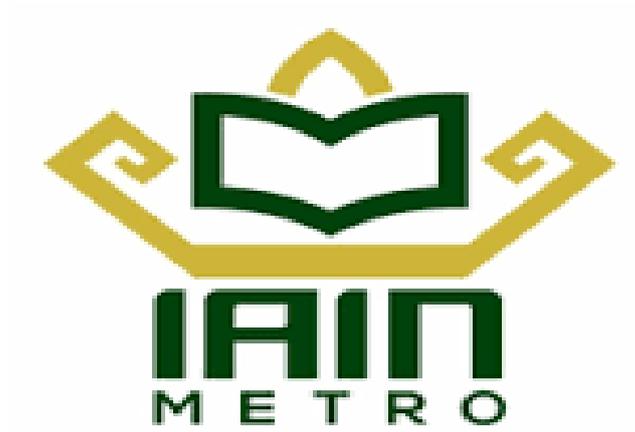


**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS READING COMPREHENSION  
THROUGH RECIPROCAL TEACHING TECHNIQUE  
AMONG THE EIGHT GRADERS OF SMP N 2 BATANGHARI EAST LAMPUNG IN THE  
ACADEMIC YEAR 2018/ 2019**

**Written by:  
EVI LESTARI  
Student Number: 14121347**



**English Education**

**Faculty of Tarbiyah And Teachers Training**

**STATE INSTITUTE FOR ISLAMIC STUDIES  
of METRO  
1440 H / 2018 M**

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IN THE ACADEMIC YEAR 2018/ 2019**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

**By:**

**Evi Lestari**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1440 H / 2018 M**

**IMPROVING STUDENTS READING COMPREHENSION THROUGH  
RECIPROCAL TEACHING TECHNIQUE  
AMONG THE EIGHT GRADERS OF SMP N 2 BATANGHARI EAST LAMPUNG  
IN ACADEMIC YEAR 2018/ 2019**

**ABSTRACT**

**BY:**

**Evi Lestari**

The main purpose of this research is to investigate the students' reading comprehension of SMP N 2 Batanghari and to know what extend the Reciprocal Teaching Technique could help the students' learning process. The writer tries to attest that Reciprocal Teaching Technique can be one of the teaching technique to improve the students' reading comprehension. The researcher had outlined the problem in this research that focused on reading comprehension. It is related on the problem identification that the students do not understand about the passage and they do not interest in reading material.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 21 students in VIII class of SMP N 2 Batanghari In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMP N 2 Batanghari.

The result of this research shows that Reciprocal Teaching Technique can be used as a teaching technique of reading. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 66 and post test II is 75 it improved 9 point. The researcher concluded that there was significant improvement of using Reciprocal Teaching Technique on the reading comprehensions at eighth grade of SMP N 2 Batanghari.

*(Keyword :Reading Comprehension, Reciprocal Teaching Technique, Classroom action research)*

**MENINGKATKAN PEMAHAMAN MEMBACA SISWA  
MELALUI TEKNIK PENGAJARAN *RECIPROCAL*  
PADA KELAS VIII SMP N 2 BATANGHARI LAMPUNG TIMUR  
TAHUN AJARAN 2018/2019**

**ABSTRAK**

**OLEH:**

**Evi Lestari**

Tujuan utama dari penelitian ini adalah untuk menunjukkan bahwa pemahaman membaca siswa SMP N 2 Batanghari dan untuk mengetahui sejauh mana teknik pengajaran reciprocal dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa teknik pengajaran reciprocal dapat menjadi salah satu teknik pembelajaran untuk meningkatkan pemahaman membaca siswa. Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada pemahaman membaca. Terkait pada identifikasi masalah yaitu tidak memahami pesan yang ada di dalam teks, dan mereka tidak tertarik dengan materi bacaan.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 21 siswa kelas delapan SMP N 2 Batanghari. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMP N 2 Batanghari.

Hasil penelitian ini menunjukkan bahwa teknik pengajaran reciprocal dapat digunakan sebagai aktifitas pengajaran dalam membaca. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 66 dan post test II adalah 75 dan meningkat 9. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan teknik pengajaran reciprocal pada kemampuan pemahaman membaca siswa di kelas delapan SMP N 2 Batanghari.

*(Kata kunci : Kemampuan Pemahaman membaca, Teknik Pengajaran Reciprocal, Penelitian tindakan kelas)*



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Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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THROUGH RECIPROCAL TEACHING TECHNIQUE AT THE EIGHT  
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ACADEMIC YEAR 2018/ 2019

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**APPROVAL PAGE**

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**RATIFICATION PAGE**

No: B-3530/In-28-1/D/PR-00-9/11/2018

The undergraduate thesis entitled: Improving The Students Reading Comprehension Through Reciprocal Teaching Technique Among The Eight Graders Of Smp N 2 Batanghari East Lampung In Academic Year 2018/ 2019. Written by Evi Lestari student Number: 14121347 English Education Department had been examined (Munaqosah) in Tarbiyah Faculty on Wednesday, October 31<sup>th</sup> at 13.00-15.00 p.m

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, October 2018



**Evi Lestari**  
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Jurusan : Pendidikan Bahasa Inggris

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

Metro, Oktober 2018

Yang Menyatakan



**Evi Lestari**  
NPM: 14121347

## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمُ الرَّعْدُ (١١)

*“Verily, Allah will not change the good condition of a people as long as they do not change their state of goodness themselves.” (Q.S Ar-Rad:11)*

**DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to all people who always pray and give support me in finish this paper for my succes, they are :

1. My beloved father Mr. Syamsudin and my mother Mrs. Umiyati who are always honesty sincerity to grow me up, educate, accompany, and pray for me until getting success and their greatest live and support for me at all until I can accomplish this thesis in success in my study.
2. My beloved brother, thanks for your support, help and pray.
3. My beloved friends Deka Lesti Fahlevi, Dara Puspita Rachmawati, Desi Mega Malasari, Ides Tia Rustiawan, Kurnia Ocktaria, and Wiwik Pusitasari.
4. My Almamater IAIN Metro who gives me opportunity to study here.

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Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research ungraduate thesis entitles “IMPROVING STUDENTS READING COMPREHENSION THROUGH RECIPROCAL TEACHING TECHNIQUE AMONG THE EIGHT GRADERS OF SMP N 2 BATANGHARI EAST LAMPUNG In ACADEMIC YEAR 2018/ 2019”

Regarding to the research ungraduated thesis, the writer offers her big thank to the Mr. Kuryani Utih, M.Pd as the sponsor and to Mrs. Trisna Dinillah Harya, M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research ungraduate thesis writing process.

As human being, the writer completely realize that this research ungraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research ungraduate thesis. Hopefully, this research ungraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, October 2018

The Writer,

Evi Lestari

ST.N 14121347

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Language is essentially a major element for human being since ancient time until present. Language cannot be apart from human's life due to its function as tool of communication used largely by human being to interact with others both oral from and written language. Language is an expression of human to reveal their feelings. Thoughts, idea and desires because through language the goal of communication can be directly achieved.

In Indonesia, English becomes a foreign language which is spoken in smaller number by Indonesian people. However, it is formally taught in all levels of education from primary school up to higher education. In, secondary school, English subject becomes a compulsory subject in Junior High School and Senior High School in order to improve student's competency and to become fluent either oral and written skills. This condition shows that learning English is needed in Indonesia. Therefore, English is an essential subject to be learned at school in Indonesia.

Furthermore, to master the language well, people need to learn four skills in language; they are listening, speaking, reading, and writing. From those skills, reading is one of English skills that must be learnt. It seems that reading is very important to learn. Reading plays a main role of English teaching in Indonesia because the assessment of English is nearly done by reading. Although there are others skills of English that are assessed, reading takes larger portion than those. It

can be seen from the semester examination and final examination which nearly involves reading skill.

Reading is one of four skills of English that every learner has learnt including the students of Junior High School. Based on some studies, students has problem in learning activity, especially in reading comprehension subject. The problem also happens to the students of SMP N 2 Batanghari East Lampung. The writer observed on the reading activity of students grade VIII of SMP N 2 Batanghari. The writer found a fact that students' reading comprehension is low.

In learning activity student have some problems related to reading comprehension. First, the students have limited vocabulary mastery so they got the problem when they faced unfamiliar words. Second, students can not get the main idea of the text without translating the text. In this case, students only can read the text if they were facilitated by a dictionary while they are reading a text. Third, students do not have motivation to practice reading. The students are not interested in the reading activity. They do not have many activities. They just do exercise and translated the text, then discuss it. Fourth, students are not confident and afraid to ask about what they have not understood yet and the last is the students still need guidance their teacher while they are reading and comprehending a text.

In connection to the problem above, it was supported by the result of the Pre-Survey data which was carried out by the writer on October, 25<sup>th</sup> 2017 at the eighth grade students of SMP N 2 Batanghari in academic year of 2017/2018. The data can be seen as follow:

Table 1

The Result of Students Reading Comprehension Score

No	Score	Frequency	Percentage	Category
1.	$\leq 70$	5	20,83%	Complete
2.	$< 70$	19	79,17%	Incomplete
	Total	24	100%	

Source: *The documents of Mr. Suwarno S.Pd. English Teacher of SMP N 2 Batanghari*

Based on the table above, it could be inferred that the score of reading comprehension ability from 24 students was 20,83% students were included into complete categories for the score  $> 70$  and 79,17% students were included into incomplete category for the score  $< 70$ . The English minimum passing grade in this school is 70. It means that the students who got the score under 70 do not pass the examination. It can be concluded that students' reading score at the eighth grade is still low.

Therefore, to solve this problem the writer will use alternative teaching namely reciprocal teaching which was intended to improve student's reading comprehension. It's kind cooperative teaching strategy which covers some cognitive strategies such as prediction, clarification, question generation, and summarization which implemented through cooperative learning. It's designed to exchange students who get difficulties in reading comprehension. It, in addition, also emphasizes the students to have equal opportunity to deliver their thoughts or ideas by applying those strategies in a small-group discussion to get more understanding of the text comprehensively.

Based on the statements above, the writer assumed that reciprocal teaching seemed to be good alternative way to improve students reading comprehension. Therefore, the writer would like to conduct the research under the title “Improving Students Reading Comprehension through Reciprocal Teaching Technique at The Eighth Graders of SMP N 2 Batanghari in Academic Year 2018/2019”. Hopefully, by implementing this alternative teaching the student’s reading comprehension improve.

## **B. Problem Identification**

Regarding to the background of study above, the writer identified the problems as follow:

1. The students have limited vocabulary mastery
2. The students have low motivation to practice reading
3. Most of students find difficulty to get the information and meaning of text.
4. The students have low reading comprehension ability.
5. The teacher did not implement variation strategy in teaching learning activity.

## **C. Problem Limitation**

There are many problems related to reading comprehension, but the writer only focused on the “Most of students find difficulties to get the information and meaning of text”. Therefore, the writer limited the problem only on students’ difficulties to get the information and meaning of the text. So that the writer will conduct the reseach with the title “Improving Students Reading Comprehension

Through Reciprocal Teaching Technique At The Eighth Graders of SMP N 2 Batanghari In Academic Year 2018/ 2019”.

#### **D. Problem Formulation**

Referring to the problem limitation above, the writer formulated the problem in this study “Can reciprocal teaching technique improve the students’ reading comprehension and their learning activities at the Eighth graders of SMP N 2 Batanghari ?

#### **E. Objective and Benefit of The Study**

##### **1. Objective of the Study**

The objective of the study is to improve the student reading comprehension and their learning activities by using reciprocal teaching technique at the eighth graders of SMP N 2 Batanghari, East Lampung.

##### **2. Benefit of the Study**

The benefit of this research as follow:

###### **a. For the students**

The result of this research could give positive contribution for students to improve their reading comprehension.

###### **b. For the English teacher**

The result of this research can be consideration for the teacher to use reciprocal teaching technique as an Alternative technique to improve students’ reading comprehension.

###### **c. For the Headmaster**

This research can be used as the positive contribution to facilitate the learning process especially in English subject in SMP N 2 Batanghari.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Reading Comprehension

##### 1. Concept of Reading

###### a. Definition of Reading

Reading is an activity in which people try to get information from written language such as books, magazine, newspaper and so on. The purpose of reading is to get information from the reading material. People who want to learn language especially English, they have to study reading because reading is very important to get more knowledge and information about many things. Reading is a good way to search and find the information when the people learn English as a foreign language. Understanding of the concept of reading will guide to close with reading activity. In order to know exactly the concept of reading comprehension, there are some theories or concepts which are stated by some experts.

According to Silberstein reading is an active process which entails the students to work intensively and interact with to create significant discourse.<sup>1</sup> In this sense an active process which involve students and text which is directed to invent good understanding from what they have read.

---

<sup>1</sup>Sandra Silberstein, *Techniques and Resources in Teaching Reading*. (New York: Oxford University Press, 1994), p. 6

Meanwhile, Scanlon, *et.al* states that reading is a process that necessitates the process of analysis, coordination, and interpretation of many resources of information.<sup>2</sup> It's mean that, reading is activity which is carried out to gain overall understanding of the text is being read.

Furthermore, Willis explains that Reading is not a natural part of human development.<sup>3</sup> It is because reading is part of skills in learning language that is effective to improve language development. Reading also gives the information to the human about the anything that the human want to know.

Moreover, Lines and Nunan say that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode the printed word and also comprehend what we read.<sup>4</sup> It can be understood that reading is a process which entails not only in making sound the printed word but also making sense the text contextually and semantically for deep understanding.

Based on the definition of the expert above, it can be concluded that reading is cognitive activity that comprise process of contracting meaning by the interaction previous knowledge and experience to get meaningful message from the writer to reader, in order to understand the text as a source of information to extend someone's knowledge and achieve various purposes.

---

<sup>2</sup>Donna Scalon, *et.al*, *Early Intervention for Reading Difficulties*, (New York: The Guildford Press, 2010), p. 9

<sup>3</sup>Willis, Judy, *Teaching the Brain to Read*, (Virginia USA: Alexandria, 2008) p. 2

<sup>4</sup>Caroline Linse and David Nunan, *Practical English Language Teaching*. (New York: McGraw-Hill Company, 2005), p. 69

## **b. Types of Reading**

### 1) Intensive reading

Intensive reading is related further progress in language learning under the teachers' guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information.

### 2) Extensive Reading

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of class, or full class discussion. Extensive reading is reading for pleasure. The reader wants to know about something. The reader does not care about the specific or important information after reading. Usually people read for to keep them update.

### 3) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

#### 4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

#### c. The Purposes of Reading

Reading printed words has different purposes. Reader can know and satisfy within if they read the information, as they need. It means that, the reader will have expectation of what they are going to read before them actually to do so. Grellet said that there are two main reasons for reading, they are reading for pleasure and reading for information (to find out something or in order to do something with the information you got).<sup>5</sup> Based on that explanation, pleasure means that the reader reads any literary to make reader's feeling happy, otherwise, reading for information means the reader look for information that has been expected previously.

#### d. Process of Reading

The process of reading may be broadly classified into three stages :

- 1) The first stages is " The recognition stage ". At this stage the learner simply recognize the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty of this stage depends upon the difference between the script

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<sup>5</sup> Françoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1981), p. 4.

of the learners' mother tongue and English and between the spelling conventions of two languages.

- 2) The second stage is “ The structuring stage “. The learner see the syntactic relationship of the items and understand the structural meaning of the syntactical units.
- 3) The third stage is “ The interpretation stage “. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is the stage at which a person really reads for information or for pleasure.<sup>6</sup>

#### **e. Factors That Influences In Reading**

Aebersold and field have a compiled a list of factors that may influences reading in a second or foreign language as follows:

- 1) Cognitive development and learning style orientation at the time of beginning second/foreign language.
- 2) Language proficiently in the first language and the foreign language.
- 3) Metacognitive knowledge of the first language structure, grammar, and syntax.

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<sup>6</sup> M.F. Patel, Praveen M. Jain. *English Language Teaching : Method, Tools & Techniques*. (Jaipur : Sunrise Publishers & Distributors, 2008) P.114

- 4) Degree of differences between the first language and the foreign language. Culture orientation, attitudes, toward text and purpose for reading.<sup>7</sup>

## 2. Concept of Reading Comprehension

### a. Definition of Reading Comprehension

Based on Oxford Advanced Learner's Dictionary the word of "comprehension" is explained that:

- a) The ability to understand
- b) An exercise to trains the students to understand the language.<sup>8</sup>

It means that comprehension is an exercise which trains students to improve their ability in understanding language. Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.<sup>9</sup>

Based on these explanation above the researcher can get conclusion that comprehension is the reading process which requires delicate information, understanding, and interpretation from reading material and students can understand it with their background knowledge and experience.

