narrative tells a story, but more precisely, it is a story that recounts events as they happned in order to make a point and not just reporting the details of what happened, apply a broader meaning to the event. In order to do this effectively, must focus on events more than ideas.

A narrative text has dominant language features as follows :

a. Using simple past tense, e.g. "long time ago, once upon a time"

b. Specific characters which may be human or animal, realistic or imaginary. Generally animal characters portray some human traits and characteristics and they tend to have difined identifies within the story.

c. Narrative make use of adverbs and adverbial phrases to help the reader locate events within the text.

d. Narratives are not just a bare sequence of events. They are enhanced at every stage by suggestions of what the characters are thinking, feeling, and saying.[18]

There is one text that is similar to narrative text, namely recount text. According to Anderson, a recount is a piece of text

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[18] Blake Education, Targeting Text: Lower Primary, (Singapore: Sharon Dalgeish, 2007).

that retells past events, usually in order in which they happened.[19]

Thus, the special features of recount text could be found in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of event. Besides, its most common purposes are to inform and to entertain.

There are several similarities and differences between narrative text and recount text, such as:

a. Both are types of text that tell about past events.

b. There are differences in the structure of the text. In recount text, the text structure are orientation, event and reorientation while in narrative text, the text structure are orientation, complication, resolution and reorientation.

c. Narrative text has non-specific time, while recount text has specific time.

B. Concept of Reciprocal Technique

1. The Definition of Reciprocal Technique

Reciprocal teaching technique is one of the ways to help students to develop their reading comprehension. Reciprocal teaching technique is a cooperative reading strategy that engages teams of

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[19] Mark Anderson and Katy Anderson, Text Types in English 2, (South Yarra: Macmillan. 1997), p. 48

students in summarizing (self-review), questioning, clarifying, and predicting.[20]

Palincsar describes that Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue. [21]

According to Omari reciprocal teaching strategy is a dialogue between the students or between the learners and the teacher, which follows 4 steps, there are questioning, clarifying, predicting and summarizing.[22] It means that strategy is a teaching process which is represented in dialogue between students and the teacher which has four steps, there are questioning, clarifying, predicting and summarizing.

a. Questioning

In this strategy, students are given the opportunity to make relevant questions about the material being discuss. The question is

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[20] Palincsar, A. S. & Brown, A. *Reciprocal Teaching of Comprehension – Fostering and Comprehension Monitoring Activities. Cognition and Instruction*, (1984), 117.

[21] Palincsar, A. S. *Reciprocal Teaching*. 1986 [Online] Retrieved from http://www.ncrel.org/ [27 December 2012].

[22] Omari, *Using the Reciprocal Teaching Method by Teachers at Jordania Schools*, (European Journal of Social Sciences, 2010), Page. 15.

expect to reveal the mastery of the concept of the material being discuss.

b. Clarifying

This clarifying strategy is an important activity when learning, especially for students who have difficulties in understanding a material. Students can ask the teacher about concepts that are still difficult or cannot be solved with the group. In addition, the teacher can also clarify the concept by giving question to students.

c. Predicting

This strategy is a strategy where students do hypotheses or estimates about what concepts will be discuss next by the presenter.

d. Summarizing

In this strategy there is a strategy there is an opportunity for students to identify and integrate the information contain in the material.

2. **Step for Learning Reciprocal Technique**

The steps of reciprocal teaching learning are as follows:

a. In the early stages of learning, the teacher is responsible for leading questions and answers and implementing the four reciprocal teaching strategies, which are summarising, compiling question, explaining and predicting.

b. The teacher explains how to summarise, compile questions, explain again and predict after reading.

c. As long as guiding students to exercise using four reciprocal teaching strategies, the teacher ask students to complete what is request from the assignment given based on assignment to students.

d. Then students learn to lead questions and answer with or without the teacher.

e. The teacher act as a facilitator by giving an assessment regarding the appearance of students to actively participate in question and answer to a higher level.

3. **The Advantages and Disadvantages of Reciprocal Technique**

There some advantages and disadvantages of using Reciprocal Technique in reading comprehension:

a. **The Advantages of Reciprocal Technique**

The following are the advantages of Reciprocal Technique:

1) Develop students creativity.

2) Nurturing cooperation between students.

3) Growing students talents, especially in speaking and developing attitudes.

4) Students pay more attention to the lesson because the live alone.

5) Cultivate the courage to argue and speak in front of the class.

6) Helping students to analyze problems and draw conclusion in a short time.

7) Growing the nature of appreciating teachers because students will feel the teachers feelings when conducting learning, especially when students or less attention.

8) Can be use for many subject matter and limited time allocation.

b. The Disadvantages of Reciprocal Technique

1) The lack of seriousness of the students who act as teachers causes goals not to be achieve.

2) Listeners (students who do not play a role) often punish the behaviour of students who become teachers, thus destroying the atmhosphere.

3) Lack of students attention to the lesson and only playing attention to the activities of students who act as teachers make the final conclusion difficult to achieve.[23]

C. Action Hypothesis

A hypothesis is a temporary allegation that contains research problems whose truth is not necessarily true, so it needs to be tested empirically.

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[23] Azis, Pengertian, *Strategi dan Langkah Pembelajaran Reciprocal Teaching,* (Retrieved from https://www.kajianpustaka.com/2017/12/pengertian-strategi-dan-langkahreciprocal teaching.html?m=10).

A hypothesis is a temporary assumption of an answer. The certainty of the answer has been proven once again through research. And the hypothesis of this research is that using Reciprocal Technique can improve students' reading comprehension in narrative in SMAN 1 Raman Utara East Lampung.

CHAPTER III

RESEARCH METHOD

A. Variable Operational Definition

Definition of operational variable explains about variables that will be used in this research. This research consists of two variables. Those are dependent variable and independent variable.

1. Independent Variable

Independent variables are variables that influence or are the cause of changes or emergence of the dependent variable.[1] Independent variable in this research is Reciprocal Technique.

2. Dependent Variable

Dependent variables are often referred to as output, criterion and consequence variables. The dependent variable is the variable that is affected or which is the result because of the independent variables.[2] Dependent variable in this research is the improvement of narrative text.

B. Research Location

This research will be conducted at eleventh grade in SMA N 1 RAMAN UTARA East Lampung. This research is about Improving Student's Reading Comprehension to Narrative Text By Using Reciprocal Technique.

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[1] Sugiyono, , ,*MetodePenelitianKombinasi*, , (Bandung:Alfabeta 2017), h 64
[2] Sugiyono, *metodologipenelitiankombinasi*.h. 64

C. Subject and Object of Study

1. Subject of Study

   The subject of this research is students of eleventh grade of SMAN 1 Raman Utara, East Lampung and use 1 class. The students consist of 24 students they are 10 boys and 14 girls.

2. Object of Study

   The object of the study is students' reading skill and their learning activities at eleventh grade at SMAN 1 Raman Utara, East Lampung. And the classroom action research conducted in XI class.