Some experts state the different definition of reading comprehension.

Douglas Brown states that reading comprehension is primarily a matter of

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<sup>7</sup> Thomas S.C. Farrell, *Op.Cit.*, p. 2

<sup>8</sup> As Hornby, *Oxford Advance*, p. 296.

<sup>9</sup> Donna Scanlon, et, al. *Early Intervention for Reading Difficulties : The Interactive Strategies Approach* (New York: The Guildford Press, 2009), p. 276

developing appropriate, efficient comprehension strategies.<sup>10</sup> It means that reading comprehension objective is to efficiency of reading. Good reading comprehension able to understand the information and develop it appropriately.

Meanwhile, Janette state that a reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>11</sup> It means that readers should activate their prior knowledge and are familiar with variety of text structures that were found in the text to comprehend new information.

Furthermore, Anderson, Hebert, and Scott in Janette K.Klingner book state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>12</sup>

Based on the explanation above, the researcher can assume that reading comprehension is skill that activates reader's prior knowledge to search the meaning of the text to understand and to get all new things we have read.

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<sup>10</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* (San Francisco State University, 2000),second edition, P.306

<sup>11</sup>Janette K.Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*,(USA: The Guilford Press,2007), p.8

<sup>12</sup>Ibid., p. 2

## **b. Strategies for Reading Comprehension**

For second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down process.<sup>13</sup> Following are ten such strategies, each of which can be practically applied to your classroom techniques.

- 1) Identify the purpose in reading.

How many times have you been told to read something yet you don't know why you're being asked to read it? You did only a mediocre job of retaining what you "read" and perhaps were rather slow in the process. Efficient reading consists of clearly identifying the purpose in reading something.

- 2) Use graphic rules and patterns to aid in bottom-up decoding.

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have come acquainted with oral language and have some difficulty learning English spelling conventions.

- 3) Use efficient silent reading techniques for relatively rapid comprehension.

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<sup>13</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* (San Francisco State University, 2000), second edition, p. 306

If the learners are beginning level students, this particular strategy will not work because they are still struggling with the control of a limited vocabulary and grammar.

4) Skim the text for main ideas.

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its GIs. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passage by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

5) Scan the text for specific information.

The second in the most valuable category is scanning, or quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text for academic English, scanning is absolutely essential.

6) Use the semantic mapping or clustering.

Readers can easily be over whelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7) Guess when you aren't certain

This is an extremely broad category. Learners can use guessing to their advantage to.

- a) Guess the meaning of a word
- b) Guess a grammatical relationship
- c) Infer implied meaning
- d) Guess about a cultural reference
- e) Guess content messages.

8) Analyze vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

9) Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted

appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

10) Capitalize on discourse markers to process relationships.

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.<sup>14</sup>

Many strategies for reading comprehension that has been explain by Brown. The researcher concludes that all of the categories must be included in strategies for reading comprehension to understand and comprehend the language to achieve the aim of teaching reading.

**c. Principles in Teaching Reading Comprehension**

In teaching reading comprehension there are some principles that must be considered by the teacher. The principles will become a guide for the teacher in teaching reading. There are some principles of teaching reading that is asserted by some experts. According to Harmer there are six principles of teaching reading. They are as follows:

- 1) reading is not a passive skill,
- 2) students need to be engaged with what they are reading,
- 3) students should be encouraged to respond to the content of a reading text, not just to the language
- 4) prediction is a major factor in reading,
- 5) match the task to the topic,

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<sup>14</sup>*Ibid*, p. 306- 310

6) Good teachers exploit reading texts to the full.<sup>15</sup>

Those are principles of teaching reading comprehension which must be regarded as the teacher's principle in teaching reading. In addition, Williams in Nation also declares some principle of teaching reading, they are meaning-focused input, meaning-focused output, language-focused learning, and fluency development.<sup>16</sup> Those principles are used as the direction for the teacher. The teacher should know what the students need to learn and not. The teacher must know the core of teaching reading and what the teaching reading should be.

In conclusion, the teacher should understand what is reading itself and should be careful in deciding the teaching method, the text, the material, and the activity when he designs the lesson. Therefore, the purpose of improving students' reading comprehension can be achieved.

#### **d. Assessing Reading Comprehension**

The progress of students' reading comprehension can be done by assessment. As Brown states assessment is the process of measure that is done by the teacher whenever students practice language skills.<sup>17</sup> The teacher can assess the students while learning process and after learning process. Moreover, Caldwell says "Assessment and instruction can happen at the same time."<sup>18</sup> It can be said that assessment is part of the teaching process.

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<sup>15</sup>Jeremy Harmer, *How to Teach English*, (England: Longman 1998), p. 70

<sup>16</sup>I. S. P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 6

<sup>17</sup>Brown, D.H, *Language Assessment Principles and Classroom Practices*. (San Francisco: Pearson education, 2004) p. 4

<sup>18</sup>Caldwell, S.J, *Reading Assessment A Primer for Teachers and Coaches second edition*. (New York : The Guilford Press, 2008) p. 15

Assessment that can be done by the teacher during the lesson are when students response a question, give comment, and ask questions.

According to Brown, assessment is divided into two types. The first is informal assessment. It is done by the teacher without design the assessment first. The form of this assessment is incidental, unplanned comment or responses improve to feedback to the students like “Good job”, “Great”, and “Excellent”. Moreover, this kind of assessment can be done by comment on students’ paper, and correct students’ pronunciation.

The second is formal assessment. It is in the opposite of informal assessment. Using this kind of assessment, the teacher prepares first some exercises to assess students’ competence, for example quizzes, assignments, and examinations. Nevertheless, formal assessment is not testing, because it is designed by the teacher himself not by the administrative of government.<sup>19</sup>

Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his students’ competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson .They are as follows:

1) Integrative test

Integrative test is a testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

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<sup>19</sup>Brown, D.H, *Language Assessment Principles and Classroom Practice*,p. 5

## 2) Close test and gap-filling test

The close test is a test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted. Whereas gap-filling test is test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

## 3) Multiple-choice techniques

A multiple-choice technique is a testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, testers can control the range of possible answers as distracters and the students' thought process when they are responding the text.

## 4) Matching techniques

Matching technique is a testing technique which allows students to match against each other. For example match the title to its paragraph.

## 5) Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

## 6) Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

## 7) Summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read. The teacher can choose more than one of reading assessments to check students' competence. The teacher also can use two reading assessments to assess students' competence of one reading text. Those reading assessments can be used to measure the students' competence in score by making rubric score.<sup>20</sup>

To know the achievement of reading comprehension should be measured use the assessment of reading. There are the measurements of reading comprehension according to Grenall and Swan, as follows:<sup>21</sup>

**Table 2**

The Measurement of Reading comprehension

<b>No.</b>	<b>Criteria</b>	<b>Score</b>
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	<b>Total</b>	<b>100</b>

## **B. Concept of Reciprocal Teaching Technique**

### **1. Definition of Reciprocal Teaching Technique**

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<sup>20</sup> Alderson, C. J. *Assessing Reading*. (Cambridge: Cambridge University Press 2000).p. 206- 232

<sup>21</sup> Simon Grenall and Michael Swan, *Effective Reading: Reading comprehension for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

Reciprocal teaching is a kind of cooperative teaching strategy to be implemented to improve student's reading comprehension. Reciprocal teaching was developed by Palincsar and Brown designed to improve students comprehension which is implemented by using four strategies that are prediction, summarization, question generation, and clarification in which the student and the teacher work cooperatively in discussion.<sup>22</sup>

Meanwhile, Klingender, *et.al*, reveals that Reciprocal teaching includes three essential components such as dialogue, comprehension strategies, and scaffolding.<sup>23</sup> It means that the role of teacher as an instructor is needed to direct the students to use cognitive strategies (prediction, summarization, question generation, and clarification) appropriately to achieve learning's goal.

Besides, Bouchard states that reciprocal teaching is a cooperative strategy in which students learn to take on the role of "teacher". Student's question, clarify challenges, summarizes, and predict to monitor and improve their own comprehension.<sup>24</sup> In this sense reciprocal teaching direct the students to improve their own comprehension independently by implementing four essential strategy.

Furthermore, Crawford *et.al* state that In Reciprocal Teaching, students not only teach materials to their peers, but they also practice important comprehension skills while doing so. Reading and Questioning teaches students to read for understanding: find main ideas, locate details, and make

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<sup>22</sup> Jannet Klingner, *et al*, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guilford Press, 2007), p. 131

<sup>23</sup>*Ibid*, p. 133

<sup>24</sup>Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (New York, Scholastic Inc, 2005), p. 95

connections among ideas in a text.<sup>25</sup> It can be said strategy in reciprocal teaching direct on overall comprehension by comprehending in each part of text such as main idea, detail and others.

Based on several explanations, it can be concluded that reciprocal teaching is a teaching strategy which implemented by using four cognitive strategies such as prediction, clarification, question generation, and summarization in order to aid the students who have difficulties in reading comprehension.

## **2. Purpose of Reciprocal Teaching Technique**

Tankersley states that the purpose of reciprocal teaching is to practice the four strategies so that the each group can share their perspective or understanding of meaning about the text.<sup>26</sup> In this sense reciprocal teaching help the students comprehend the text which is realized by implementing four strategies such as summarizing, question generating, clarifying, and predicting to get more comprehension.

Moreover, Bouchard said that the reciprocal teaching gives students an opportunity to clarify challenges, summarize, and predict to monitor and improve their own comprehension.<sup>27</sup> It can be assumed that reciprocal teaching has purpose to help the students in solving their problem during reading comprehension process that they encountered.

Regarding to the statements above, it can be concluded that the main purpose of reciprocal teaching is to build the students comprehension and give

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<sup>25</sup>Alan Crawford, *et.al, Teaching and Learning Strategies for the Thinking Classroom*, (New York: The International Debate Education Association, 2005), p. 71

<sup>26</sup>Karen Tankersley, *the Threads of Reading*, (USA : Association for Supervision and Curriculum Development Alexandria, 2003), p. 103

<sup>27</sup>Margaret Bouchard, *Comprehension Strategies.*, p. 95

corrective feedback in each stage of four strategies (summarizing, question generating, clarifying, and predicting) so the students will be more proficient to use these strategies without teacher's supports during discussion.

### **3. Reading Strategies of Reciprocal Teaching**

Klinger, *et.al* claim that in reciprocal teaching students will learn to use the four reading strategies. They are prediction, summarization, question generation, and clarification.<sup>28</sup> Students apply these strategies while they are discussing text with the teacher and their peers. Here is the explanation of those four strategies according to Klingner :

#### **a. Predicting**

Predicting is a strategy that involves finding clues in the structure and content of passage about what will happen next in the text. Students must active their background knowledge that relates to the topic in the text. For example, students can use the title and some clues in the text to guess what the text about is and what the next in the text. Students will share and discuss their predictions with their group.

#### **b. Clarifying**

Clarifying involves understanding something that is not clear when there is failure in comprehension and taking steps to restore meaning. In this step, students learn how to be prepared in reading text that they do not understand. If students find a word which they do not know its meaning, they will define the word by reading the sentence or relate it to the topic.

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<sup>28</sup>Jannet Klingner, *et al*, *Teaching Reading Comprehension to Students with Learning Difficulties*, p. 133

Students also learn defining words of reference like it, them, they, which, that, them, etc. which may signal the meaning of unfamiliar word.

c. Question Generating

Question generating is erecting important information, rather than unimportant details. Students learn how to find important information by using questioning words like who, what, when, where, how and why. Students try to comprehend a text by asking questions about the main idea from the passage, and questions about important details.

d. Summarizing

Summarizing is identifying and integrating the most important information in the text. Students are taught to make one or two sentence which tells the most important ideas contained in a paragraph or a text. Students are instructed to put the topic sentence of the paragraph. If there is no topic, students are taught summarizing by combining the sentence that they have underlined which containing the most relevant ideas. Then students are asked to place the most important details to support the topic sentence and delete unimportant information. Finally, students are instructed to make the main idea and supporting details in their own words.<sup>29</sup>

#### **4. Implementation of Reciprocal Teaching**

Based on the data from Palincsar and Brown in Klingender *et.al*, the description of the implementation of reciprocal teaching consists of five

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<sup>29</sup>*Ibid.*, p. 134

phases.<sup>30</sup> They are the teacher demonstration, the direct instruction and guided practice, the teacher-students groups, the students-led groups, and students' independent use of the strategies. The descriptions of them are as follow

### **Phase 1: Teacher Demonstration**

The teacher models how to use the strategies (predicting, clarifying, questioning, and summarizing). Students see all four strategies on the first day, so they can get the portrait of it. Therefore, they will not get difficulties in applying those strategies in the next step.

### **Phase 2: Direct Instruction and Guided Practice**

The teacher teaches each of the strategies in more deeply one per lesson. The teacher explains how to implement the strategy while students are reading. The teacher also supports the students with prompts and reminders as they try out the strategy. Then the teacher provides feedback.

### **Phase 3: Teacher-Student Groups**

The teacher leads discussion about the text in small groups, prompts students to use the strategies and provides support and feedback as needed. The teacher gradually let students work by themselves as students become more proficient.

### **Phase 4: Student-led Groups**

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<sup>30</sup>*ibid.*, p. 135

Students lead the discussion about the text and prompt their friends in group to use the four strategies. Students give feedback to their friend on strategy implementation. Meanwhile, the teacher provides assistance as needed.

### **Phase 5: Students' Independent Use of the Strategies**

Students use the four strategies while they are reading the text and self-regulate their implementation strategies. They monitor their own comprehension. They also monitor and give feedback on their friends' comprehension through the discussion.

Based on those phases, the teacher will guide the students from guided, semi-guided and then independent in applying reciprocal teaching' strategies. Those phases should be followed by the teacher. Therefore, the implementation of reciprocal teaching can be run well, and the goal of improving students' reading comprehension can be achieved.

## **5. Advantages and Disadvantages of Reciprocal Teaching**

### **a. The Advantages**

Reciprocal Teaching has some advantages related to its purpose on students reading comprehension development. According to Bouchard, reciprocal teaching has some advantages they are the following:

- 1) Reciprocal teaching is an interactive strategy that the promote comprehension monitoring and question generation.
- 2) Generating question supports understanding and identification of question types that can be transferred to the testing situation.

- 3) Reciprocal teaching helps connect pieces of information to the whole.
- 4) Reciprocal teaching provides an opportunity for the students to clarify any difficulties that they encountered while reading the text.<sup>31</sup>

b. Disadvantages

The disadvantages of reciprocal teaching as follows:

- 1) Because the students are collaborating with each other and sharing the teaching of the material with the teacher, it is possible that students will provide wrong feedback to other students while discussing the material.
- 2) With larger groups of students, it is sometimes hard for the teacher to monitor all of the communications between the students, and misinformation may be passed through the class.<sup>32</sup>

**C. Action Hypothesis**

Based on the frame of theories above, the researcher formulates the action hypothesis was “by using reciprocal teaching technique the students reading comprehension could be improved at the eighth grade students of SMP Negeri 2 Batanghari in the Academic year of 2018 /2019.

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<sup>31</sup>Margaret Bouchard, *Comprehension Strategies for English Language Learners*, p. 95

<sup>32</sup>Umi Yawisah, “*Reciprocal Teaching: One of the Methods for Poor Comprehenders*”,(Pedagogy, Vol 1, No. 1, 2013), p. 28

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Operational Definition of Variables**

The term of variable as a characteristic of the participants or situation that has different values in a study.<sup>33</sup> An operational definition describes or defines a variable in terms of the operations used to produce it or techniques used to measure it. It means that, variable is the condition or characteristics when experiment can manipulation, control or observation. Variable in this research are Reciprocal Teaching and reading comprehension. Based on the statement above, the operational defines as follows:

##### **1. Independent Variable**

Independent variable is one by one receive the experimental manipulation, or treatment from the writer. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is reciprocal teaching technique.

based on the explanation above, the researcher use indicator of reciprocal teaching technique are :

- a. The students can get the potrait of teacher demonstration
- b. The students get the support from the teacher with prompts and reminders.
- c. Formed students small disscussions.
- d. Students can get feedback to their friends.
- e. The students can apply the reciprocal techcnique indepently.

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<sup>33</sup>Robert J. Harmon, George A. Morgan, "Research Problems and Variables", *Journal of the American Academy Psychiatr*, (Lippincott Williams & Wilkins, a Wolters Kluwer Company), Vol. 38, p. 36

In this research, the writer used reciprocal teaching to observe the students' reading comprehension in the eighth grade of SMP N 2 Batanghari. In addition, the writer will collect the data by using multiple choice test. This test is also to know as far as possible in students' comprehension.

## **2. Dependent Variable**

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension. It is can be defined as knowledge in identification the text that students have been read. This variable can be reseach by the test. Test that use is written test. The instrument is items test by range score 0 – 100. The indicator of success in reading comprehensions are.

- a. Students can identify the meaning of the ideas in the text
- b. Students can identify the communicative purpose of the text
- c. Students can identify main idea of the text
- d. Students can identify information contained in the text

## **B. Setting and the Subject of the study**

### **1. Setting**

The research was conducted in Junior High School 2 Batanghari is located at Sribasuki 51 village, Kecamatan Batanghari, East Lampung in Academic Year 2017/2018.

### **2. Subject**

The subject of the study is the students of class VIII. 1 of Junior High School 2 Batanghari consists of twenty four students. The writer has chosen this

class because most of the students have low score in English lesson especially in reading comprehension. The number of VIII.6 students as follows:

Table 1  
The Number of VIII.1 Students

Class	Sex		Total
	Male	Female	
VIII.1	11	10	21

Source: Teacher's archive, number of students at VIII.6 class of Junior High School 2 Batanghari

### C. Research Procedure

#### 1. Concept of Classroom Action Research

In this research, the writer was conducted classroom action research (CAR) because the writer wants to encourage the students to active in learning process activities and improving students' reading comprehension by reciprocal teaching technique. According to Koshy action research as a constructive enquiry, during which the writer constructs his or her knowledge of specific issues through planning, acting, evaluating, refining, and learning from the experience.<sup>34</sup>

Meanwhile, Kumar states that Action research is a research method for improving and modifying the working system of a classroom in school.<sup>35</sup> In addition, Ary *et.al*, assert that action research is a practical tool to solve the problem experienced by people in their professional lives.<sup>36</sup>

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<sup>34</sup> Valsa Koshy, *Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p. 9

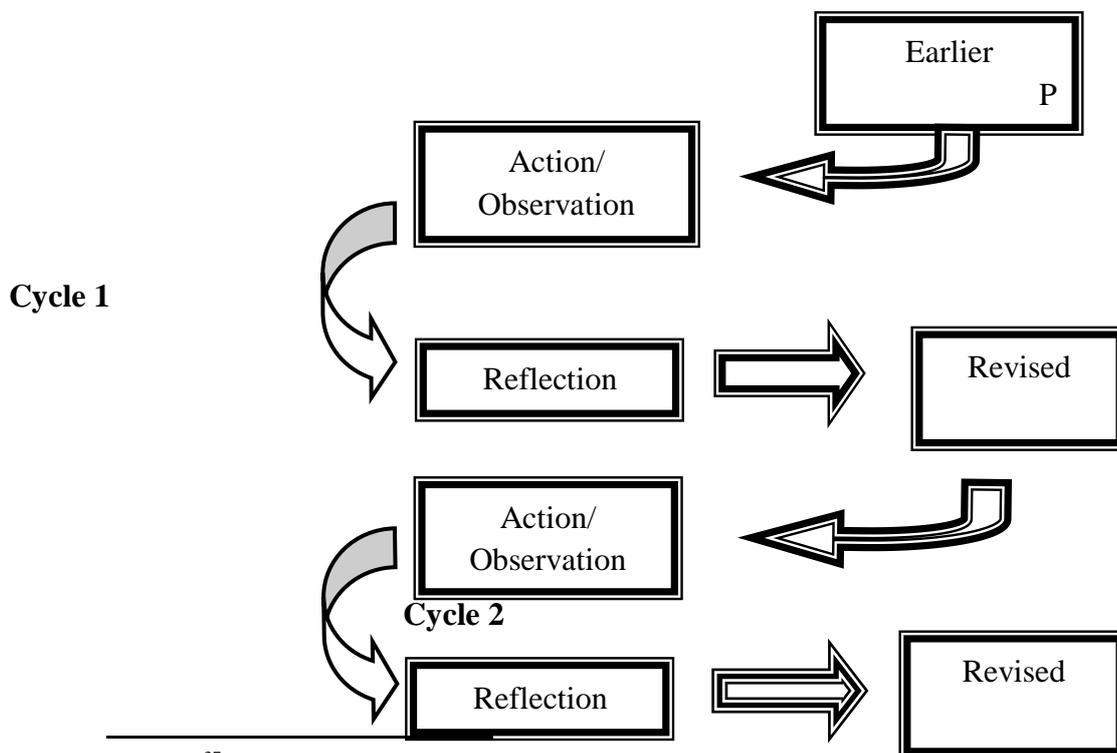
<sup>35</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p. 261

<sup>36</sup> Donald Ary, et,al, *Introduction to Research in Education*, (Belmont: Cengage Learning, 2010), p.

From several theories above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

The writer is a teacher, but she needs collaborator in this action research. In this research, the writer asks permission to Mr. Suwarno, S.Pd as an English teacher or collaborator to help the writer success her research.

Classroom action research (CAR) has various models but in this research the writer used Kemmis and McTaggart (1998) research design. According to Kemmis and McTaggart in Anne Burns action research is continuous system which consists of four essential phases such as planning, action, observation, and reflection in spiral of cycles which recur until the action writer has achieved a satisfactory outcome.<sup>37</sup> Those phases can be seen on the following figure :



<sup>37</sup> Anne Burns, *Doing Research In English Language Teaching*, (New York: Routledge, 2010) , p.7

Figure1. Kemmis and Mc Taggart model<sup>38</sup>

This figure describes the sequence of the research which is preceded by planning, followed by action, observation, and reflection that implemented in each cycle in spiral system. The assumption as if the determined outcome in the first cycle cannot be achieved or there may be found new problem, so it will probably be continued and revised in the next cycle that have same phase on the first cycle. The writer will stop the cycle if the students' reading comprehension gets improvement.

## 2. Action Plan

Based on Kemmis and McTaggart's research design, the steps of the research cover four phases in each cycle. There are following:

### A. Cycle 1

#### 1. Planning

Planning is the first step in every activity, a plan is developed for taking action and or for gathering information and data in order to observe or capture the experience or monitor the practice. In this step, the writer and the collaborator (English teacher) prepared some plans to conduct the classroom. They are following:

- 1) The writer design lesson plans including teaching procedure, media, and relevant material to be applying in classroom.
- 2) The writer plans and prepares the source of learning.

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<sup>38</sup> *Ibid.*, p. 8

- 3) The writer determines the technique to be applying in learning activity. In this study the writer use reciprocal teaching.
- 4) The writer prepares format to observe.
- 5) The writer prepares the instrument of evaluation.

## 2. Acting

Doing action is the second step in activity. The writer implements the plan or changes a practice and collects data. Without the action the planning just imagination that never can be real.

In this phase the writer decides to take action as a teacher who implements the determine method in teaching and learning process. Meanwhile, the collaborator becomes the observers who observe the activity of teaching and learning process in the classroom. There are the activities that the writers do in the action:

- a) The writer applies the lesson plan which had been prepared in the planning
- b) The writer divides the students into some group and asks the students to discuss with their group about the lesson or materials.
- c) The writer explains the strategy of learning to reading comprehension using reciprocal teaching that is predicting, clarifying, questioning, and summarizing.
- d) The writer guides the students in teaching learning process based on the lesson plan.

- e) The writer affirms student's comprehension by checking their understanding.
- f) After the students become more proficient in using those strategies (predicting, clarifying, questioning, and summarizing), the writer give the evaluation to the students.

### 3. Observing

Observing is activity when writer synthesizes and analyzes the data. In this phase, the observer observation about students' reading process during the teaching learning process or action. The writer found how students' attitude toward reciprocal teaching, and what problem that emerged during the action. The collaborator as a observer will observe the implementation of reciprocal technique by the teacher and the students activities while the lasting of learning process.

### 4. Reflecting

In this step the writer reflected, evaluated and described the effect of reciprocal teaching on students' reading comprehension. Based on the result of evaluation in planning, acting, observing, the writer identifies the weakness and disadvantages all of the step and the writer will revise for each steps. The result of revision will be completing in the next cycle. This reflection helps the writer and the English teacher or collaborator to plan the next planning in the next cycle.

## B. Cycle 2

### 1. Planning

The writer repairs the problem found in cycle one. It explains as follow:

- a) The writer analyzes the reflection result to obtain the solving problem.
- b) The writer revises and prepares the lesson plan based on problem appeared in the previous cycle including teaching procedure, media, and the relevant material to be apply in acting phase.
- c) The writer re-arranges observation format and also reforms the evaluation format to improve the planned indicators that had not been achieved yet in the previous cycle.

### 2. Acting

The writer and collaborator apply in the revise plan such as lesson plan, selected material, and instrument for evaluation.

### 3. Observing

The observer observes the student's activity, their participants, class situation during teaching and learning process and the writer performance by using structured observation form and makes note the overall activities. Furthermore, the writer also collected the data from posttest and the result of student's activity.

#### 4. Reflecting

The writer and the collaborator discuss and analyze about the data that had been collected from all the activities from the acting phase until observing to find out whether the implementation of reciprocal teaching run successful or unsuccessful in the second cycle and also compare the student improvement from cycle one until cycle two, to find out the student's achievement. If there was found good improvement based on the criteria of success that has been determined before, the writer did not continue the action in next cycle.

#### **D. Data Collecting Technique**

For this research, there are four techniques which use by the writer to collect the data such as observation, documentation, test, and the field note. They are explains as follow:

##### 1. Test

According to Donald Ary, test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>39</sup> In this research the writer used test as data collection method to measure both of variables. The test consists of pre-test and post-test. The test was using students' reading comprehension in descriptive text. The material in pre-test and post-test are different but have same difficulties.

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<sup>39</sup>Donald Ary, *et.al*, *Introduction to Research*, p. 201

a. Pre-test

Pre-test is the examination to the student before giving the treatment through the implementation of reciprocal teaching in order to know comprehension of the students before doing the action research.

b. Post-test

Post-test is the examination to the student after they were taught reading comprehension by using reciprocal teaching as the treatment to find out the improvement before and after giving treatment. It could be seen by comparing the result between pre-test and post-test.

2. Observation

Observation is mainstay of action research, it enables writer to document and reflect systematically upon classroom interaction.<sup>40</sup> It means that Observation is a monitoring and recording systematically to the phenomenon that is investigates the situation such as: activities, people, or individuals are involve in an activity and the relationship among them.

3. Documentation

Cohen states that Documentation or document is data collecting technique which useful in rendering more visible the phenomena under story for instance field note, diary, and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.<sup>41</sup> The writer use the documentation to obtain the data about the school profile such as history of the school, the number of teacher, and staff officer and students at SMP N 2 Batanghari,

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<sup>40</sup> Anne Burns, Collaborative Action Research for English Language Teachers, (United Kingdom: Cambridge University Press, 1999), p. 80

<sup>41</sup>Louis Cohen, et.al, *Research Method in Education* (New york: Routledge, 2007), P. 201

Organization structure, and location sketch. Besides, the documentation uses the form of photograph to visualizing the classroom activity.

### **E. Data Analysis Technique**

After setting the data from the result of pre-test and post-test the writer will analyze the data based on the limitation of the problem and objective of the research. To know whether there is any improving or not for the students reading comprehension use reciprocal teaching after the students is give treatment. In this research, the writer used very simple statistical formula for comparing the result of pre-test and post-test. To knows the increase of the average score. The result of individual subject was put in the table. The writer analyzes the data and relates the result of the treatment. To find the average score, the data is analyzed by using:<sup>42</sup>

$$\bar{x} = \frac{\sum x}{N}$$

Note:

$\bar{x}$  = Mean (Average score)

$\sum$  = Sum of

**X** = Raw score

**N** = Total of Students

Then, to find out the result or improvement the researcher was compare between pre-test and post-test by comparing with the minimum mastery criteria (MMC) in this school at least 70. If in the first cycle the students do not pass the minimum mastery criteria (MMC), so the researcher was conducted the second cycle. The minimum cycle in classroom action research are two cycle, so it do not be

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<sup>42</sup>*Ibid*, p.108

continue to the next cycle if in second cycle at least 70% of the student pass the minimum mastery criteria (MMC). The formula to figure are the percentage of the students who pass the MMC in each cycle as follow:<sup>43</sup>

$$P = \frac{F}{N} \times 100$$

P = Percentage

N = Total Number of Students

F = Frequency

#### **F. The Indicator of success**

Classroom Action Research (CAR) is able to be called successful if it can exceed the criterion that has been determined, and fail if it can't exceed the criteria that have been determined. The indicator of the successful takes from the process and the result of the action research. The research is called success if 75% students get 70 is minimal score and 70% active in learning process and do not need to continue the next cycle.

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<sup>43</sup> Louis Cohen., et. al. *Research Method.*, p. 423

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of The Research**

##### **1. The Description of Research Location**

###### **a. The Brief History of SMP Negeri 2 Batanghari**

SMP Negeri 2 Batanghari began to accept new students based on the head of education departement and the head of tourism, art and culture Lampung on 1991. To realize wider learning opportunities Drs. Hasan Basri as the Principal of SMPN 1 Batanghari assigned the teachers to accept new students in the SMP N 2 Batanghari in academic year 1994/1995. The teachers are:

- 1) Tulus Suharyono
- 2) Drs. Puguh Astoto
- 3) Basrodin
- 4) Muawi Martun
- 5) Slamet Ruyadi

Teachers assigned to teach at SMP Negeri 2 Batanghari in Sribasuki occupy the Building SMP PGRI 4 Batanghari that has been closed because the students are up. Then by the administrators / Principal SMP PGRI 4 (Mr. Suhadi) area and the building is granted to the government, then built SLTP Negeri 02 Batanghari.

## **b. Visions, Missions, and Purpose of SMP Negeri 2 Batanghari**

### 1) Visions

The vision of the school in SMP Negeri 2 Batanghari is "faith, science and achievement". As indicators of the vision are:

1. Graduates have a noble character.
2. Graduates have useful knowledge in the future
3. Graduates can practice their knowledge.
4. Graduates excel in academic achievement.
5. Graduates excel in non academic achievement.