D. Action Plan

The type of this research is Classroom Action Research (CAR). Classroom action research is carried out as a strategy problem solving by utilizing real action later reflect on the results of actions. Action research is suitable for improve the quality of the subjects to be researched. In action research divides into 3 stages, namely: planning, acting, observing and reflecting.
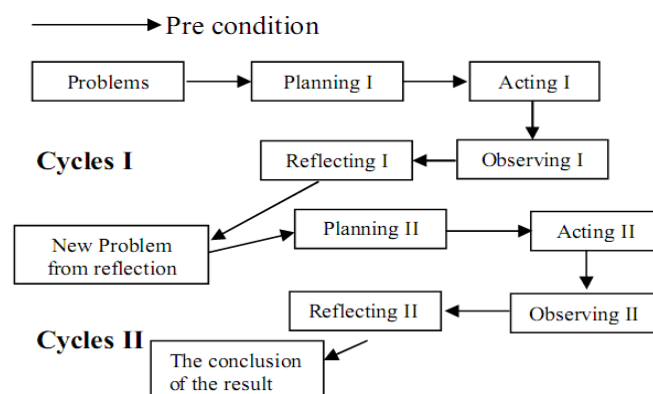
Figure 1 : Kurt Lewin's Action Research Design

1. Cycle I

    There are four activities in each meeting of cycle 1 such as :

a. Planning

    Planning is preparation by researcher for implementation of Clasroom Action Research, such as preparing learning scenarios, making media, and making other learning devices. As well as lesson plans, observation sheets, LKS, and test questions.

b. Acting

    There are stages that will be carried out in implementing acting, which are as follows:

    1) Praying, greeting, checking attandance list of students, motivating students in learning activities and conveying learning objective

    2) The researcher will use a lesson plan which had been prepared in the planning. The lesson plan included reciprocal teaching stages. researcher taught students some strategies that students needed in reading using reciprocal teaching that is predicting, clarifying, questioning, and summarizing.

    3) The researcher asks the students to answer some question and gives score for students.

c. Observing

The researcher will observe the student's activity in learning process with used checklist observation to know the students comprehend in reading. Things observe as follow:

1) Students' present

2) Students' learning process

3) Students' respond to the material and students active in doing the test.

d. Reflecting

The last step is reflecting. The researcher will analyze observation result during the teaching process. Reflection is carried out to find out the strengths and weakness that occur when learning process.

2. Cycle II

a. Planning

In cycle II, the researcher will focus on repairing the weakness in the cycle 1. The researcher prepares the lesson plan, the material, the sources, and the instrument of observation.

b. Acting

There are stages that will be carried out in implementing acting, which are as follows:

1) Praying, greeting, checking attandace list of students, motivating students in learning activities and conveying learning objective

2) The researcher will use a lesson plan which had been prepared in the planning. The lesson plan included reciprocal technique stages. researcher taught students some strategies that students needed in reading using reciprocal teaching that is predicting, clarifying, questioning, and summarizing.

3) The researcher asks the students to answer some question and gives score for students.

c. Observing

The researcher will observe the student's activity in learning process with used checklist observation to know the students comprehend in reading. Things observe as follow:

1) Students' present

2) Students' learning process

3) Students' respond to the material and students active in doing the test.

d. Reflecting

By reflecting, the researcher will know the weakness and strength of the action. In the step the researcher will compare the score distribution of pre-test and post-test. The researcher reviews

and reflects on the students' attitude in the class. The researcher also would make a conclusion of students' reflection to see students' response to the treatment.

E. Data Collecting Technique

There are some procedures in collecting data. There are observation, test and documentation.

1. Observation

    Observation will be carried out by observing and recording teachers and students' learning activities during learning English by using reciprocal technique.

2. Test

    A test means questions to students to be answer, the test will use in reading test. Researcher gave test to students by using following steps:

    a. Researcher prepared test material for students.

    b. Researcher gave the students a narrative text, they are asks to read it and found the main idea, and then answer the questions.

    c. Researcher gave score to the students' answer.

3. Documentation

    Documentation is needed in research to obtain information such as books, notes and daily reports. The researcher uses this technique to get data about students' reading score, history of the school, the sum of

the teachers, official employed and students at SMA N 1 Raman Utara East Lampung.

4. Field Note

Field note refers to qualitative note record by the researcher in the field research, during or after their observation of a specific phenomenon they are studying. The notes are intend to be read as evidence that gives meaning and aids in the understanding of the phenomenon. It would be used by the researcher to observe the students in identifying all condition happen during the teaching learning process.

F. Research Instrument

Furthermore, the research instrument data by used the test, observation, document. The test will consist of pre-test and post-test. The grid of the test is getting information of the material and Students are able to answer the questions correctly. Then, Document used to take some picture during learning process, collecting information about school and students. The Classroom Action Research will get multiple choice test in pre-test or post-test.

G. Data Analysis Technique

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result will take from the average score of pre-test and post-test in cycle I and cycle II.

Data analysis technique was conducted by taking the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:

$$\bar{X} = \frac{\Sigma\, xi}{N}$$

Note :

X   = Average Score

Σ xi = Total Score of The Students

N = Total of the Students[3]

To calculate percentage of students' score, the researcher used the formula as follows:

$$P = \frac{F}{N} \text{ x } 100\%$$

Notes:

P   = Percentage   F = Frequency

N   = Number of observation[4]

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[3] Neil A Weiss. *Introductory Statistics* (Boston, MA.: Addison-Wesley. 2012). 41

[4] Donald Ary, Introduction to Research in Education (Boston: Wadsworth Cengage Learning, 2006), 108-109.

H. Indicator of Success

The indicator of success in needed to know the successful of the process and learning result. The use of reciprocal technique to improve student's reading comprehension to narrative text can say succesful if the students get a 75 score and active in learning process.

CHAPTER IV

RESEARCH RESULT & DISCUSSION

A. Research Result

1. Description of Research Location

SMA N 1 Raman Utara is one of the best high schools in East Lampung district which was inaugurated on September 30 2004. Until now this school has been able to graduate students who excel in their respective fields of expertise, both in the academic and non-academic fields. It started with two buildings which were divided into one building unit for offices and the other unit used as a teaching and learning building. Slowly but surely, over time building after building has been established as a learning support facility and has become a big, spacious and green school.

2. The Visions of School

"SMA 1 RAMAN UTARA are religious knowledge and cultured"

The indicators are:

a. Excellent in fostering religious activities

b. Excellent in learning with the KSPBK and KTSP systems

c. Excellent in obtaining National Examination Scores and Superior School Examinations

d. Superior in mastery of science and technology

e. Excelled in sports and artistic achievements

f. Excellent in behavior and noble character

g. Excels in the Development of Instructional Materials

h. Excellence in Development and Utilization of the School Library

3. **The Misions of School**

a. Fostering an intensive spirit of excellence for all school members in the academic and non-academic fields

b. Develop students' creativity and potential in mastering science and technology

c. Motivating teachers in developing teaching materials

d. Growing appreciation for the teachings of the religion adhered to so that they become a source of wisdom in acting to develop

e. Effective learning and creative guidance to achieve an increase in the National Examination score for each subject 0.5 per year

f. Increase the participation of parents in the world of business and industry

g. Increasing reference books - reading books and professional library management

h. Increasing the mastery of informatics techniques

i. Guiding and training sports and arts achievements so that they can excel at the district and provincial levels.