### 2) Missions

1. Instill confidence in God Almighty.
2. Forming student behavior so that noble character is virtuous.
3. Implement learning in an integrated manner.
4. Implement optimal learning guidance.
5. Increasing and developing students' creativity, talents and interests

### 3) Purpose

The purpose of education taken as a reference is the purpose of basic education, namely: "Laying the foundation of intelligence, knowledge, personality, noble character and skills to live independently and follow further education"

**c. Condition of Teacher, Official Employees, and Students at  
SMP N 2 Batanghari East Lampung**

**Table 1  
The number of teachers and official employees at SMP N 2 Batanghari**

No.	Name of Teacher	Position
1	Mursidi, S.Pd MM	Headmaster / Indonesian Teacher
2	Rohmanu, S.Pd	Vice of curriculum/ Mathematics teacher
3	Drs. Radius N, M.Pd	Vice of students/Mathematics teacher
4	Drs. Rudiantoko	Vice of Saprass / Science Teacher
5	Parwono	Vice of Public relation / Indonesian Teacher
6	Wilujeng, S.Pd	Head of Library / Indonesian Teacher
7	Sumirah, S.Pd	Head of Labroatorium / Science Teacher
8	Aris Munandar, S.Pd	Head of Computer Lab / English Teacher
9	Dra. Ida Royani	Social Science Teacher
10	Hesti Tumirah, S.Pd	English Teacher
11	R. Firman H, S.Pd	Sports Teacher
12	Yulita, S.Pd	Art and Culture Teacher
13	Pujiono Syafe'i	Social Science Teacher
14	Suwarno, S.Pd	English Teacher
15	Basrodin, S.Pd	Art and Culture Teacher
16	Sudiyono, S.Pd	Islamic teacher
17	Dra. Nurhayati	Civics Teacher
18	Septy Fanigia, S.Pd	Indonesian Teacher
19	Bambang Purnomo	Indonesian Teacher
20	Solihin, S.Pd	Science Teacher

21	Siyo, S.Pd	Indonesian Teacher
22	Riswani, S.Pd	Lampung Language Teacher
23	Herolisa Germanto, S.Pd	Art and Culture Teacher
24	Celly Novita, S.Pd	Mathematics Teacher
25	Jafar Susasi, S.Ag	Counseling Teacher
26	Dra. Siti Wastiati	Counseling Teacher
27	Marsiani, S.Pd. I	Islamic teacher
28	Endang Trisilowati, S.Pd	Social Science Teacher
29	Drs. Busaeri	Civics Teacher
30	Suhartati, S.Pd	Mathematics Teacher
31	Arif Cahyato, S.P	Information and communication technologies Teacher
32	Taslam	Head of Administration Staff
33	Markum	Administration Staff
34	Margiati	School Financial Staff
35	Eti Purwaningsih	School Financial staff
36	Mohamad Yasin	Administration Staff
37	Sri Handayani	Administration Staff

**Table 2**  
**The Building of SMP N 2 Batanghari**

No.	Building	Total	Condition
1	Classroom	18	Good
2	Headmaster room	1	Good
3	Teacher room	1	Good
4	Administration room	1	Good
5	Counseling room	1	Good
6	Library	1	Good
7	Science Lab	1	Good
8	Computer Lab	1	Good
9	Art room	1	Good
10	Osis room	1	Good
11	Mosque	1	Good
12	Field	1	Good
13	Toilet	9	Good
14	Canteen	2	Good
15	Parking place	1	Good

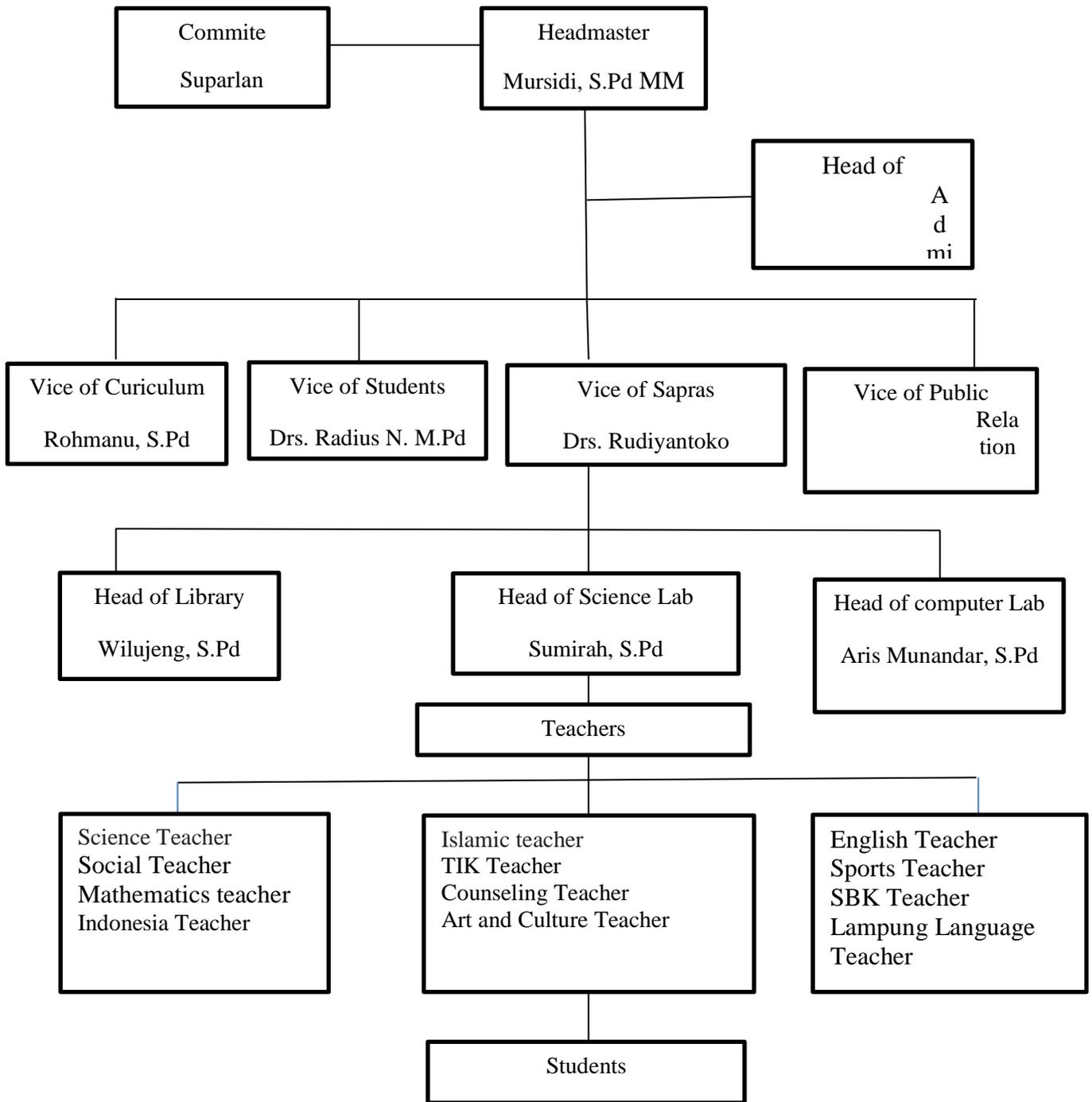
**Table 3**  
**The number of students**

No	Class	Sex		Total
		Male	Female	
1	VII 1	10	12	22
2	VII 2	9	12	21
3	VII 3	10	11	21
4	VII 4	12	11	23
5	VII 5	7	14	21
6	VIII 1	10	11	21
7	VIII 2	12	9	21
8	VIII 3	10	13	23
9	VIII 4	12	10	22
10	VIII 5	13	9	22
11	VIII 6	10	11	21
12	IX 1	9	15	24
13	IX 2	10	16	26
14	IX 3	10	13	23
15	IX 4	8	15	23
16	IX 5	8	17	25
17	IX 6	10	13	23
<b>Total</b>				<b>382</b>

Source : Documentation at SMP N 2 Batanghari

**d. Organization Structure of SMP N 2 Batanghari**

**Figure 1  
Organization Structure of SMP N 2 Batanghari**



#### **e. Learning Facilities**

The condition of Learning Facilities in SMP N 2 Batanghari was under renovation. The data confirms that SMP N 2 Batanghari has 29 rooms which consists of 18 Classrooms, 1 Principal's room, 1 Living room, 1 Teacher's room, 1 School health service room, 1 Library, 1 Ceremony yard, 1 mosque, 1 computer room, 1 physical laboratorial, 1 Cooperation, 1 osis room, 1 administration room. And there are several Extracurricular activities: Troopflag raisersheritage (Paskib), Spiritual (Rohis), Scout (Pramuka). School Activities Sports nuance: Football, Badminton, Volleyball, Futsal.

### **B. The Description of Research Data**

#### **1. Action and Learning at Pre-Test**

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in SMP N 2 Batanghari. It was conducted in two cycles. The researcher used Reciprocal Teaching Technique to improve the students Reading Comprehension.

In this research before the process of cycle one, the research conducted the pre-test on Saturday, July 21<sup>th</sup> 2018. The researcher gave a pre-test for the students to see how far the students' reading comprehension before the treatment was given. In pre-test activity, the researcher gave a test. The researcher gave the questions that were consist of multiple choice, Then the result of pre-test could be seen on the table below :

**Table 4**  
**The Students' Pre-test Result of Reading Comprehension**

No	Name	Score	Note
1	AN	40	Incomplete
2	AY	40	Incomplete
3	AS	40	Incomplete
4	BM	40	Incomplete
5	CO	30	Incomplete
6	DE	30	Incomplete
7	DH	40	Incomplete
8	FN	30	Incomplete
9	IA	30	Incomplete
10	LL	30	Incomplete
11	MA	10	Incomplete
12	MH	50	Incomplete
13	PA	30	Incomplete
14	PY	30	Incomplete
15	RP	50	Incomplete
16	RE	70	Complete
17	RO	40	Incomplete
18	SC	20	Incomplete
19	TA	70	Complete
20	VN	20	Incomplete
21	WW	40	Incomplete
Total		820	
Average		39	
High Score		70	
Low Score		10	

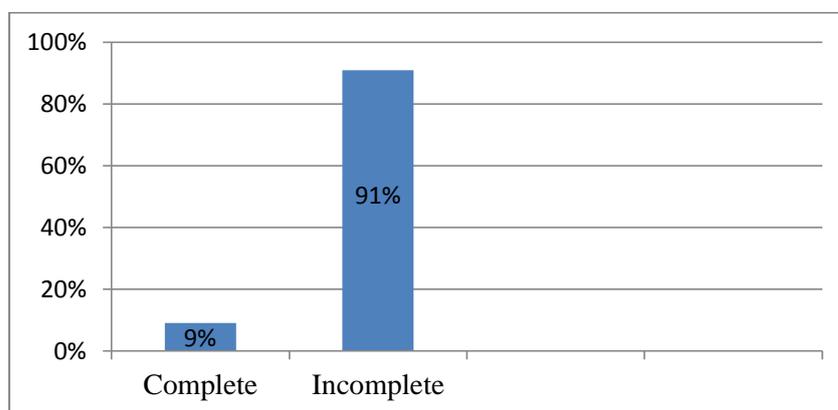
Source: The result of Pre-test on July 21<sup>th</sup> 2018

**Table 5**  
**Percentage Students' Score of Pre-test of Reading Comprehension**

No	Score	Frequency	Percentages	Category
1	>70	2	9%	Complete
2	<70	19	91%	Incomplete
Total		21	100%	

Source: The result of Pre-test on July 21<sup>th</sup> 2017

**Graphic 1**  
**The Comparison of Students' result in Pre-test**



Based on table above, it can be seen just only 2 (9%) students were complete and 19 (91%) students were incomplete. while standard minimum for English lesson in smp n 2 Batanghari is least 70. It was the reason why the researcher implemented the Reciprocal Teaching Technique to improve their reading comprehension.

## **2. Action and Learning Activity in cycle1**

### **a. The first meeting**

The first meeting was conducted on Saturday, July 28<sup>th</sup> 2018, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

### 1) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was recount text. The material included the definition, the generic structure, the language features and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

### 2) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**Table 6**  
**The Schedule of Action in Cycle 1**

<b>Meeting</b>	<b>Day/Date</b>	<b>Time</b>
1 <sup>st</sup>	Saturday, July 28 <sup>th</sup> 2018	10.30 – 11.50 a.m
2 <sup>nd</sup>	Wednesday, August 1 <sup>st</sup> 2018	10.20– 11.40 a.m

The first meeting was conducted on Saturday, July 28<sup>th</sup> 2018, for 2x40 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted students by saying “Assalamualaikum wr.wb and good morning” and all of students answered by saying “Walaikumsalam wr. Wb and good morning miss” . Then, the researcher

asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students' daily activity. After that, the researcher explained material about recount text. She explain what recount text is, the feature and generic structure of the recount text. After that she gave more example about the recount text and past tense.

Seeing the students had understood about the recount text, the researcher explained to the students about reciprocal teaching. The researcher explained each stage of the Reciprocal Teaching. First, she explained the predicting. The researcher told how to predict a text from the title and the clue words in the text and modelled how to predict a text. The researcher also wrote a text title "Fishing" and asked students to predict the content of the text. Students could work with that title, then the researcher gave others title like "My First Experience", "My Bad Day", "Basketball Tournament". Students also could work with those titles. Then the researcher wrote some clue words like, "trip, vacation, unhappy, and tried", and she asked students to draw the topic of the text with that clue words. To check students' understanding the researcher gave some clue words again they are "fishing, lake, happy, and big fish". After that, the researcher explained about clarification. The researcher explained how to clarify unfamiliar or difficult words and referent. She also modelled how to meaning unfamiliar or difficult

words. The researcher gave students some words and signs that may signal the meaning of the unfamiliar or difficult word like words in brackets, and words in italic or in bold". The researcher used word "Football, or soccer as it is sometimes called, is very popular in Indonesia" as the example. The researcher also gave example in meaning referent of the sentence like "Abi is a diligent students, it's same like he is very clever" .Then researcher gave more explanation and check students understanding. After that, the researcher explained about generating questions. The researcher encouraged students to mention the words to make questions sentence used 5W1H (what, who, when, where, why, how) and she gave example to make question based on text.

After that, the researcher continued the explanation to the last stage of reciprocal teaching that is summarizing. The researcher models how to make summary with two methods. First, summarizing by finding main idea of each paragraph, then students make a conclusion of those main idea. Second, summarizing by underlined the most relevant idea to the topic of the text, then students restate the main idea and supported details of the text in their own words.

Then, the researcher delivered students a text in title "My football experience". The researcher invited students to work with text using reciprocal teaching stages. The activity was done from predicting. The researcher guided students to predict about the text. Then, she continued to clarifying stages. In clarifying stage, there were some students who opened the dictionary. The researcher warned them and asked them to apply the

method that she had explained before. Then the researcher guided them to meaning and translating the words without opening the dictionary. Many of the students asked help in clarifying the text. After finishing clarifying the text, the students made a question and the last the researcher guided students to make a summary. She reviewed her explanation of creating a summary that she had already given to the students. She also guided students in finding the main idea of a paragraph.

After 2 x 40 minutes the bell rang and the teaching learning process had to stop. The researcher reminded the students that it would be discussed in the next meeting. Then she closed the lesson by leading a prayer and greeting.

### 3) Observing

The observing was done by the researcher during the learning process; there was observation that had been done such as, observation on the student's activities.

## **b. The Second meeting**

The second meeting was conducted on Wednesday, August 1<sup>st</sup> 2018, for 2x40 minutes. The steps of learning activity at the first meeting are as follows:

### 1) Planning

- a) Preparing the material of recount text.
- b) Preparing the lesson plan.
- c) Making the learning media.
- d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.

## 2) Acting

The second meeting was done on Wednesday, 1<sup>st</sup> 2018. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. In the meeting 2 She asked students to group in their group. Then she delivered students' worksheets which were students collect yesterday. To discuss students work, she asked students to write down their result on the white board. First, the researcher asked students to write their prediction. Then the researcher invited students to discuss it. Because of the limitation of time, the researcher would not asked students to present their work orally. The researcher asked student to write their work of each Reciprocal Teaching stage. In this activity the researcher also gave feedback on the students work.

The discussion was started from the predicting stage, clarification stage, question generating stage, and the summarizing stage. The researcher asked each group to write their prediction and number their answer with their group number. All of groups which came forward to write their prediction. Then the researcher called the group name and asked them to come forward and write their answer. When all of group had finished writing their prediction, the researcher invited them to discuss it together. Then it was continued to the clarification stage, question generating stage and the last summarization stage with the same activity.

The researcher gave feedback in students work, by inviting them to discuss and correct the mistake answer together. Before she gave feedback

to the students, she asked students to explain to the researcher and their friends about their discussion process.

Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below :

**Table 7**  
**The Students' Post-test 1 Result of Reading Comprehension**

No	Name	Score	Note
1	AN	60	Incomplete
2	AY	73	Complete
3	AS	66	Incomplete
4	BM	66	Incomplete
5	CO	80	Complete
6	DE	53	Incomplete
7	DH	73	Complete
8	FN	73	Complete
9	IA	73	Complete
10	LL	80	Complete
11	MA	66	Incomplete
12	MH	73	Complete
13	PA	73	Complete
14	PY	66	Incomplete
15	RP	66	Incomplete
16	RE	60	Incomplete
17	RO	46	Incomplete
18	SC	46	Incomplete
19	TA	73	Complete

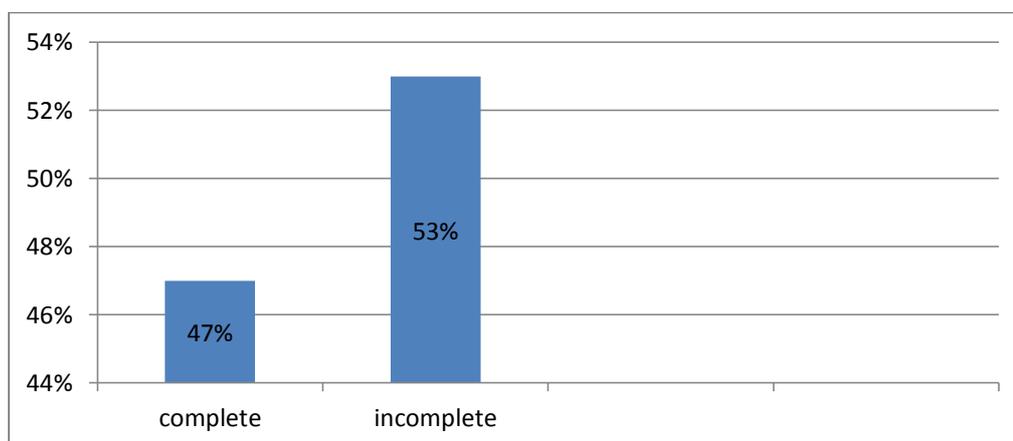
20	VN	66	Incomplete
21	WW	73	Complete
Total		1405	
Average		66	
High Score		80	
Low Score		46	

**Table 8**  
**Frequency of Students' Score of Post test I of Reading Comprehension**

No	Score	Frequency	Percentages	Category
1	>70	10	47%	Complete
2	<70	11	53%	Incomplete
Total		21	100%	

Source: The result of Post-test1 on August 1<sup>st</sup> 2018

**Graphic 2**  
**The Comparison of Students' Score in Post-test 1**



Based on the data above, it can be seen that 10 (47%) students' got high score and 11 (53%) students' got average score. It was higher than the result of pre-test. The criterion of students' who got minimum score 70.