4. **The Number of Teacher and Official Employees of SMA N 1 Raman Utara East Lampung**

The number of teacher and official employees of SMA N 1 RamanUtara East Lampung, is as follows:

Table 4

The Number of Teacher and Official Employees of SMA N 1 Raman Utara East Lampung

No	Status Employee	Number of Employees
1	Government Employee	38
2	Honorary Employee	18
Total		**52**

Source : the school archive given by administrtion staff of SMA N 1 Raman Utara

5. **The Quantity of The Student of SMA N 1 Raman Utara**

The quantity of the students of SMA N 1 Raman Utara, as follow:

Table 5

The Quantity of The Student of SMA N 1 Raman Utara

No	Grade	Number of Students
1	X	151
2	XI	153
3	XII	126
Total		**430**

6. The Building of SMA N 1 Raman Utara

The condition of facilities in SMA N 1 Raman Utara, as follows:

Table 6

The Building of SMA N 1 Raman Utara

No	Building's Names	Number of Building
1	Mosque	1
2	Library	1
3	Classroom	17
4	Teacher's Room	1
5	Headmaster's Room	1
6	The Vice Headmaster's Room	4
7	Administration's Room	1
8	Teacher's Toilet	8
9	Student's Toilet	8
10	Laboratory Room	1
11	Physics Room	1
12	Chemistry Room	1
13	Computer Room	1
14	Guidance and Counseling Room	1
15	Student Council Room	1
16	School Medical Room	1
17	Teacher Parking Area	2
18	Student Parking Area	1
19	Sport Yard	1
20	Religious Room	1
21	Security Post	1
22	Canteen	4
23	Warehouse	2
24	Boreholes	1
25	Extracurricular Room	2
Total		**64**

7. **The Location Sketch of SMA N 1 Raman Utara East Lampung**

The location Sketch of SMA N 1 Raman Utara can be seen below is as follows:

Figure 2

The Location Sketch of SMA N 1 Raman Utara East Lampung
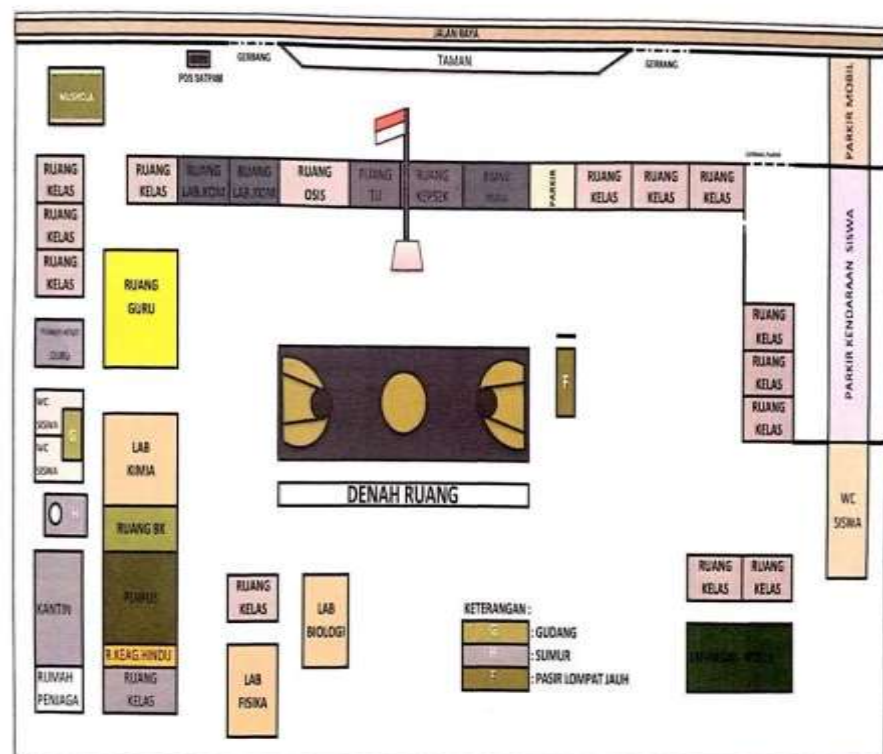
(source: the school archive given by the administration staff of SMA N 1 RamanUtara)

B. Description of Research Data

This research used Classroom Action Research (CAR). In this research conducted in two cycles, there are cycle I and cycle II. Each cycle consist of two meeting and takes 2x45 minutes.

The researcher conducted pre-test on Tuesday, September 5th 2023 at 08:30 until 09:15. The result of the students' pre-test score can be seen on the table as follows:

Table 7

Table of the Students Pre-test Result

No	Name	Score
1	AM	50
2	AD	80
3	AS	60
4	AJ	60
5	AA	80
6	AP	50
7	AW	60
8	DI	50
9	DA	60
10	EA	50
11	FI	50
12	FA	60
13	FP	60
14	FD	60
15	HB	60
16	IF	60

17	ML	50
18	MZ	40
19	MD	50
20	NC	60
21	RT	60
22	SN	60
23	SR	80
24	TN	50
Total		1.400
Average		58.33

Based on the pre-test table, it is inferred that most of the students

got score less than 75. The following explanation is the categorization of

pre-test result based on Minimum Mastery Criteria (MMC) as follow:

Table 8

Frequency of Students' at Pre-test

No	Students' score	Frequency	Percentages	Criteria
1	≥ 75	3	12%	Complete
2	≤ 75	21	88%	Incomplete
Total		**24**	**100%**	

Based on the table above, it can be seen that only 12% (3 students) got very good score and 88% (21 students) got low score. While the standard minimum for English lesson in SMA N 1 Raman Utara East Lampung at least 75. It was the lowest score from standard score. That is the reason, why the researcher uses Reciprocal Teaching technique to improve the students' reading comprehension skills in SMA N 1 Raman Utara East Lampung.

Figure 3
Graph of Students' Result of Pre-test
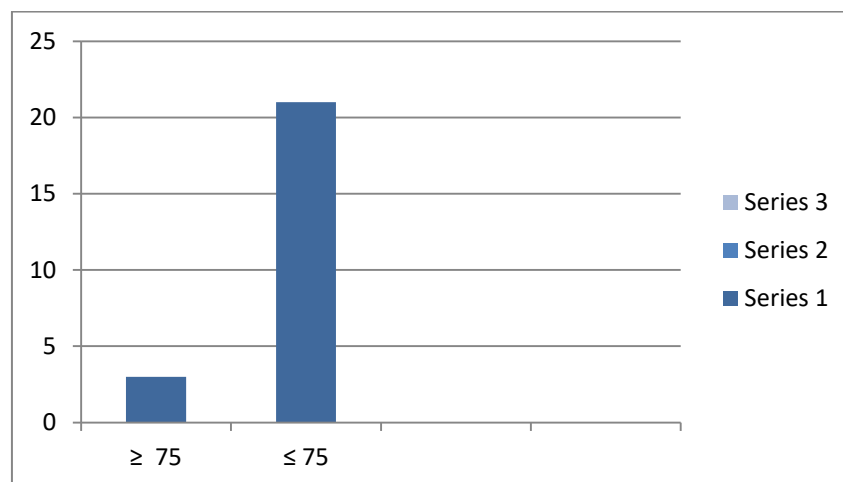
3. **Cycle 1**

   a. Planning

      The first plan of action learning focused to overcome the problem found during the initial observation and before cycle conducted. Based on the initial observation, the researcher found several problems: the students generally were lack motivation in learning reading, they hate reading, because it is bored them, they

like reading, but not reading English text or English book, they like reading Indonesian novels, comics, magazines, and other entertaining reading, they did not like reading English text, because some time, they found many difficult words in the text. Based on these problems the researcher planned to make an improvement in their reading comprehension by using reciprocal teaching technique.

b. Acting

An action cycle comprises two meetings, with the first serving as a pre-test and the second as post-test 1. The details of each meeting are explained below:

1) First meeting

The first meeting was conducted on Thursday, September 7th 2023 at 07:30 to 09:00. The action process in the first meeting was begun by opening the class, praying together, greeting and checking their attandance. Then, checking their knowledge about kinds of text, after that the researcher told them that they were going to study about narrative text. Then, the researcher explained about narrative text. The action continued by explaining reciprocal teaching technique to the students. After that, the researcher divided the class into groups, each group consisted of four to five students, then gave each them a reciprocal teaching work sheet and narrative text.