Learning process is said success, when 70% got score above 70. The fact showed that the result was unsatisfactory.

### 3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follow :

**Table 9**  
**The Result of Students Activity in Cycle 1**

No	Aspect of The Research	Frequency	Percentage
1	Attention to teacher explanation	15	71%
2	Giving respond	5	23%
3	Making Notes	10	47%
4	Following Teacher Instruction	14	66%
5	Doing the task	20	95%
<b>Total</b>			302%
<b>Average</b>			60%

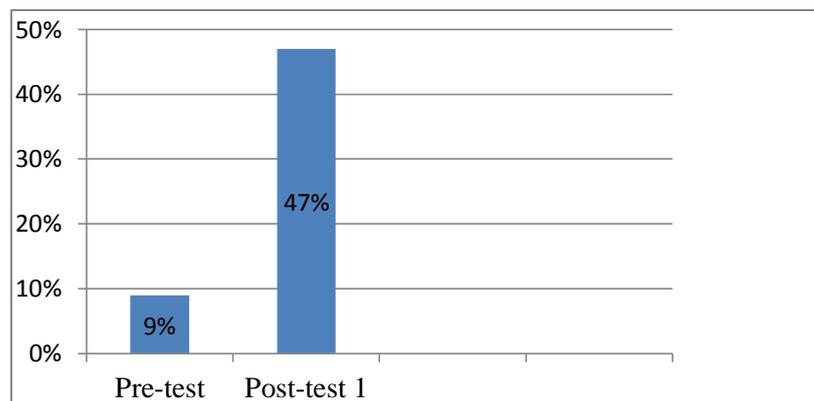
From table above, it was revealed that there were 15 students (71%) who paid attention to the teacher explanation, 5 students (23%) giving respond in learning process, 10 students (47%) made the notes from the material, 14 students (66%) Following Teacher Instruction and 20 students (95%) doing the task, the average from the cycle 1 66%

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle 1 were the some studentmade noisy and still confuse with the material was given.

#### 4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

**Graphic 3**  
**The Result Students Complete of Pre-test and Post-test 1**



Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

### **3. Action and Learning Activity in cycle 2**

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

#### **a. The First Meeting**

##### **1. Planning**

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

##### **2. Acting**

First meeting in cycle II was held on Saturday 4<sup>th</sup> August 2018, at 10.20-11.40 am. Firstly, at the beginning of teaching learning process the researcher began meeting by praying, greeting, checking attendance list and asking student's condition. After that, the researcher gave learning material about reading comprehension in the form recount text.

Secondly, the researcher applying Reciprocal Teaching stages. First, she made new groups of students. She asked students to made three groups. Then she delivered a recount text in title "My Holiday" to each group and a worksheet to each group. She explained to the students how to fill in the

worksheet used four strategies. Then the researcher came to each group to assist and tried to help them.

It was 30 minutes left, all of groups finished their work, the researcher would focus on giving feedback to the students exercise. Next, the researcher invited students to read their discussion result which had been written. Then, the researcher gave chance for all students to predict about what did the text tells about? Next the researcher allowed the students to look up or clarify the difficult word or sentences. Then, the researcher encouraged to the students to identify question and answer (Q & A) about the text, and she ask the students to made summarized about the point of the text. In this meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about recount text.

## **b. The Second Meeting**

### a) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

### b) Acting

The second meeting was done on Wednesday, August 8<sup>th</sup> 2018 at 10.20 – 11.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher checked their understanding about previous

topic by asking them some question. The researcher reviewed the learning material about recount text to the students which consisted of essential bodies such as the definition, generic structure, language features and the example of recount text.

After giving treatment, the researcher gave a post-test II to measure their ability with the similar task on post-test I before. The post-test II instrument consisted of 15 question in the form of multiple choice. Then, after conducted post-test II the result of student can be seen on table below:

**Table 10**  
**The Students' Post-test II Result of Reading Comprehension**

No	Name	Score	Note
1	AN	73	Complete
2	AY	73	Complete
3	AS	73	Complete
4	BM	73	Complete
5	CO	80	Complete
6	DE	66	Incomplete
7	DH	73	Complete
8	FN	80	Complete
9	IA	73	Complete
10	LL	80	Complete
11	MA	73	Complete
12	MH	86	Complete
13	PA	80	Complete
14	PY	73	Complete
15	RP	73	Complete
16	RE	60	Incomplete
17	RO	73	Complete

18	SC	73	Complete
19	TA	80	Complete
20	VN	80	Complete
21	WW	80	Complete
Total		1581	
Average		75	
High Score		86	
Low Score		60	

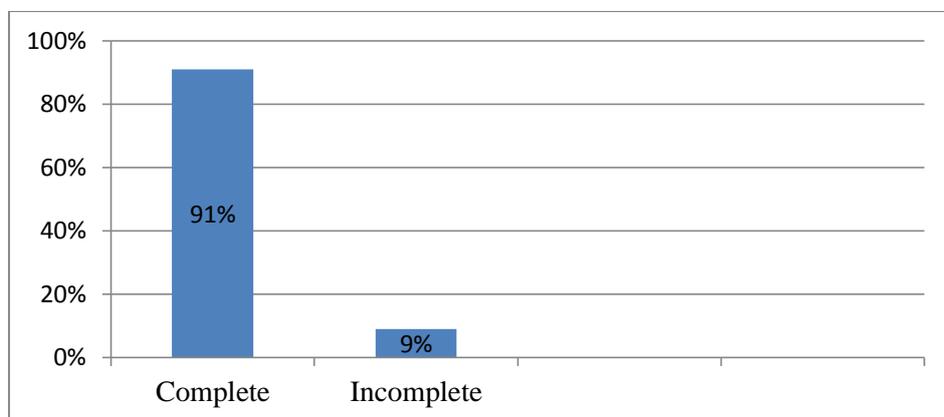
Source: The result of post-test II on August 8<sup>th</sup>2018

**Table 11**  
**Percentage Students' Score of Post-test II in Cycle II**

No	Score	Frequency	Percentages	Category
4	>70	19	91%	Complete
5	<70	2	9%	Incomplete
Total		21	100%	

Source: The result of post-test II on August 8<sup>th</sup>2018

**Graphic 4**  
**The Comparision of Students' Score in Post-test II**



The table above is the result of students' score at post test 2. It can be seen that there was an improving from the score of post test 1. There were 2 (10%) students got average score and 19 students (90%) got high

score. The lowest score was 60 and the highest score was 86 and the average score was 75. The average on post-test 1 was 66. It means that there was an improving from post-test 1 and post-test 2.

c) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 12**  
**The Students' Activities Result In Cycle II**

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	19	90%
2	Giving respond	11	52%
3	Making Notes	13	61%
4	Following Teacher Instruction	20	95%
5	Doing the task	21	100%
<b>Total</b>			398%
<b>Average</b>			79%

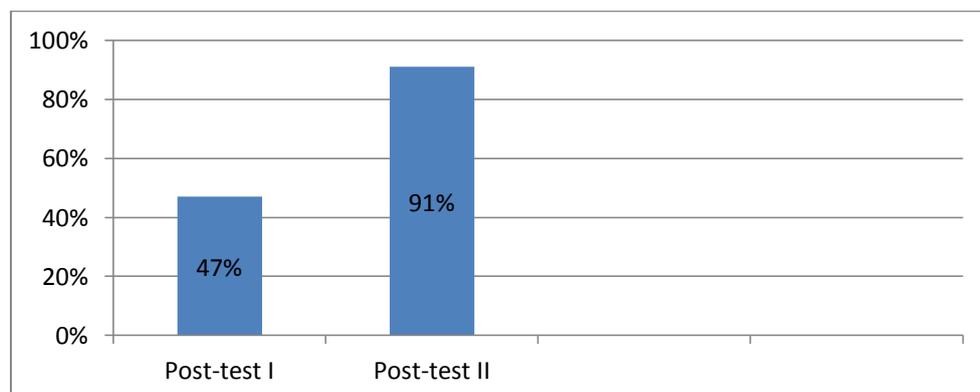
From table above, it was revealed that there were 19 students (90%) who paid attention to the teacher explanation, 11 students (52%) giving respond, 13 students (61%) made the notes from the material, 20 students (95%) following Teacher Instruction and 21 students (100%) doing the task.

Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 66% to be 79%, it could be concluded that the learning process was successfully. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to find the main idea and drawing conclusion of text. It happened because the student was easy to applied reciprocal teaching technique in reading. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

**Graphic 5**  
**The Result Students Complete of Post-test I and Post-test II**



Finally, the researcher concluded that the problem had been solved by using reciprocal teaching technique. The teacher help student to comprehend the text by four strategies of reciprocal teaching , so they was easy to understand about the text. And their reading comprehension were improve.

## **C. Interpretation**

### **1. The Result of Pre Test**

To see the students' reading comprehension before implementing the treatment, the researcher conducted the pre-test. It carried out on Saturday, July 21<sup>th</sup>, 2018.

Based on the result of the students' pre-test, just 2 (10%) students passed The Standard Minimum Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to understand about the text. The problem could be seen by the students' score in pre-test. There were 19 students who got score less than 70. It showed that the result of students' reading comprehension was still low. So, it needs improvement by using reciprocal teaching technique.

### **2. Action and Learning Result at Cycle I**

English learning process at cycle I was successful enough, although the students' average score is low. Nevertheless, there was an improvement score of the students post test 1 than pre-test score. This is the illustration score in cycle I.

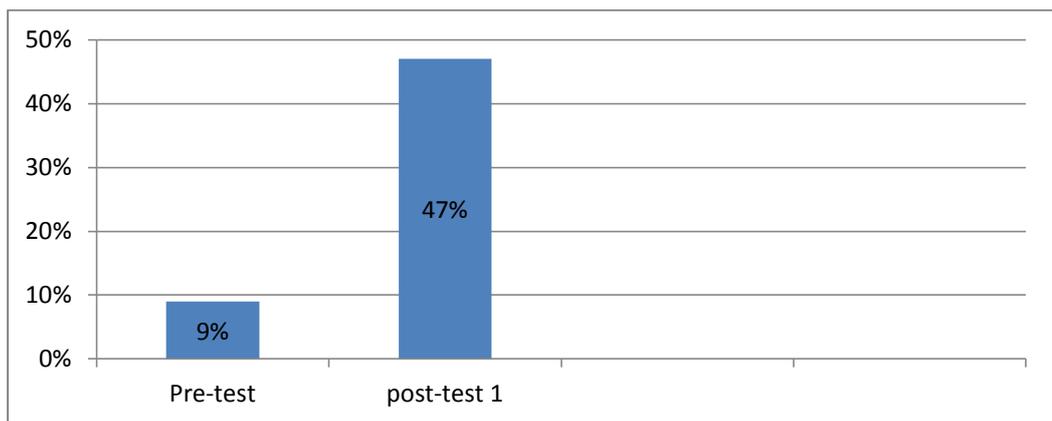
**Table 13**  
**The Result Score of Students' Pre-test and Post-test 1**

No	Student's	Students Result			Category
		Pre-test	Post-test 1	Improve	
1	AN	40	60	20	Improve
2	AY	40	73	33	Improve
3	AS	40	66	26	Improve
4	BM	40	66	26	Improve
5	CO	30	80	50	Improve
6	DE	30	53	23	Improve
7	DH	40	73	33	Improve
8	FN	30	73	43	Improve
9	IA	30	73	43	Improve
10	LL	30	80	50	Improve
11	MA	10	66	56	Improve
12	MH	50	73	23	Improve
13	PA	30	73	43	Improve
14	PY	30	66	36	Improve
15	RP	50	66	16	Improve
16	RE	70	60	10	Improve
17	RO	40	46	6	Improve
18	SC	20	46	26	Improve
19	TA	70	73	3	Improve
20	VN	20	66	46	Improve
21	WW	40	73	33	Improve
Total		820	1405		
Average		39	66		

**Table 14**  
**Comparison of pre-test and post-test 1**

Score	Pre-Test	percentage	Post-Test1	percentage	Implementation
>70	2	9%	10	47%	Complete
<70	19	91%	11	53%	Incomplete

**Graphic 6**  
**The Comparison of Students' Complete in Pre test and Post Test**



In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average score of pre-test and post-test 1 above, it can be seen that there was an improving of students' Reading Comprehension. The average score in pre-test is 39 improved to 66 in post-test 1, so there is an improving 29 points.

### **3. Action and Learning Result at Cycle II**

Teaching and learning process at cycle II was on climax situation. The students score was improve significantly and the condition in the class conducive.

**Table 15**  
**The Result Score of Students' Pre-test and Post-test 1**

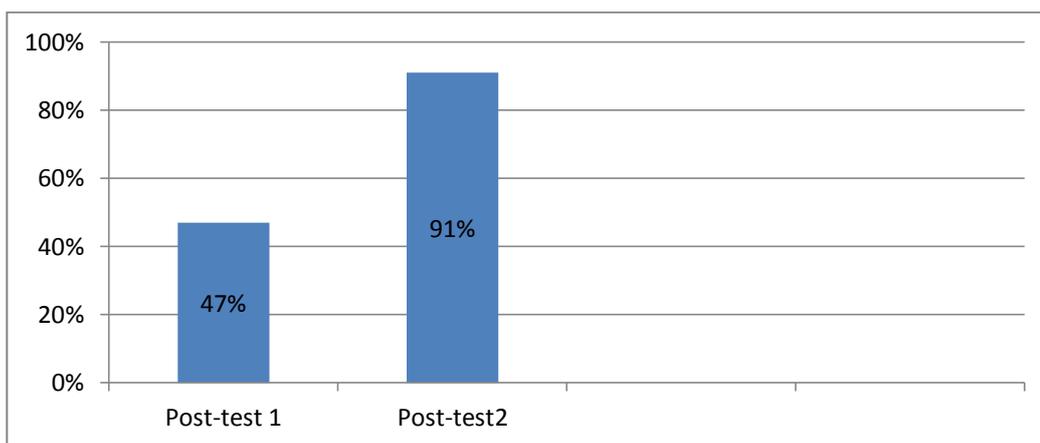
NO	Student's	Students Result			Category
		Post-test I	Post-test II	Improve	
1	AN	60	73	13	Improve
2	AY	73	73	0	Constant
3	AS	66	73	7	Improve
4	BM	66	73	7	Improve
5	CO	80	80	0	Constant
6	DE	53	66	13	Improve
7	DH	73	73	0	Constant
8	FN	73	80	7	Improve
9	IA	73	73	0	Constant
10	LL	80	80	0	Constant
11	MA	66	73	7	Improve
12	MH	73	86	13	Improve
13	PA	73	80	7	Improve
14	PY	66	73	7	Improve
15	RP	66	73	7	Improve
16	RE	60	60	0	Constant
17	RO	46	73	27	Improve
18	SC	46	73	27	Improve
19	TA	73	80	7	Improve
20	VN	66	80	14	Improve
21	WW	73	80	7	Improve
Total		1405	1581		
Average		66	75		

Source :The result of post -test 1 and post -test 2

**Table 16**  
**Comparison of post-test 1 and post-test 2**

Score	Post	Percentage	Post	Percentage	Implementation
>70	10	47%	19	91%	Complete
<70	11	53%	2	9%	Incomplete

**Graphic 7**  
**The Quantity of Students' Complete on Post-test I and Post-test II**



a. The Result of Students' Score Pre-test, Post-test I and Post-test II

Never Thales, there is an improve score of the students' post test I than pre-test. At the cycle II, the improve of post test II better than post test I. This is the illusion score of them.