After that, the researcher firstly leads the dialogue, modeling each of the four strategies in the first paragraph of the text. The students participated by asking the researcher to clarify difficulties, by agreeing or disagreeing with the researcher's stated main idea, by suggesting modification to the summary and by adding their own prediction about the content of the next paragraph of the text. After giving the model of how to lead the discussion, the researcher then invited one student of every group to be the discussion leaders for the next paragraph of the text. Obviously, the researcher provided guidance while the students applied the four strategies. The students then took over the teacher's role in small group as they assume responsibility for leading the discussion. Along the discussion, there were some students who were not focus in discussion, to solve that problem, the researcher spent more time to stay in that group. To check the students' reading comprehension, the researcher asked some questions related to the text to check their reading comprehension.

2) Second meeting

Second meeting was conducted on Friday, September 8th 2023 at 07:30 to 09:00. The meeting was begun by opening the class, praying together, greeting and checking their attandance. The researcher explained again about Reciprocal technique and

narrative text as was done at the first meeting. After finishing explaining the material, the researcher then gave assignments to students with the narrative text "The Magic Box" and "The Tyran Who Became a just Ruler" in post-test 1. Following that, the researcher and students reached conclusions, and the researcher concluded the lesson. The findings of post-test 1 revealed an improvement over the pre-test, indicating advancement in the students performance.

Table 9
Table of the Students Post-test I Result

No	Name	Score
1	AM	70
2	AD	80
3	AS	80
4	AJ	70
5	AA	80
6	AP	60
7	AW	70
8	DI	60
9	DA	70
10	EA	70
11	FI	60
12	FA	80
13	FP	70
14	FD	70
15	HB	70
16	IF	70

17	ML	60
18	MZ	60
19	MD	70
20	NC	80
21	RT	80
22	SN	70
23	SR	80
24	TN	70
Total		1.706
Average		71.08

Based on the table above, there were 17 students got ≥ 75 and 7 students got < 75. The following was the table of students' score grade of post-test I:

Table 10

Frequency of Students' Score at Post-test I in Cycle I

No	Students' score	Frequency	Percentages	Criteria
1	≥ 75	7	29%	Complete
2	≤ 75	17	71%	Incomplete
Total		**24**	**100%**	

Based on the data above, it can be seen that 71% (17 students) has not reached the Minimum Mastery Criteria (MMC) and 29% (7 students) got good score or has reached the Minimum Mastery Criteria (MMC). It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score 75. Learning process is said success, when 75% got score above 75. The fact showed that the result was unsatisfactory.

Figure 4

Graph of Students Result of Post-Test I
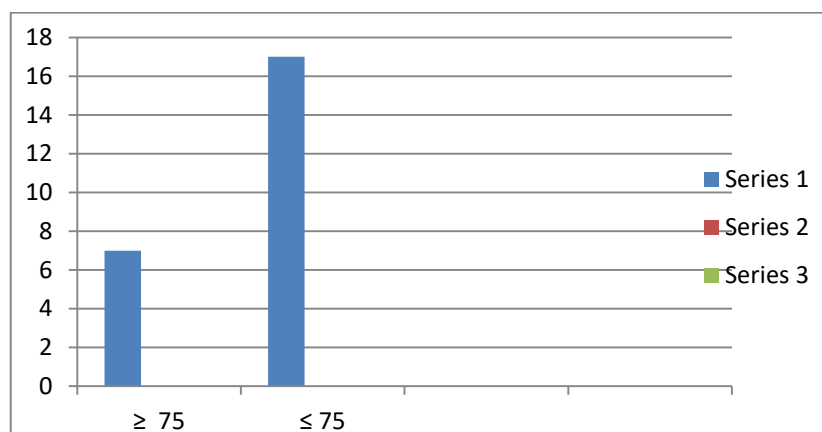
c. Observing

The observation was carried out by the writer when the teaching learning process was going on. And the result of the observation can be explained as follows:

Table 11
The Result of Sudents Participation at The Cycle I

No.	Group	The Amount of the Students and the Aspect that be Observed				
		Active Students	Asking	Giving Idea	Answering Question	On timeon finishing task
1.	I	1	-	-	1	yes
2.	II	1	2	-	1	-
3.	III	-	1	-	1	-
4.	IV	3	2	-	2	yes
5.	V	3	2	1	4	yes
6.	VI	4	3	1	3	yes
Total		12	10	2	12	
Percentage		50%	41.66%	8.33%	50%	50%

Based on the table above it can be said that :

1. The students active= 50%
2. The students asking= 41.66%
3. The students giving an idea= 8.33%
4. The students answering question = 50%

d. Reflecting

After teaching learning process, the teacher and the writer discussed about the conclusion of the applying the action. Based on the result of observation towards teaching learning process in this cycle, the students' participation were still low, because they did

not pay attention and for active students, they were ashamed to ask and answer question orally. In addition, several students, they thought the question that was givenis difficult, so they would rather do other activities than answer it. As the result, some groups did not accomplish the task on time. So the researcher continued to the cycle II.

Table 12

The Score of Pre- test and Post Test I

No	Name of Students	Pre-test	Post-test 1	Improve	Explanation
1.	AM	50	70	20	Improve
2.	AD	80	80	-	Improve
3.	AS	60	80	20	Improve
4.	AJ	60	70	10	Improve
5.	AA	80	80	-	Constant
6.	AP	50	60	10	Improve
7.	AW	60	70	10	Improve
8.	DI	50	60	10	Improve
9.	DA	60	70	10	Improve
10.	EA	50	70	20	Improve
11.	FI	50	60	20	Improve
12.	FA	60	80	20	Improve
13.	FP	60	70	10	Improve
14.	FD	60	70	10	Improve
15.	HB	60	70	10	Improve
16.	IF	60	70	10	Improve
17.	ML	50	60	10	Improve
18.	MZ	40	80	40	Improve
19.	MD	50	70	20	Improve
20.	NC	60	80	20	Improve
21.	RT	60	80	20	Improve
22.	SN	60	70	10	Improve
23.	SR	80	80	-	Improve
24.	TN	50	70	20	Improve
	Total Score	1.400	1.706		
	Average	58.33	71.08		

4. Cycle II

a. Planning

Based on the reflection in cycle 1, there were some problems found: the technique was not implemented well, not all the students were participated in the discussion, the leader of the groups could not lead the discussion well, and 29% of students did not achieved the standard minimum score. Therefore, the researcher revised the lesson plan. In this cycle, the researcher still used reciprocal teaching, the difference was every member of the groups had a chance to be the leader of the discussion in this cycle.

b. Acting

1) The First Meeting

The first meeting was conducted on Saturday, September 9th. The action process in the first meeting was begun by opening the class, praying together, greeting and checking their attandance after that the researcher reviewing the previous lesson. The second cycle was consisted of two meetings. The narrative texts used in this cycle were Tangkuban Perahu and The Rats Ans The Elephant. After divided the class in to groups, the researcher distributed a work sheet and a narrative text. In this meeting each member of every group had a chance to lead the discussion (within the group) about the text given by the researcher. This procedure was aimed for the students to acquire the four

strategies. One student asked question, another student answered and the next one commented on the answer. While one student summarized, another student commented on or helped improved the summary. When one student identified difficult words, the other student helped to infer the meaning and gave reasons for the inferences they made. Finally, the researcher closed the class.