**Table 17**  
**The Result Score of Students' Pre-test, Post-test I and Post-test II**

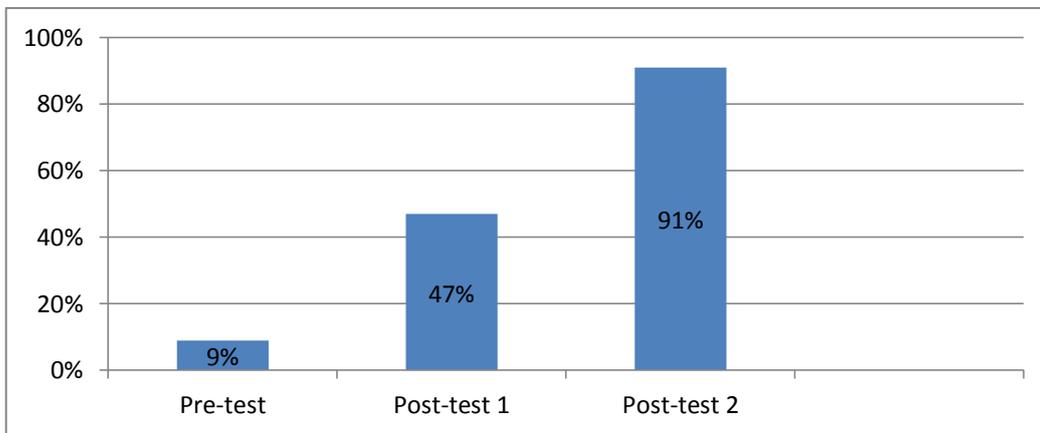
No	Name	Students' Result			Category
		Pre test	Post-test I	Post-test II	
1	AN	40	60	73	Improve
2	AY	40	73	73	Constant
3	AS	40	66	73	Improve
4	BM	40	66	73	Improve
5	CO	30	80	80	Constant
6	DE	30	53	66	Improve
7	DH	40	73	73	Constant
8	FN	30	73	80	Improve
9	IA	30	73	73	Constant
10	LL	30	80	80	Constant
11	MA	10	66	73	Improve
12	MH	50	73	86	Improve
13	PA	30	73	80	Improve
14	PY	30	66	73	Improve
15	RP	50	66	73	Improve
16	RE	70	60	60	Constant
17	RO	40	46	73	Improve
18	SC	20	46	73	Improve
19	TA	70	73	80	Improve
20	VN	20	66	80	Improve
21	WW	40	73	80	Improve
Total		820	1405	1581	
Average		39	66	75	

Source : The Result of pre-test, post-test I and post-test II

**Table 18**  
**Comparison of pre-test, post-test 1, and post-test 2**

Score	Pre-	Percen	Post-Test	Percen	Post-Test 2	Percen	Implementation
>70	2	9%	10	47%	19	91%	Complete
<70	19	91%	11	53%	2	9%	Incomplete

**Graphic 8**  
**The Quantity of The Students' Complete at Pre-test, post-test Cycle I and Post-test Cycle II**



**4. The Result of the Students' Activity**

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

**Table 19**  
**The Result of The Students' Activity in Cycle I & II**

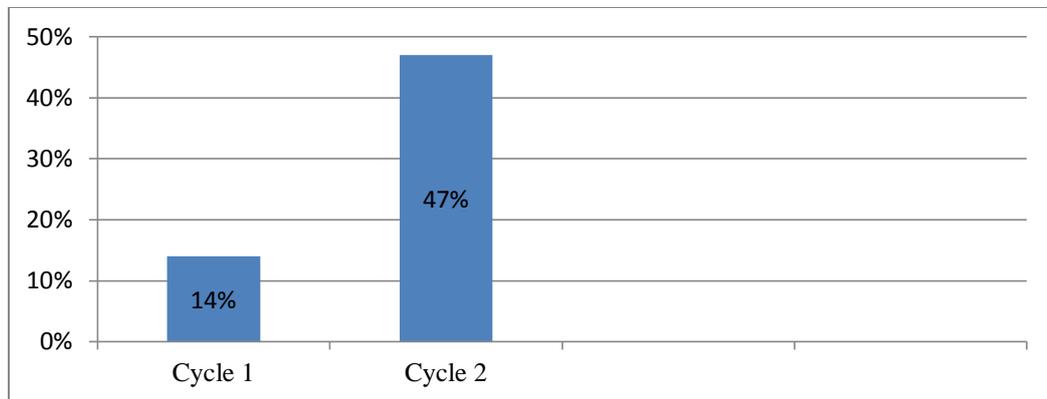
No	Name	Cycle 1	Cycle II
1	AN	2	2
2	AY	5	5
3	AS	2	2

4	BM	3	5
5	CO	5	5
6	DE	3	3
7	DH	2	3
8	FN	5	5
9	IA	2	3
10	LL	4	5
11	MA	1	2
12	MH	4	5
13	PA	4	5
14	PY	4	4
15	RP	1	4
16	RE	1	2
17	RO	2	4
18	SC	4	4
19	TA	3	5
20	VN	3	5
21	WW	4	5
Total		64	82
Average		3,0	3,9

**Table 20**  
**Percentage studnts' Activity in cycle I & II**

Score	Cycle 1	Percentage	Cycle 2	Percentage	Implementation
5	3	14%	10	47%	Active
<5	18	86%	11	53%	Not active
Total	21	100%	21	100%	

**Graphic 9**  
**The Comparison of Students' Activity in Cycle I and Cycle II**



Source: the result of the Students' Activity in Cycle I & II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through four strategies of reciprocal teaching. It means that reciprocal teaching technique had positive effect to improve the teaching learning process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum score 70. Based on the result of this research was known that more than 70% from the students got minimum score 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

#### **D. Discussion**

In teaching reading at the eighth grade of SMP N 2 Batanghari based on pre-survey there were some problems, such as some students' difficulties to understand about text in reading. The researcher choose reciprocal teaching technique to improve the students' reading comprehension.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of reciprocal teaching technique could improve the students' reading comprehension. There was a progress average score from pre-test was 39 (9% students complete). Meanwhile, the average score post-test I was 66 (47% students complete), and then the average score in post-test 2 was 75 (91% students complete). We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' reading comprehension, the researcher used reciprocal teaching technique to train the students' reading comprehension and made the students more understand recount text in reading also interested in learning english reading. More precisely, there is a positive and significant improve of using reciprocal teaching technique on the students' reading comprehension in recount text after treatment. The fact showed that there was a change at the amount of the students who got lower score. They were able to implement their result of recount text especially reading comprehension. reciprocal teaching technique could be a solution for teaching learning process especially in reading comprehension because this methode have a lot of disadvantages. So, the main advantage of Reciprocal teaching is an interactive strategy that the promote comprehension monitoring and question generation, Reciprocal teaching helps connect pieces of information to the whole, and Reciprocal teaching provides an opportunity for the students to clarify any difficulties that they encountered while reading the text. By using this methode, teaching and learning process was more interesting, enjoyable, and fun because it include visual capability and cretivity among students so they might take part better during learning process.

As a solution in teaching English especially in reading comprehension the teacher have to gave some technique to make the students interest and pay attantion in order they did not bored to catch the material. After the students was interested, the material that given by the teacher would be understand by students more easily.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of the students shawn good improving in learning activities when reciprocal teaching was applied in the learning process from the cycle 1 up to cycle 2.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Reciprocal teaching improve the students' reading comprehension at the eighth graders of SMP N 2 Batanghari. Reciprocal teaching can be effectiveness and improve the students' in teaching reading comprehension. it can made students easier and enjoyable to understand the material. The average of the students reading score at thhe eighth grade of SMP N 2 Batanghari in pre-test was 39 (9% students complete), post-test 1 was 66 (47% students complete), and post-test 2 was 75 (91% students complete). As a result, by implementation of reciprocal teaching technique, the students reading comprehension at the eighth grade could be improved. The students who gained the score at least 70 in post test 2 were 19 students (91%), it means that more than 70% students were successful and the indicator of the research could be reached. The percentage of the students' activities at the eighth grade of SMP N 2 Batanghari in cycle 1 was 14% and there was an improving in cycle 2, it was 47%. As a result, reciprocal teaching could improve students' activities in teaching learning process at the eighth graders at SMP N 2 Batanghari.

Reciprocal teaching technique could be a solution for teaching learning process especially in reading comprehension because this methode have a lot of disadvantages. So, the main advantage of Reciprocal teaching is an interactive strategy that the promote comprehension monitoring and question generation, Reciprocal teaching helps connect pieces of information to the whole, and Reciprocal teaching provides an opportunity for the students to clarify any difficulties that they encountered while reading the text. By

using this method, teaching and learning process was more interesting, enjoyable, and fun because it includes visual capability and creativity among students so they might take part better during learning process.

In teaching English especially in reading comprehension the teacher has to give some technique to make the students interested and pay attention in order they did not get bored to catch the material. After the students were interested, the material that was given by the teacher would be understood by students more easily.

## **B. Suggestions**

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. The students are suggested to be active in learning process in order they can understand the material and improve their result especially in recount text.
2. The English Teacher are suggested to use reciprocal teaching technique in order it could improve the students reading comprehension in learning process.
3. The principle is supposed to give more facilities to the students in order the students can be more excited in English learning.

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# **APPENDIXES**



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IAIN METRO

Nama : Evi Lestari

Jurusan : TBI

NPM : 14121347

Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	3/10 2018	✓		Foto? Kuang Jelas - Teamb Perpuwca	
1	5/10 2018	✓		- Sistem Absensi - <del>Da</del> School Deskripsi - Basic board notice	
3	12/10 2018	✓		- Acc Managemen	

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Ketua Jurusan TBI

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Dosen Pembimbing I

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Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	6/8/2018	✓		Observasi list of Teacher Performance - Doc. Guidance - Answer sheets	
2	20/8/2018	✓		Acc IPD	

Mengetahui,  
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NPM : 14121347

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 10/09-18		✓	Revise ch. 15	
2.	Senin, 17/09-18		✓	- Revise spasi - Revise table I, 3, 9, 10	
3.	Senin 24/09-18		✓	Revise grammar.	
	Senin 1/10-18		✓	Atc ch. 15	

Mengetahui,

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 NPM : 14121347

Jurusan/Fakultas : TBI  
 Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Kamis 19/4-18		✓	Revise grammar!	
	Senin, 23/4-18		✓	Ace ch. II continue to 1st Actuator	

Mengetahui,  
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IAIN METRO**

Nama : Evi Lestari

Jurusan : TBI

NPM : 14121347

Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	21-3-18		✓	Acc ch. I) continue to ch. III.	
2	20/3-18		✓	Revise grammar Revise figure 1.	
3	11/3-18		✓	- Please revise the technical writing! - Please attention about grammar in writing.!	

Mengetahui,

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Nama : Evi Lestari  
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Jurusan : TBI  
 Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 21/12-17		✓	Payse attention how to write a good sentence. Should be begin by Subject!	
			✓	Revise the using of Article "the"	
2.	Senin, 26/12-18 /02		✓	Revise ch. II.	
			✓	Revise of concept of Reading.	
3.	Rabu, 14/1-18 /03		✓	Revise space !.	

Mengetahui,  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
 NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Evi Lestari  
 NPM : 14121347

Jurusan : TBI  
 Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu/8-11-17		√	Revisi ch. I.	
2.	Selasa 21/11-17.		√	Insert the Problem on Background of study!	
3.	Rabu 06/12-17		√	Ace ch. I Continue to ch. II.	

Mengetahui,  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd.**  
 NIP. 19830511 200912 2 004



95

**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : 1767 /In.28.1/J/PP.00.9/5/2018  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

22 Mei 2018

Kepada Yth:

1. Drs. Kuryani, M.Pd
  2. Trisna Dinillah Harya, M.Pd
- Dosen Pembimbing Skripsi  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Evi Lestari  
NPM : 14121347  
Fakultas : Tarbiyah dan Ilmu keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : Improving Students' Reading Comprehension Through Reciprocal Teaching at Eight Graders of SMP N 2 Batanghari East Lampung in Academic Year 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*





**PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 BATANGHARI**

*Alamat : Desa Sribasuki 51 Kecamatan Batanghari Kabupaten Lampung Timur Kode Pos 34181  
Email : mail1smpnegeri2batanghari@gmail.com*

**SURAT IZIN RESEARCH  
Nomor : 070/174/02/SMPN.2/2017**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Batanghari Kabupaten Lampung Timur, Berdasarkan Surat Permohonan Penelitian dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2122/In.28.1/J/TL.00/10/2017 tanggal 20 Oktober 2017, dengan ini memberikan izin kepada Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro.

N a m a : EVI LESTARI  
N P M : 14121347  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Metro.

Untuk mengadakan Penelitian/Survey di SMP Negeri 2 Batanghari Lampung Timur dengan judul  
"IMPROVING STUDENT READING COMPREHENSION TROUGH RECIPROCAL TEACHING  
TECHNIQUE AT THE EIGHT GRADERS AT SMP NEGERI 2 BATANGHARI IN ACADEMIC YEAR  
2017 / 2018."

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 25 Oktober 2017  
Kepala Sekolah,



**MURSIDI, S.Pd**  
NIP. 19600715 198503 1 012



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro-Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1971/In.28/D.1/TL.00/06/2018  
Lampiran : -  
Perihal : **IZIN RESEARCH**

98  
Kepada Yth.,  
KEPALA SMP NEGERI 2  
BATANGHARI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1970/In.28/D.1/TL.01/06/2018, tanggal 07 Juni 2018 atas nama saudara:

Nama : **EVI LESTARI**  
NPM : 14121347  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION THROUGH RECIPROCAL TEACHING TECHNIQUE AT EIGHT GRADERS OF SMP N 2 BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 Juni 2018  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



99

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

## SURAT TUGAS

Nomor: B-1970/In.28/D.1/TL.01/06/2018

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

Nama : **EVI LESTARI**  
 NPM : 14121347  
 Semester : 8 (Delapan)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 2 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION THROUGH RECIPROCAL TEACHING TECHNIQUE AT EIGHT GRADERS OF SMP N 2 BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019".
  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 : 07 Juni 2018



Mengetahui,  
Pejabat Setempat

*Mursidi*  
MURSIDI, S.Pd

196007151985031012



Wakil Dekan I,

*Isti Fatonah*  
Dra. Isti-Fatonah MA

NIP. 19670531 199303 2 003



**PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 BATANGHARI**

Alamat : Desa Sribasuki 51 Kecamatan Batanghari Kabupaten Lampung Timur Kode Pos 34181  
Email : mail1smpnegeri2batanghari@gmail.com

**SURAT IZIN RESEARCH  
Nomor : 070/114/02/SMPN.2/2018**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Batanghari Kabupaten Lampung Timur. Berdasarkan Surat Permohonan Penelitian dari Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1971/In.28/D.1/TL.00/06/2018 Tanggal 07 Juni 2018, dengan ini memberikan izin kepada Mahasiswa Fakultas Tarbiyah IAIN Metro.

Nama : EVI LESTARI  
N P M : 14121347  
Program Studi : Tadris Bahasa Inggris (PBI)  
Fakultas : Tarbiyah IAIN Metro.

Untuk mengadakan Penelitian/Survey di SMP Negeri 2 Batanghari Lampung Timur dengan judul  
*"IMPROVING STUDENTS READING COMPREHENSION TROUGH RECIPROCAL TEACHING  
TECHNIQUE AT EIGHT GRADERS OF SMP N 2 BATANGHARI EAST LAMPUNG IN ACADEMIC  
YEAR 2018/2019"*

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Batanghari, 06 Agustus 2018  
Kepala Sekolah,

**MURSIDI, S.Pd**  
NIP. 19600715 198503 1 012



**PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 BATANGHARI**

*Alamat : Desa Sribasuki 51 Kecamatan Batanghari Kabupaten Lampung Timur Kode Pos 34181  
Email : mail1smpnegeri2batanghari@gmail.com*

**SURAT KETERANGAN PENELITIAN**  
**Nomor : 070/149/02/SMPN.2/2018**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan bahwa :

Nama : EVI LESTARI  
N P M : 14121347  
Program Studi : Tadris Bahasa Inggris (PBI)  
Fakultas : Tarbiyah IAIN Metro.

Telah mengadakan Penelitian Lapangan di SMP Negeri 2 Batanghari Kabupaten Lampung Timur, dari tanggal 28 Juli 2018 s.d 08 Agustus 2018, dalam rangka penyusunan skripsi dengan Judul :  
*"IMPROVING STUDENTS READING COMPREHENSION TROUGH RECIPROCAL TEACHING TECHNIQUE AT EIGHT GRADERS OF SMP N 2 BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019"*

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Batanghari, 25 September 2018  
Kepala Sekolah,

**MURSIDI, S.Pd., M.M.**  
NIP. 19600715 198503 1 012

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

SMP/MTs : SMP N 2 Batanghari

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : VIII /1

JENIS TEKS : Recount teks

ASPEK / SKILL : Reading

WAKTU : 4 X 40 Menit

### A. STANDAR KOMPETENSI :

1. Memahami makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk recount yang berkaitan dengan lingkungan sekitar.
2. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

### B. KOMPETENSI DASAR :

- 1.1 Membaca nyaring bermakna teks tulis fungsional dan Esai berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
- 1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount. Membaca nyaring dan bermakna teks recount Mengidentifikasi berbagai informasi dalam teks berbentuk recount

### C. INDIKATOR :

1. Membaca nyaring dan bermakna teks esai berbentuk recount
2. Mengidentifikasi berbagai makna teks recount
3. Mengidentifikasi tujuan komunikatif teks recount
4. Mengidentifikasi langkah retorika (*schematic structure*) teks recount (*interpersonal meaning*) di dalam wacana recount teks, orientation, events, re-orientation.
5. Mengidentifikasi gagasan utama (*main idea*) dalam teks

### D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Membaca nyaring dan bermakna teks esai berbentuk recount.
2. Menemukan gagasan umum teks recount.

3. Menemukan informasi rinci dalam teks recount.
4. Menemukan makna tertentu dalam teks recount.
5. Menemukan ciri kebahasaan teks recount.
6. Menemukan tujuan teks recount.
7. Mengidentifikasi langkah-langkah retorika teks recount.

E. LANGKAH-LANGKAH PEMBELAJARAN:

a. Kegiatan Pendahuluan

1. Greeting

Guru memasuki kelas dan memberi salam in English)

2. Warming up

Tanya jawab tentang keadaan siswa dan berbagai hal terbaru dan situasi yang sedang populer.

3. Penjelasan materi yang akan dibahas

b. Kegiatan Inti

1. Guru memulai menjelaskan tentang sebuah teks bahasa Inggris dengan menggunakan teknik *Reciprocal Teaching Technique* dengan teks recount

2. Guru membagi kelompok, satu kelompok empat siswa.

3. Setelah semua siap, guru mulai untuk mengaplikasikan dengan *reciprocal teaching technique*.

➤ **Tahap I Prediction :**

T : Students, look at the title of the reading teks!

What is the title of the reading teks?

What is your prediction of the teks?

Setelah itu guru menginstruksikan semua kelompok agar membaca paragraph pertama dalam hati.

➤ **Tahap II Question :**

Guru mengajak siswa untuk bertanya tentang isi dari paragraph pertama. Guru menginstruksikan tiap grup untuk aktif bertanya tentang isi bacaan yang tidak dimengerti. Dalam keadaan tersebut guru juga berkesempatan untuk bertanya tentang paragraf tersebut untuk mengetahui pemahaman siswa.

➤ **Tahap III: Clarification**

tahap klarifikasi, Guru menjelaskan tentang hal-hal yang menurut siswa susah dipahami di dalam bacaan.

➤ **Tahap IV Summarization**

Setelah semua kesulitan dapat teratasi dan siswa paham tentang teks tersebut, guru dan siswa menyimpulkan tentang teks tersebut dengan kata-kata sendiri.

c. Kegiatan Penutup

1. guru memberikan evaluasi terhadap rangkaian pembelajaran

2. Guru menanyakan tentang kesulitan siswa dalam belajar hari ini.

3. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran hari ini.

F. Materi pembelajaran

1. Teks Recount
2. Kosa kata terkait tema/jenis teks
3. Linguistic ompetence: Nouns ,Simple past tense, Action verbs, Adjective, Adverbial

G. Metoda pembelajaran / Tehnik : Reciprocal Teaching

H. Sumber pembelajaran

1. Contoh teks recount
2. Buku yang relavan
3. Gambar-gambar yang relevan

I. Penilaian

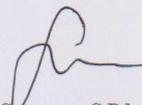
Membaca

Tehnik : Tes Tulis

Bentuk Instrument : Pilihan ganda

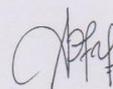
**A. Rubrik Penilaian**

No.	Criteria	Score
	Students can identify the meaning of the ideas in the text	0-25
	Students can identify the communicative purpose of the text	0-15
	Students can identify main idea of the text	0-25
	Students can identify information contained in the text	0-35
	<b>Total</b>	<b>100</b>

**Collaborator****Sawarno, S.Pd**

NIP.19720527 199802 1 002

Batanghari,.....2018

**Researcher****Evi Lestari**

St. Number 14121347

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

SMP/MTs	: SMP N 2 Batanghari
MATA PELAJARAN	: BAHASA INGGRIS
KELAS / SEMESTER	: VIII /1
JENIS TEKS	: Recount teks
ASPEK / SKILL	: Reading
WAKTU	: 4 X 40 Menit

### **A. STANDAR KOMPETENSI :**

1. Memahami makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk recount yang berkaitan dengan lingkungan sekitar.
2. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

### **B. KOMPETENSI DASAR :**

- 1.3 Membaca nyaring bermakna teks tulis fungsional dan Esai berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
- 1.4 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount. Membaca nyaring dan bermakna teks recount Mengidentifikasi berbagai informasi dalam teks berbentuk recount

### **C. INDIKATOR :**

1. Mengidentifikasi berbagai makna teks recount

2. Mengidentifikasi tujuan komunikatif teks recount
3. Mengidentifikasi langkah retorika (*schematic structure*) teks recount (*interpersonal meaning*) di dalam wacana recount teks, orientation, events, re-orientation.
4. Mengidentifikasi gagasan utama (*main idea*) dalam teks

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Memahami teks esai berbentuk recount.
2. Menemukan gagasan umum teks recount.
3. Menemukan informasi rinci dalam teks recount.
4. Menemukan makna tertentu dalam teks recount.
5. Menemukan ciri kebahasaan teks recount.
6. Menemukan tujuan teks recount.
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Guru memasuki kelas dan memberi salam in English

2. Warming up

Tanya jawab tentang keadaan siswa dan berbagai hal terbaru dan situasi yang sedang populer.

Penjelasan materi yang akan dibahas

b. Kegiatan Inti

1. Guru memulai menjelaskan tentang sebuah teks bahasa Inggris dengan menggunakan teknik *Reciprocal Teaching Technique*

2. Guru membagi kelompok, satu kelompok empat siswa.

3. Setelah semua siap, guru mulai untuk mengaplikasikan dengan *reciprocal teaching technique*

4. Untuk tahap pertama agar siswa lebih fokus, guru memodifikasi dengan menggunakan flipchart, yang berisikan urutan reciprocal teaching technique. Flipchart tersebut di tempel di papan tulis setelah itu siswa dan guru mulai untuk membaca teks.

5. Semua anggota kelompok terlibat aktif dalam proses membaca teks tersebut, Dalam *reciprocal teaching technique*, guru dan murid saling berinteraksi untuk memahami makna teks tersebut.
6. Setelah kegiatan tersebut, guru dan siswa mulai untuk membaca paragraph berikutnya.
7. Setelah selesai siswa diminta untuk menjawab soal yang berkaitan dengan teks tersebut.
8. Siswa diminta untuk menyusun schematic structure dan membuat kesimpulan dari teks tersebut.

c. Kegiatan Penutup

1. Guru memberikan evaluasi terhadap rangkaian pembelajaran
2. Guru menanyakan tentang kesulitan siswa dalam belajar hari ini.
3. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran hari ini.

F. Materi pembelajaran

1. Teks Recount
2. Kosa kata terkait tema/jenis teks
3. Linguistic ompetence: Nouns ,Simple past tense, Action verbs, Adjective, Adverbial

G. Metoda pembelajaran / Tehnik : Reciprocal

Teaching

H. Sumber pembelajaran

4. Contoh teks recount
5. Buku yang relavan
6. Gambar-gambar yang relevan

I. Penilaian

Membaca

Tehnik : Tes Tulis

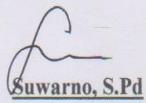
Bentuk Instrument : Pilihan ganda

Bentuk Instrument : Pilihan ganda

**I. Rubrik Penilaian**

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
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4.	Students can identify information contained in the text	0-35
	<b>Total</b>	<b>100</b>

**Collabolorator**

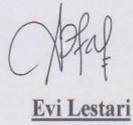


Suwarno, S.Pd

NIP.19720527 199802 1 002

Batanghari,.....2018

**Researcher**



Evi Lestari

St. Number 14121347

## PRE-TEST FOR READING COMPREHENSION

### Direction :

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose A,B,C or D based on the correct answer.

Name :

Class :

Date :

### Text 1 (for question 1-5)

#### A Private Conversation

Last week I went to the theatre. I had a very good seat. The play was very interesting but I did not enjoy it. A young man and a young woman sitting behind me were talking loudly. Therefore, I could not hear the actors. Then, I turned around and looked at the man angrily. However, they did not pay attention. In the end, I still could not hear it. I turned around again and said angrily "I can't hear any word. It's not your business," the young man said rudely, "this is a private conversation."

1. Where did the writer go last week?
  - a. to the theatre
  - b. to the movie
  - c. to a private conversation
  - d. to the cinema
2. Who were sitting behind the writer?
  - a. The writer's friends
  - b. A man and a woman
  - c. A young couple
  - d. A couple

3. Why did the writer get angry?
  - a. Because he could not see the actors.
  - b. Because he had bad seat.
  - c. Because the play was not interesting.
  - d. Because he could not hear the actors.
  
4. "In the end, I still could not hear it." (line 5) The word "it" refers to ....
  - a. the man's voice
  - b. a young man and a young woman conversation
  - c. the actors voice
  - d. the writer's voice
  
5. What did the young man mean of the statement "this is a private conversation."(line7) ?
  - a. He did not want the writer to hear their conversation.
  - b. The conversation was important.
  - c. They were spies.
  - d. They were not interested in the play.

**Text 2 (for question 6-10)**

**Eating Rujak**

I went to Rahman's house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made *rujak*. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The *rujak* was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.

6. What is the main idea of the text?
  - a. The writer did his homework with his friends.
  - b. The writer likes eating *rujak*.
  - c. Since eating *rujak* the writer got stomachache.

- d. The writer does not like spicy food.
7. Why did the writer go to Rahman's house?
- Because he wanted to play with Rahman.
  - Because he wanted to do homework.
  - Because he wanted to eat *rujak*.
  - Because he wanted to try spicy *rujak*.
8. "Rahman likes spicy food, so he made it very spicy." (line 2) The **synonym** of the underlined word is ....
- hot
  - sweet
  - salty
  - bitter
9. ".....I could not restrain myself from eating it." (line 4) The underlined word refers to....
- spicy food
  - Rahman
  - Dodi
  - Rujak
10. Why did the writer get stomachache the next morning?
- Because the *rujak* was very tasty.
  - Because he ate too much *rujak* which is very spicy.
  - Because he could not restrain himself from eating *rujak*.
  - Because he did not eat *rujak*.

## Rubric

1. Total of Score maximal: 10
2. Score maximal : 100
3. Student's score :  $\frac{\text{score}}{\text{Score maximal}} \times 100$

## Key answer :

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

## ANSWER SHEET

Name : MAKBAR F

Class : VIII<sup>b</sup>

Date : Saturday 21-07-2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	X	B	C	D
2	A	X	C	D
3	A	B	X	D
4	A	X	C	D
5	A	B	X	D
6	X	B	C	D
7	A	B	C	X
8	A	X	C	D
9	X	B	C	D
10	A	B	X	D

10

B. 10

S. 9

## ANSWER SHEET

Name: TIKA AULIA SARI

Class: 8<sup>6</sup> (VIII<sup>6</sup>)

Date: Saturday 21 - JULI - 2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
<del>1</del>	<del>*</del>	B	C	D
<del>2</del>	A	<del>B</del>	C	D
<del>3</del>	A	B	C	<del>D</del>
<del>4</del>	A	B	<del>C</del>	D
<del>5</del>	<del>*</del>	B	C	D
<del>6</del>	A	<del>B</del>	C	D
<del>7</del>	A	<del>B</del>	C	D
<del>8</del>	A	B	<del>C</del>	D
<del>9</del>	A	B	C	<del>D</del>
<del>10</del>	<del>A</del>	<del>B</del>	C	D

70

B: 7  
S: 3

## ANSWER SHEET

Name: Visha Navi Antika

Class: VIII.6

Date: Saturday 21-07-2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
<del>1</del>	X	B	C	D
<del>2</del>	A	X	C	D
<del>3</del>	X	B	C	D
<del>4</del>	A	X	C	D
<del>5</del>	A	B	X	D
<del>6</del>	A	X	C	D
<del>7</del>	A	X	C	D
<del>8</del>	A	B	X	D
<del>9</del>	A	X	C	D
<del>10</del>	X	B	C	D

B: 2

S = 8

20

## ANSWER SHEET

Name: *Laila Latifah Saputri*  
 Class: *VIII<sup>0</sup>/0.6*  
 Date: *Saturday, 21 July 2010*

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
<del>1</del>	<del>X</del>	B	C	D
<del>2</del>	A	<del>B</del>	C	D
<del>3</del>	<del>A</del>	B	C	D
<del>4</del>	A	B	<del>C</del>	D
<del>5</del>	A	<del>B</del>	C	D
<del>6</del>	<del>A</del>	B	C	D
<del>7</del>	A	B	<del>C</del>	D
<del>8</del>	<del>A</del>	B	C	D
<del>9</del>	A	<del>B</del>	C	D
<del>10</del>	<del>A</del>	B	C	D

$$B = 3$$

$$S = 7$$

30

## ANSWER SHEET

Name : **AYUN ANGRAINI K**Class : **VIII<sup>6</sup>**Date : **Saturday, 21 July 2018**

Please cross (X) the correct answer A, B, C, or D !

NO	ANSWERS			
1	<del>X</del>	B	C	D
2	A	<del>X</del>	C	D
3	<del>X</del>	B	C	D
4	A	<del>X</del>	C	D
5	A	<del>X</del>	C	D
6	A	B	<del>X</del>	D
7	A	<del>X</del>	C	D
8	<del>X</del>	B	C	D
9	A	<del>X</del>	C	D
10	<del>X</del>	B	C	D

40B = 4  
S = 6

## ANSWER SHEET

Name : *Bella Maerita*Class : *VIII 6*Date : *Saturday 21-07-2018*

Please cross (X) the correct answer A, B, C, or D !

NO	ANSWERS			
<del>1</del>	<del>X</del>	B	C	D
<del>2</del>	A	<del>X</del>	C	D
<del>3</del>	<del>X</del>	B	<del>C</del>	D
<del>4</del>	A	B	C	<del>X</del>
<del>5</del>	<del>X</del>	B	C	D
<del>6</del>	A	<del>X</del>	C	D
<del>7</del>	A	B	C	<del>X</del>
<del>8</del>	A	B	<del>X</del>	D
<del>9</del>	A	B	C	<del>X</del>
<del>10</del>	A	<del>X</del>	C	D

*40*

*B = 4*  
*S = 6*

## ANSWER SHEET

Name: CINDY OGES AND TRISNA

Class: VIII<sup>6</sup>

Date: Saturday, 21-02-2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	X	B	C	D
2	A	X	C	D
3	X	B	C	D
4	A	X	C	D
5	X	B	C	D
6	A	X	C	D
7	A	X	C	D
8	A	B	X	D
9	A	X	C	D
10	X	B	C	D

30

B = 3

S = 7

## ANSWER SHEET

Name : Bella Maerita

Class : VIII 6

Date : Saturday 21-07-2018

Please cross (X) the correct answer A, B, C, or D !