2) The Second Meeting

The second meeting was held on Monday, September 11th. The researcher opened the meeting by welcoming, inviting students to praying together and checking student attendance. In this meeting the researcher did not give assignments to students because all students had reached the Minimum Mastery Criteria (MMC) in this research. The researcher would like to thank the teachers and students who have helped and participated in this research. Then the researcher closed the class.

Table 13
The Score of the Post-Test II in Cycle II

No	Name	Score
1	AM	80
2	AD	90
3	AS	90
4	AJ	100
5	AA	80
6	AP	70
7	AW	90

8	DI	70
9	DA	70
10	EA	80
11	FI	70
12	FA	100
13	FP	80
14	FD	80
15	HB	90
16	IF	90
17	ML	80
18	MZ	80
19	MD	90
20	NC	100
21	RT	100
22	SN	90
23	SR	100
24	TN	100
Total		2.080
Average		86.66

Based on the table above, there were 21 students got ≥ 75 and 3 students got < 75. The following was the table of students' score grade of post-test II:

Table 14

Frequency of Students' Score of the Post-test II in Cycle II

No	Students' score	Frequency	Percentages	Criteria
1	≥ 75	21	87%	Complete
2	≤ 75	3	13%	Incomplete
Total		**24**	**100%**	

Based on the table above, it was known that the students' average score in post-test II was 80. The highest score was 100 and the lowest score was 70. Most of students could improve. It means that cycle II succeed.

Figure 5

Graph of Students Result of Post-Test II
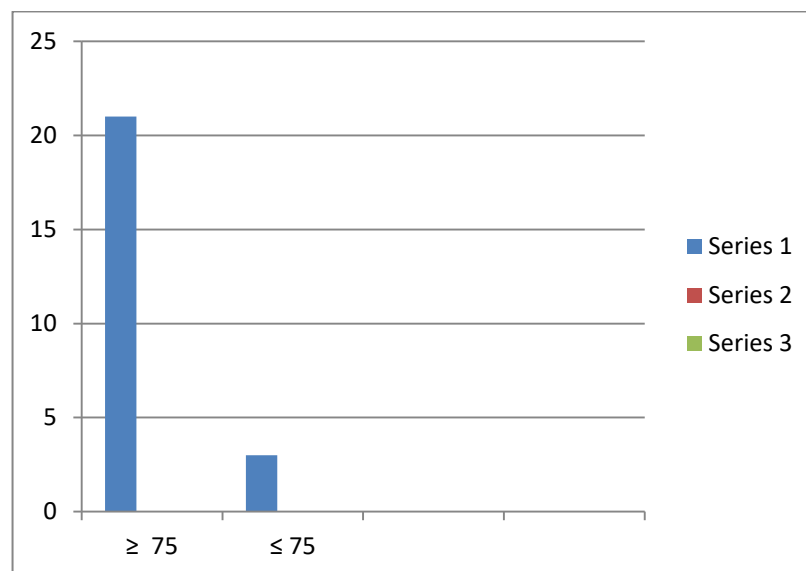
c. Observing

In this step, the researcher presented the material by using Reciprocal technique. Based on the result of the research in cycle

II, it could be conclude that cycle II was successful. There were > 70% of students passed the examination. It means the students' speakingskill had been improved.

Based on the result of the observation sheet in cycle II, the researcher showed that learning interaction in cycle II was successful and the students' more active in learning activities. The outcome grade of students' learning activities observation, as follow:

Table 15
The Result of Sudents Participation at The Cycle II

No.	Group	The Amount of the Students and the Aspect that be Observed				
		Active Students	Asking	Giving Idea	Answering Question	On time on finishing task
1.	I	1	4	3	2	Yes
2.	II	2	4	2	1	Yes
3.	III	3	4	2	1	Yes
4.	IV	4	4	3	2	Yes
5.	V	4	4	3	4	Yes
6.	VI	4	4	3	3	Yes
Total			24	16	13	

Based on the table above it can be said that :

1. The students active= 62%
2. The students asking= 100%
3. The students giving an idea= 38%
4. The students answering question = 55%

d. Reflecting

From the reflecting phase, based on the result of acting and observing toward teaching learning process in this cycle the researcher and the teacher were satisfied because of their work hard to improved students' reading comprehension in this case narrative text had been reached. There were many improvement after applying the second action of CAR. For example, first, the result of students' participation in the learning reading narrative text was better than the first cycle. It can be seen the behavior students while the teacher was explaining the text through reciprocal technique were change , they followed the teacher's instruction and answered teacher's question actively.

Then, in the classroom, students could develop their skill, in this term reading skill. They felt easy to comprehend the text and felt enthusiastic in learning reading text to analyze the narrative text.

Based on the result of the evaluation between the researcher and the teacher, it should be conclude that the implementing of CAR (Clasroom Action Research) can improving students' reading comprehension through reciprocal technique.

Table 16

The Result of Post Test I and Post Test II

No	Name of Students	Post-test I	Post-test 1I	Improve	Explanation
1.	AM	70	80	10	Improve
2.	AD	80	90	10	Improve
3.	AS	80	90	10	Improve
4.	AJ	70	100	30	Improve
5.	AA	80	80	-	Constant
6.	AP	60	70	10	Improve
7.	AW	70	90	20	Improve
8.	DI	60	70	10	Improve
9.	DA	70	70	-	Constant
10.	EA	70	80	10	Improve
11.	FI	60	70	10	Improve
12.	FA	80	100	20	Improve
13.	FP	70	80	10	Improve
14.	FD	70	80	10	Improve
15.	HB	70	90	20	Improve
16.	IF	70	90	20	Improve
17.	ML	60	80	20	Improve
18.	MZ	60	80	20	Improve
19.	MD	70	90	20	Improve
20.	NC	80	100	20	Improve
21.	RT	80	100	20	Improve
22.	SN	70	90	20	Improve
23.	SR	80	100	20	Improve
24.	TN	70	100	30	Improve
	Total Score	1.706	2.080		
	Average	71.08	86.66		

C. Discussion

1. Action and Learning Result in Cycle I

Even though the students' average scores were relatively low, the English learning process in cycle 1 was quite successful. However, there was an improvement in the results of post-test 1. In this study, pre-test and post-test 1 were given to students to assess their reading

comprehension skill in narative text before and after treatment. The average pre-test score was 60, which increased to 80 on post-test 1 indicating an improvement of 20 points.

2. **Action and Learning in Cycle II**

In cycle 2 the teaching and learning process has been achieved. Students' grades improved markedly, and the classroom climate was supportive.

Table 17

The Table of the Result Score of Students' Pre test, Post test 1 and Post test 2

No	Name of Students	Pre test score	Post test I Score	Post-test II Score	Explanation
1	AM	50	70	80	Improve
2	AD	80	80	90	Improve
3	AS	60	80	90	Improve
4	AJ	60	70	100	Improve
5	AA	80	80	80	Improve
6	AP	50	60	70	Improve
7	AW	60	70	90	Improve
8	DI	60	60	70	Improve
9	DA	60	70	70	Improve
10	EA	50	70	80	Improve

11	FI	50	60	70	Improve
12	FA	60	80	100	Improve
13	FP	60	70	80	Improve
14	FD	60	70	80	Improve
15	HB	60	70	90	Improve
16	IF	60	70	90	Improve
17	ML	50	60	80	Improve
18	MZ	40	60	80	Improve
19	MD	50	70	90	Improve
20	NC	60	80	100	Improve
21	RT	60	80	100	Improve
22	SN	60	70	90	Improve
23	SR	80	80	100	Improve
24	TN	50	70	100	Improve
	Total Score	1.400	1.706	2.080	
	Average	58.33	71.08	86.66	
	High score	80	80	100	
	Low score	40	60	70	

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Using Reciprocal technique helps learners improve their descriptive writing ability. The students actively participate in the teaching-learning process, forming a learning community on that encourages passion and confidence in understanding the text. This positive impact is was strengthened further by their improved scores in both post-test 1 and post-test 2.

In post-test I, 29% (7 students) received a 75 score or more, while 71% (17 students) received a score under 75. The scores ranged from a minimum of 60 to a maximum of 80, with an average of 71.08. In post-test II, 87% (21 students) received a score more than 75 and 13% (3 students) receive a 70. This represents a significant improvement of 12 points from post-test 1 to post-test 2. Automatically that the Clasroom Action Research (CAR) is success and the next cycle is stopped.

B. Suggestion

Based on the conclusion above, some suggestions are intended for the students, the teacher, and the other researcher:

1. For the Students

The researcher hopes that the students to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and improved their knowledge

especially in narrative text

2. For the Teacher

The teacher is hoped more creative in teaching students in order to increase teaching learning process and makes students active in learning. It is recommended that the English teacher use Reciprocal technique.

3. For the other researcher

It is suggested to be useful for other researcher find out not only the theoretical side of Reciprcal technique in improving students' reading comprehension skill but also how to apply it so that students' reading skills can improve. Therefore it is hoped that this research can strengthen research that was processed by other researchers.

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Appendices

SILABUS

KOMPETEN SI DASAR	MATERI POKOK	KEGIATAN PEMBELAJARAN	PENILAIAN	WAKTU	SUMBER BELAJAR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukk an perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksana kan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur	**Teks naratif lisan dan tulis berbentuk legenda sederhana.** *Fungsi sosial* Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenal an tokoh dan setting b. Komplika si terhadap tokoh utama c. Solusi dan akhir cerita *Unsur kebahasaan* (1) Kata-kata terkait karakter, watak, dan setting	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaanteks dalam bahasaInggris dengan yang ada dalam	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan**	6 X2 JP	☐ Audio CD/ VCD/D VD ☐ GURU ☐ Koran/ majalah berbaha sa Inggris ☐ www.da ilyenglis h.com ☐ http://a merican english. state.go v/files/a e/resour ce_files ☐ http://le arnengli sh.britis hcouncil .org/en/

| kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaa nnya. 4.15.Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana | dalam legenda (2) Modal auxiliary verbs. (1) Ejaan dan tulisan tangan dan c etakyang jelasdan rapi (5) Ucapan, tekanan kata, intonasi, ketika memprese ntasikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya. | bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teksrecount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks | **(observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca ☐ • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajarberupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil | | |

		legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. Mengkomunikasikan • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	**tes dan latihan.** • **Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya** **Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain**		

LESSON PLAN 1

School name   : SMAN 1 Raman Utara
Subjects   : English
Class   : XI
Semester   : 1
Material   : Narrative Text
Time of Meeting   : 2 x 45 minute

A. CORE COMPETENCIES

1. Appreciate and appreciate the teachings of the religion one adheres to.
2. Appreciate and appreciate honest, disciplined, responsible, caring behavior (tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of their relationships and existence.
3. Understand knowledge (factual, conceptual and procedural) based on curiosity about science, technology and culture related to visible phenomena and events.
4. Try, process and present in the concrete domain (using, parsing, assembling, modifying and creating) and the abstract domain (writing, reading, calculating, drawing and composing) according to what is learned at school and other sources from the same point of view /theory.

B. BASIC COMPETENCIES

3.8 Compare the social function, text structure and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.

4.8 Capture contextual meaning related to social function, text structure, and linguistic elements related to folk legends.

C. **COMPETENCY ACHIEVEMENT INDICATORS**

3.2 Differentiate the social function, text structure and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of use.

1. Social Function

Get entertainment, entertain, teach noble values, set an example

2. Text Structure

Can include:

a. Orientation

b. Complications

c. Resolution

d. Re-orientation

3. Linguistic elements

a. Sentences in simple past tense, past continuous, and other relevant ones

b. Vocabulary: related to characters, characters and settings in legends

c. Connecting adverbs and time indicators

D. **LEARNING OBJECTIVES**

- Understand the social function and structure of narrative text

- Find main ideas, factual information, vocabulary

- Answer the questions provided according to the learning material

E. **STEPS IN LEARNING ACTIVITIES**

1. INTRODUCTION

a. The teacher said hello and said hello

b. Before the teacher checks the students' attendance, the teacher first invites the students to pray

c. The teacher prepares a conducive atmosphere

d. The teacher asks questions about previously learned lessons.

e. The teacher states the learning objectives or basic competencies to be achieved

2. CORE ACTIVITIES

a. The teacher gives a test about narrative text to determine students' basic abilities

b. The teacher asks students to summarize the story they have read

c. The teacher gives students 60 minutes to complete the test

3. CLOSING

a. Students collect question papers

b. The teacher closes the learning process

F. SOURCES OF TEACHING MATERIALS

Relevant English books

G. QUESTION TYPE

Multiple choice

PRE-TEST

Name :

Class :

  Once, Juno, the queen of Gods, announced," I will give a precious prize to the animal who has the most beautiful baby".

  Juno came down to earth and all the animals gathered at one place. They had their babies with them. Juno went to each and every animal one by one and looked them and their babies over with a critical eye.

  When she came to the monkey and saw the baby clinging to its mother's belly she, without meaning to hurt anyone remarked, "What an ugly baby, shriveled face and a flat nose. This baby can never get a prize anyway!"

  The monkey's mother was deeply hurt by Juno's words. She held her baby close to her heart and whispered into the baby's ear. "Don't bother, my dear child. I love you very, very much. To me you are the most valuable of all gifts. I don't want any other prize. May God give you a long life".

This text is for question no 1 – 5

1. What is the purpose of the text?*?*

  a. To inform about precious prize to the most beautiful baby

  b. To announce about animals gathering at one place

  c. To tell about Juno, the queen of gods

  d. To entertain the reader with the story.

2. What is the main idea of paragraph four?

  a. Juno's comment was hurt monkey's mother.

  b. The monkey hoped the God granted her baby a long life

c. She held her baby close to her heart and whispered into the baby's ear

d. The monkey loves her baby very much, and for her she is the most precious

prize

3. Who offered valuable prize to the animals with the most beautiful baby?

a. The mother monkey

b. The queen of gods

c. Juno.

d. The ugly baby

4. "And whispered into the baby's ear". The underline words mean...

a. Shout very softly

b. Speak very softly.

c. Speak very loudly

d. Speak and shout loudly

5. From the text we know that...

a. Juno is the monkey's mother

b. The monkeys mother was angry to Juno

c. The monkey's mother wanted to get the prize

d. The monkey's mother loves her baby very much.

This text is for question no 6 – 10

"Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"

The hen loved the brave, strong hawk and wishes to marry him. But she said, I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. Then hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk so furious that he cursed the hen. "Why didn't you tell me earlier? Now you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk. The curse seems to have come true.

6. Why couldn't the hen say "yes" right away?

   a. Because she did not love the hawk,

   b. Because she had no ring to exchange.

   c. Because it would make the roaster angry.

   d. Because the hawk was too brave and strong.

   e. Because she had to learn how to fly as high as the hawk.

7. What is the story about ?

   a. A hen and a rooster

   b. A rooster and his fiancé

   c. A hawk and his wife

d. A hawk, a hen a rooster.

e. A hen and her children

8. "The hawk flew down from the sky and asked the hen, <u>"Won't you marry me?"</u> (Par 1).

What does the underlined utterance mean?

a. The hen wanted to marry the hawk   d. The hen refused to marry the hawk

b. The hen agreed to be the hawk's wife   e. The hawk proposed the hen to be his wife

c. The hawk wanted to marry the hen at the sky

9. Why was the rooster angry when he saw the ring?

a. The hen had betrayed him   d. The hen had stolen his ring

b. The hand didn't wear her own ring   e. The ring was not good for the hen

c. The ring was too small for the henS

10. What can we learn from the story?   We have to …

a. take car of our children one another   c. keep our promise   e. love

b. listen to other   d. marry soon

POST TEST I

Name :

Class   :

This text is for question no 1 – 5

The Magic Box

Once upon time, there was a poor farmer who dug up a big box in his field. He took at home with him and showed it to his wife. His wife cleaned it and kept it in their house.

One day, she dropped an apple into it. Immediately the box began to will up with apples. No matter how many were taken out. Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder ?" the old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

1. How was the farmer according to the writer ?

    a. Greedy

    b. Humorous

    c. Generous

    d. Rich

e. Kind

2. The complication start in the part of the story when…

   a. the farmer dug up a big box in his field, took at home and showed it to his wife.

   b. His wife dropped an apple into it and immediately the box filled up with apples.

   c. The farmer and his wife sold the apples and were able to live comfortable

   d. The farmers dropped the coins into the box

   e. The apples disappeared and bean to fill itself with coin.

3. Which statement is true according to the story….

   a. His wife cleaned and kept the box to the story

   b. The box was full of valuable things when it was found

   c. The farmer had to pull dead grandfather out and bury them

   d. The poor farmer finally was killed by the grandfather

   e. The farmer's wife became happy after the grandfather.

4. What did we learn from the story ….

   a. Being honest is not always wise

   b. Being a miser is sometimes important

   c. All the glitters is not gold

   d. it is good to be honest in life

   e. being greedy is not good.

5. The communicative purpose of the text is ….

   a. to amuse and entertain the readers with problematic events

   b. to tell the readers what really happened in the pest

   c. to inform the readers how and why something works

   d. to present information about a current issue

e. to describe an event in the past

This text is for question no 6 – 10

The Tyrant Who Became a Just Ruler

In the olden times there was a king who was so cruel and unjust toward his subjects that he was always called The Tyrant. So heartless was he that his people used to pray night and day that they might have a new king.

One day, much to their surprise, he called his people together and said to them, "My dear subjects, the days of my tyranny are over. Henceforth, you shall live in peaces and happiness, for I have decided to try my rule henceforth justly and well."

The King kept his words so well that soon he was known throughout the land as The Just King. By and by one of his favorites came to him said, "Your Majesty, I beg you to tell me how it was that you had this change of heart towards your people."

And the King replied, "As I was galloping through my forests one afternoon, I caught a sight of a hound chasing a fox. The fox escaped into his hole, but not until he had bitten by the dog so badly that he would be lame for life. The hound, returning home, met a man who threw a stone at him, which broke his leg. And the horse, starting to run, fell into a hole and broke his leg. Here I came to my senses, and resolved to change my rule. 'For surely,' I said to myself, 'he who does evil will sooner or later be overtaken by evil."

6. Which of the statements is TRUE?

   a. The king was chased by a fox.
   b. The King's behaviour never changed
   c. The man was thrown with a stone by a hound.
   d. The king's subjects hated him when he was a tyrant.
   e. In the olden times the King was loved by his subjects.

7. Paragraph two tells us that the King ….

    a. never ended the day of his tyranny
    b. showed his surprise to his subjects
    c. decided to rule his subjects unjustly
    d. warned this subjects to obey his rules
    e. changed his behaviour and became a just ruler.

8. The communicative purpose of this text is ….

    a. to criticize a work of art
    b. to describe particular person
    c. to describe how something is accomplished
    d. to entertain and deal with actual or vicarious experience
    e. to share an account of unusual or amusing incidents with others.

9. The organization of the text above is ….

    a. Goal, Material, Steps.
    b. Identification, Description
    c. Newsworthy event, Background Event, Sources
    d. Orientation, Crisis, Reaction, Coda, Reflection
    e. Orientation, Evaluation, Complication, Resolution, Reorientation

10. To show the real words of the speakers, the writer uses ….

    a. passive voice
    b. direct speech
    c. reported speech
    d. simple past tense
    e. simple present tense.

LESSON PLAN II

School name   : SMAN 1 Raman Utara

Subjects   : English

Class   : XI

Semester   : 1

Material   : Narrative Text

Time of Meeting   : 2 x 45 minute

E. CORE COMPETENCIES

5. Appreciate and appreciate the teachings of the religion one adheres to.

6. Appreciate and appreciate honest, disciplined, responsible, caring behavior (tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of their relationships and existence.

7. Understand knowledge (factual, conceptual and procedural) based on curiosity about science, technology and culture related to visible phenomena and events.

8. Try, process and present in the concrete domain (using, parsing, assembling, modifying and creating) and the abstract domain (writing, reading, calculating, drawing and composing) according to what is learned at school and other sources from the same point of view /theory.

F. BASIC COMPETENCIES

3.8 Compare the social function, text structure and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.

4.8 Capture contextual meaning related to social function, text structure, and linguistic elements related to folk legends.

G. COMPETENCY ACHIEVEMENT INDICATORS

3.3 Differentiate the social function, text structure and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of use.

4. Social Function

Get entertainment, entertain, teach noble values, set an example

2. Text Structure

Can include:

a. Orientation

b. Complications

c. Resolution

d. Re-orientation

3. Linguistic elements

a. Sentences in simple past tense, past continuous, and other relevant ones

b. Vocabulary: related to characters, characters and settings in legends

c. Connecting adverbs and time indicators

H. LEARNING OBJECTIVES

- Understand the social function and structure of narrative text

- Find main ideas, factual information, vocabulary

- Answer the questions provided according to the learning material

E. STEPS IN LEARNING ACTIVITIES

1. INTRODUCTION

a. The teacher said hello and said hello

b. Before the teacher checks the students' attendance, the teacher first invites the students to pray

c. The teacher prepares a conducive atmosphere

d. The teacher asks questions about previously learned lessons.

e. The teacher states the learning objectives or basic competencies to be achieved

5. CORE ACTIVITIES

a. The teacher gives a test about narrative text to determine students' basic abilities

b. The teacher asks students to summarize the story they have read

c. The teacher gives students 60 minutes to complete the test

6. CLOSING

a. Students collect question papers

b. The teacher closes the learning process

F. SOURCES OF TEACHING MATERIALS

Relevant English books

G. QUESTION TYPE

Multiple choice

POST TEST II

Name :

Class :

The following text is for questions 1 to 5

Tangkuban Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sangkuriang .

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?'' one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

1. Where is the legend from? It is from ...
    A. East Java
    B. West Java
    C. Central Java
    D. North Java

2. Who is the main character of the story above?

   A. Si Tumang

   B. Sangkuriang

   C. Dayang Sumbi

   D. Sangkuriang's mother

3. Why was Dayang Sumbi exiled in the jungle? Because she ...

   A. Was married and pregnant

   B. Was unmarried and not pregnant

   C. Was unmarried and pregnant

   D. Followed her husband

4. Why did Dayang Sumbi refuse sangkuriang proposal?

   A. Because she recognized that he was her son

   B. Because sangkuriang was ungly

   C. Because sangkuriang was not rich

   D. Because she had a husband

5. " ... And then took **its** heart home." (Paragraph 2).

   The underlined word refers to…

   A. Wayungyang

   B. Pig

   C. Dayang Sumbi

   D. Tumang

The following text is for questions 6 to 10

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What destroyed the homes of all rats?

   A. A group of mice did

   B. The hunter did

   C. Elephant-hunter did

   D. A group of elephant did

2. What helped the elephant's herd free?

   A. The elephant-hunter did

   B. The hunters did

   C. Entire group of rats did

   D. A group of king did

3. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

   A. Identification

   B. Orientation

   C. Complication

   D. Resolution

4. What type of text is the above text? It is …

   A. A narrative text

   B. A descriptive text

   C. A recount text

   D. A discussion text

5. At the end of the story, how was the elephant's herd?

   A. Angry   C. Happy

   B. Sad   D. Dissapointed

Detail of Assesment Aspects

No	Indicator	Correct	Incorrect
1	Main idea (topic)	1	0
2	Expression/idioms/phrases in context	1	0
3	Inference (implied detail)	1	0
4	Grammatical features	1	0
5	Detail (scanning for a specifically stated detail)	1	0
6	Excluding facts not written (unstated details)	1	0
7	Supporting idea(s)	1	0
8	Vocabulary in context	1	0
Total		8	0

No.

Date :

PRE - TEST

Nama : Anggi Putri Permadani

Kelas : XI (ISOS 1)

1. E.
2. E.
3. C
4. C
5. A
6. A
7. D
8. E
9. A
10. C

No.

Date :

Pre-Test.

Nama : Azzahra Dwi Safitri

Kls : XI IPS 1.

1.	E	6 C.
2	D	7 D.
3	C.	8 E.
4	E	9 A.
5.	D.	10 C.

Post Test 1

1	A.	6 A.
2	A.	7 E.
3	B.	8 B.
4	E.	9 E.
5	C.	10 D.

SiDU

No.
Date :

XI IPS 1 PRE - TEST DESTA INDRIYANI

1.	E.
2.	E.
3.	C.
4.	C.
5.	A

6. A.
7. D.
8. E.
9. A.
10. C.

SIDU

No
Date :

PRE - TEST

Nama : Diaz Aulia Putri

Class : XI IPS 1

1. E
2. D
3. C
4. C
5. D.
6. E.
7. D.
8. D.
9. A
10. C.

PRE-TEST

Nama   : MEILISA INDRIANI
Kelas : XI IPS 1

1. e.
2. d.
3. c.
4. e.
5. d.
6. e
7. d.
8. e.
9. a.
10. c.

No.

Date :

PRE-TEST

Nama : MEILISA INDRIANI

Kelas : XI IPS 1

1. e.
2. d.
3. c.
4. e.
5. d.
6. e
7. d.
8. e.
9. a.
10. c.

Hal._____
Date_____

Post Test 1

Name : M. dwi reza mahendra
Kelas : XI IPs 1

1. A
2. B
3. C
4. E
5. D
6. D
7. E
8. C
9. A
10. D

No
Date :

Nama : Amelia Shella A.
Kelas : XI IPS 1.

POST TEST II

1. B   6. D
2. B   7. C
3. C.   8. B
4. A   9. A
5. D   10. C

SIDU

Post Test 11

Nama : Azzahra Dwi Safitri
Kls : XI IPS 1

1	B.	6	D.
2	B'	7	C.
3	C.	8	B.
4	A.	9	A
5	d.	10	C.

DOCUMENTATION

THE RESEARCHER EXPLAIN THE MATERIAL

THE STUDENT TEST IN CLASSROOM

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 RAMAN UTARA
TERAKREDITASI A
NSS : 301120411043   NIS : 300430   NPSN : 10806080
Alamat : Raman Aji Kecamatan Raman Utara Kode Pos 34154
Email : smansa_ramura@gmail.com

SURAT KETERANGAN
Nomor : 420 /263/ 11.SK/ SMA 01 / 2024

Menindak lanjuti surat dari Institut Agama Islam Negeri Metro, Nomor :B-5631 /In.28/D.1/TL.00/12/2023, hal IZIN RESEACH, maka Kepala SMAN 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama	:	SEPTIA WULANDARI
NPM	:	1901051060
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Adalah benar mahasiswa tersebut diatas telah diterima untuk mengadakan research/survey di SMAN 1 Raman Utara dalam rangka menyelesaikan tugas akhir/skripsi dengan judul : "IMPROVING STUDENTS READING COMPREHENSION IN NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE IN SMAN 1 RAMAN UTARA EAST LAMPUNG".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara , 10 Januari 2024
Kepala SMAN 1 Raman Utara

TUTUT ZATMIKO, S.Pd.M.Pd
NIP. 197507131999031003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : B-5631/In.28/D.1/TL.00/12/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 RAMAN UTARA
di-
     Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5632/In.28/D.1/TL.01/12/2023, tanggal 06 Desember 2023 atas nama saudara:

Nama	:	**SEPTIA WULANDARI**
NPM	:	1901051060
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 1 RAMAN UTARA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 RAMAN UTARA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION IN NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE IN SMAN 1 RAMAN UTARA EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Desember 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Septia Wulandari
NPM   : 1901051060
Program Studi: Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 27 Mei 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

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SURAT TUGAS
Nomor: B-5632/In.28/D.1/TL.01/12/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SEPTIA WULANDARI**
NPM	:	1901051060
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMAN 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION IN NARRATIVE TEXT BY USING RECIPROCAL TECHNIQUE IN SMAN 1 RAMAN UTARA EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 06 Desember 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Septia Wulandari	
NPM	: 1901051060	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051060

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 27 Mei 2024
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IAIN METRO

Nama : Septia Wulandari
NPM : 1901051060

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 6/09 2022	✓	- Revise writing tehnique - Revise grammar. - Revise Picture I.	
	Selasa 19/9-22	✓	Acc ch.I -Ch III, -	

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Septia Wulandari
NPM : 1901051060

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 21/11-23	√	Revise IPD	
	Jum'at 24/11-23	√	Ace IPD	

Mengetahui
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NPM : 1901051060

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 15/11-24	✓	Revise ch. IV & V.	
	Jum'at 17/5-24	✓	Acc ch. IV & V	

Mengetahui
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CURRICULUM VITAE

The name of the researcher is Septia Wulandari. She was born in Sukaraja Nuban, Lampung Timur on September 11th, 2001. She is the second child from happy couple namely Mr. Hartono and Mrs. Suparti. She has graduated from Elementary School (SDN 1 Sukaraja Nuban) on 2013. She continued her study in Junior High School (SMPN 1 Raman Utara) and graduated on 2016. After graduated from Junior High School, she continued to Senior High School (SMA N 1 Raman Utara) and graduated on 2019. And on 2019 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).