NO	ANSWERS			
<del>1</del>	X	B	C	D
<del>2</del>	A	X	C	D
<del>3</del>	X	B	C	D
<del>4</del>	A	B	C	X
<del>5</del>	X	B	C	D
<del>6</del>	A	X	C	D
<del>7</del>	A	B	C	X
<del>8</del>	A	B	X	D
<del>9</del>	A	B	C	X
<del>10</del>	A	X	C	D

B = 4  
S = 6

40

## POST-TEST 1

### Direction :

- d. Write down your name, Class, and Date completely.
- e. Read the story. Then answer the question below.
- f. Choose A,B,C or D based on the correct answer.

Name:

Class:

Date :

**Text 1 (for questions number 1 to 5). Read the text carefully.**

### My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I practised in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was teaching us, he was very discipline. He would ground anyone who came late and not obeyed the team's rules.

With Mr. Sentana, our team won many tournaments in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

1. Who is Mr. Sentana?
  - a. The writer's friend
  - b. The writer's senior
  - c. The writer's football teacher
  - d. The writer's team
2. "**They** were strong and smart players." The word "they" refers to....
  - a. Mr. Sentana and the writer's friends
  - b. My teacher and my team
  - c. My team
  - d. My coach
3. "Mr. Sentana was a **kind** person." (line 3) The word "kind" has similar meaning with...
  - a. type
  - b. nice

- c. hard
  - d. class
4. What is the name of the football team?
- a. After Our School
  - b. Our Team
  - c. SMP 67 Team
  - d. 67 Team
5. What is the writer's parents advice to the writer?
- a. The writer's parents wanted him to be a football player.
  - b. The writer's parents wanted him to have a football team.
  - c. The writer's parents wanted him to be disciple.
  - d. The writer's parents' wanted him to be more concentrate on his study.

**Text 2 (for questions number 6 to 10). Read the text carefully.**

One day Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature. "I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her tablets for her fever, and syrup for her cough. She needs rest malaria, some for a few days", said the doctor.

6. Who is Mrs. Lidia?
- a. Dewi's friend
  - b. the doctor
  - c. the chairman of the class
  - d. the English teacher
7. Why did Dewi vomit?
- a. Because her temperature was very high.
  - b. Because she had bad cough.
  - c. Because she had stomachache.
  - d. Because she had not eat yet.
8. "Mrs. Lidia helped her immediately". ( line 3) The underlined word can be replaced by...

- a. Directly
  - b. Possibly
  - c. Carefully
  - d. patiently
9. “Then he took her temperature”. (line 7) The underlined sentence means...
- a. The doctor removed Dewi’s temperature.
  - b. The doctor used the temperature.
  - c. The doctor took his temperature tool.
  - d. The doctor checked Dewi’s temperature.
10. Which statement is **false** according to the text...
- a. Mrs. Lidia took Dewi to the school’s doctor.
  - b. Dewi got three kinds of medicine from the doctor.
  - c. Dewi should take rest for some days.
  - d. Dewi got cough.

**Text 3 (for questions number 11 to 15). Read the text carefully.**

### **A Tour to the Botanic Gardens**

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus. After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea. Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself, then she explained what we were going to do. Next she took us in to the green house. It was most interesting. Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

11. Why did students come to the Botanic Gardens?
- Because they had a holiday.
  - Because they wanted to have a picnic.
  - Because they wanted to know about some plants.
  - Because Botanic Gardens was interesting.
12. Where did students take some tea?
- in Green House
  - in Education Centre
  - in orchid farm
  - in a little spot of Botanic Gardens
13. "Then we looked at all the lovely plants". (line 5) The **synonym** of the underlined word is....
- Love
  - Ugly
  - Beautiful
  - rarely
14. Which paragraph are events of the text?
- paragraph 1 and 2
  - paragraph 2 and 3
  - paragraph 1, 2, 3 and 4
  - paragraph 2, 3, and 4
15. Which statement is **true** according to the text?
- The writer went to Botanic Gardens for holiday.
  - Students got some information about Orchid.
  - After having lunch students went back to the bus.
  - Students went home after leaving Botanic Gardens.

## Rubric

1. Total of Score maximal:  $15 \times 2 = 30$
2. Score maximal : 100
3. Student's score :  $\frac{\text{score} \times 10}{3}$

## Key Answer :

1. C
2. A
3. B
4. D
5. D
6. D
7. A
8. A
9. D
10. A
11. C
12. D
13. C
14. D
15. B

ANSWER SHEET

Name : Gyifa Chandra Seto

Class : VIII. 6

Date : 01 - 08 - 2018, Rabu

Please cross (X) the correct answer A, B, C, or D !

NO	ANSWERS			
1	A	B	<del>C</del>	D
2	<del>A</del>	B	C	D
3	<del>A</del>	B	C	D
4	A	B	<del>C</del>	D
5	A	B	<del>C</del>	D
6	A	B	C	<del>D</del>
7	<del>A</del>	B	C	D
8	A	<del>B</del>	C	D
9	A	B	<del>C</del>	D
10	A	<del>B</del>	C	D
11	A	B	<del>C</del>	D
12	A	B	C	<del>D</del>
13	A	B	<del>C</del>	D
14	A	<del>B</del>	C	D
15	A	B	<del>C</del>	D

46

B = 7  
 C = 8

$$7 \times 2 = \frac{14 \times 10}{3} = 46$$

## ANSWER SHEET

Name: DANDI EKA SAPUTRA

Class: VIII

Date: 20 August 2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	A	B	<del>C</del>	D
<del>2</del>	A	<del>B</del>	C	D
<del>3</del>	<del>A</del>	B	C	D
4	A	B	C	<del>D</del>
5	A	B	C	<del>D</del>
6	A	B	C	<del>D</del>
<del>7</del>	A	<del>B</del>	C	D
<del>8</del>	A	<del>B</del>	C	D
<del>9</del>	A	B	<del>C</del>	D
10	<del>A</del>	B	C	D
11	A	B	<del>C</del>	D
<del>12</del>	A	<del>B</del>	C	D
13	A	B	<del>C</del>	D
<del>14</del>	A	B	<del>C</del>	D
15	A	<del>B</del>	C	D

B = 8

S = 7

$$8 \times 2 = \frac{16 \times 10}{3}$$

53

=

## ANSWER SHEET

Name: *AZIS Suhandoko*Class: *VIII*Date: *1 Agustus 2018*

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
<del>1</del>	A	B	<del>X</del>	D
<del>2</del>	A	<del>X</del>	C	D
<del>3</del>	A	<del>X</del>	C	D
<del>4</del>	A	B	C	<del>X</del>
<del>5</del>	A	B	C	<del>X</del>
<del>6</del>	A	B	C	<del>X</del>
<del>7</del>	A	<del>X</del>	C	D
<del>8</del>	<del>X</del>	B	C	D
<del>9</del>	A	B	C	<del>X</del>
<del>10</del>	<del>X</del>	B	C	D
<del>11</del>	A	<del>X</del>	C	D
<del>12</del>	A	B	<del>X</del>	D
<del>13</del>	A	B	<del>X</del>	D
<del>14</del>	A	<del>X</del>	C	<del>X</del>
<del>15</del>	A	B	C	<del>X</del>

$$B = 10$$

$$S = 5$$

$$10 \times 2 = \frac{20 \times 10}{3}$$

*Go*

## ANSWER SHEET

Name: ROHMANIClass: VIII<sup>6</sup>Date: 01-08-2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	A	B	<del>C</del>	D
2	<del>A</del>	B	C	D
<del>3</del>	<del>A</del>	B	C	D
<del>4</del>	A	B	<del>C</del>	D
<del>5</del>	A	B	<del>C</del>	D
6	A	B	C	<del>D</del>
7	<del>A</del>	B	C	D
8	<del>A</del>	B	C	D
9	A	B	C	<del>D</del>
10	<del>A</del>	B	C	D
11	A	B	<del>C</del>	D
12	A	B	C	<del>D</del>
13	A	B	<del>C</del>	D
14	A	B	C	<del>D</del>
15	A	<del>B</del>	C	D

$B = 12$

$S = 3$

$$12 \times 2 = \frac{24 \times 10}{3}$$

80  
=

## ANSWER SHEET

Name: *Bena Maerita*Class: *VIII-6*Date: *Rabu, 1 Agustus 2018*

Please cross (X) the correct answer A, B, C, or D!

$B = 12$

$S = 3$

$$12 \times 2 = \frac{24 \times 10}{3}$$

*80*  
*=*

NO	ANSWERS			
1	A	B	<del>C</del>	D
2	<del>A</del>	B	C	D
3	A	<del>B</del>	C	D
4	A	B	C	<del>D</del>
5	A	B	C	<del>D</del>
<del>6</del>	A	B	<del>C</del>	D
<del>7</del>	A	<del>B</del>	C	D
8	<del>A</del>	B	C	D
9	A	B	C	<del>D</del>
10	<del>A</del>	B	C	D
11	A	B	<del>C</del>	D
12	A	B	C	<del>D</del>
13	A	B	<del>C</del>	D
14	A	B	C	<del>D</del>
<del>15</del>	<del>A</del>	B	C	D

## ANSWER SHEET

Name: Putri Aleya Ayu Cahyani

Class: VIII.6

Date: Rabu, 1 Agustus 2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	A	B	<del>C</del>	D
2	<del>A</del>	B	C	D
3	A	<del>B</del>	C	D
4	A	B	C	<del>D</del>
<del>5</del>	A	B	<del>C</del>	D
<del>6</del>	A	B	<del>C</del>	D
7	<del>A</del>	B	C	D
8	<del>A</del>	B	C	D
<del>9</del>	A	B	<del>C</del>	D
10	<del>A</del>	B	<del>C</del>	D
11	A	B	<del>C</del>	D
12	A	B	C	<del>D</del>
<del>13</del>	A	<del>B</del>	C	D
14	A	B	C	<del>D</del>
15	A	<del>B</del>	C	D

$$B = 11$$

$$S = 4$$

$$11 \times 2 = \frac{22 \times 10}{3}$$

$$73$$

$$=$$

## POST-TEST II

### Direction :

- g. Write down your name, Class, and Date completely.
- h. Read the story. Then answer the question below.
- i. Choose A,B,C or D based on the correct answer.

Name:

Class:

Date :

**Text 1 (for questions number 1 to7). Read the text carefully.**

.....

Last weekend Dicky, Vinda, Laras, and I hiked to Gunung Penanggungan. We started very early on Saturday from our village, Kladungan. We reached Oro-oro Ombo for lunch after we hiked for almost 4 hours. Then, we continued our hike. We talked about many things along the way. Sometimes we laughed aloud when our stories seemed funny. We reached the next stop one hour later. It was a hilltop. The view from this place looked very amazing. Then we walked off down into the valley. Over there we camped for one night. I had not been there before. On Sunday we returned through a small village – Desa Pasir Wangi to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

1. Where do the writer and his friends live?
  - a. Kladungan
  - b. Desa Pasir Wangi
  - c. Oro-oro Ombo
  - d. Desa Pasir
2. The writer and his friends stopped in Oro-oro Ombo for ....
  - a. seeing the scenery
  - b. sleeping
  - c. breakfast
  - d. lunch
3. "...when our stories seemed funny." (line 5) The **synonym** of the underlined word is....
  - a. Attractive
  - b. Terrible
  - c. Humorous

- d. horrific
4. How did the writer and her friends probably go home?
- a. on foot
  - b. by bus
  - c. by car
  - d. by truck
5. "The climbing out of the valley was really hard for us but it was worth it." (line 9) The writer's statement means ...
- a. He liked climbing the mountain because it was hard.
  - b. He thought climbing mountain was worth.
  - c. He thought his hard work was not worth.
  - d. He thought that climbing mountain was fun although it was hard.
6. What is the suitable title for the text?
- a. Hiking
  - b. A Hiking
  - c. Hiking in Gunung Penanggungan
  - d. Hiking with My Friends
7. What is the social function of the text?
- a. to retell
  - b. to entertain
  - c. to report
  - d. to describe

**Text 2 (for questions number 8 to 12). Read the text carefully.**

### **My First Experience to Ride Motorcycle**

When I was ten years old, my father bought an old motorcycle. It was "Honda 75". I thought it was easy to ride because it is small. I asked my father to train me to ride. Firstly, my father refused my request. He promised that he would train me two or three years later, but I still whimpered. Finally, my father surrendered and promised to train me. He trained me riding the motorcycle around a field in my village. My father was very patient in giving me some directions. I was very happy.

One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was back to my home I had to pass a narrow slippery street. I got nervous and lost my control, so I fell to the ditch. After

that, I told my father about the accident. I imagined my father would be angry and never let me ride again. But it was on the contrary, my father was very proud of me. He just gave me some advices. Since that accident, I got my father's permission to ride motorcycle.

8. When did the writer's father promise to teach him riding motorcycle?
  - a. When the writer was 10 years old.
  - b. When the writer was 12 years old.
  - c. When the writer was 12 or 15 years old.
  - d. When the writer was 12 or 13 years old.
9. ".....I still whimpered." (line 4) The meaning of the underlined word is ....
  - a. talked in cry
  - b. talked angrily
  - c. talked loudly
  - d. talked happily
10. Why did the writer get an accident?
  - a. Because the street is narrow and slippery.
  - b. Because the street is bad.
  - c. Because he was nervous to ride to home.
  - d. Because he was nervous to pass the narrow slippery street.
11. Which paragraph is the **resolution** of the text....
  - a. paragraph 2 and 3
  - b. paragraph 3
  - c. paragraph 3 and 4
  - d. paragraph 4
12. Which statement is **false** based on the text?
  - a. The writer told to his father about the accident.
  - b. The writer guessed that his father would be angry.
  - c. The writer's father proud of him because he got the accident.
  - d. The writer listened to some advices from his father.

**Text 3 (for questions number 13 to 15). Read the text carefully.**

.....

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in

that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we went to a restaurant to have a lunch. As soon as we finished our lunch, we decided to go home. For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

13. What is the most suitable title for the text?
  - a. A Beautiful Day at Jogja
  - b. Visiting Gembiraloka Zoo
  - c. The Beauty of Parangtritis Beach
  - d. My Holiday
14. “We also saw **a lot of** people in that beach.” (line 3) The underlined word can be replaced by ....
  - a. Much
  - b. Many
  - c. a few
  - d. a little
15. What is the topic of the second paragraph?
  - a. Visiting Jogja
  - b. Visiting Parangtritis beach and Gembiraloka Zoo
  - c. The writer’s activities at Jogja
  - d. Visiting some tourism places at Jogja

## Rubric

4. Total of Score maximal:  $15 \times 2 = 30$

5. Score maximal : 100

6. Student's score :  $\frac{\text{score} \times 10}{3}$

## Key Answer :

1. A

2. D

3. C

4. B

5. B

6. D

7. A

8. D

9. A

10. D

11. D

12. C

13. A

14. B

15. C

## ANSWER SHEET

Name: *Adho Pangestu*  
 Class: *VIII<sup>6</sup>*  
 Date: *8 Agustus 2018*

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	<input checked="" type="checkbox"/>	B	C	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	B	<input checked="" type="checkbox"/>	D
4	A	<input checked="" type="checkbox"/>	C	D
5	A	<input checked="" type="checkbox"/>	C	D
<del>6</del>	A	B	<input checked="" type="checkbox"/>	D
<del>7</del>	A	<input checked="" type="checkbox"/>	C	D
8	A	B	C	<input checked="" type="checkbox"/>
9	<input checked="" type="checkbox"/>	B	C	D
10	A	B	C	<input checked="" type="checkbox"/>
<del>11</del>	A	<input checked="" type="checkbox"/>	C	D
<del>12</del>	A	<input checked="" type="checkbox"/>	C	D
<del>13</del>	<input checked="" type="checkbox"/>	B	C	D
14	A	B	<input checked="" type="checkbox"/>	D
<del>15</del>	<input checked="" type="checkbox"/>	B	C	D

$$B = 9$$

$$S = 6 \quad 9 \times 2 = \frac{18 \times 10}{3}$$

60

## ANSWER SHEET

Name: Ireneus A.D. P.  
 Class: VIII<sup>6</sup>  
 Date: 8 Agustus 2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	A	<del>B</del>	C	D
2	A	B	C	<del>D</del>
3	A	B	<del>C</del>	D
4	A	<del>B</del>	C	D
5	A	<del>B</del>	C	D
6	A	B	C	<del>D</del>
7	<del>A</del>	B	C	D
8	A	B	<del>C</del>	D
9	A	<del>B</del>	C	D
10	A	B	C	<del>D</del>
11	A	B	C	<del>D</del>
12	<del>A</del>	B	C	D
13	A	B	<del>C</del>	D
14	A	B	<del>C</del>	D
15	A	<del>B</del>	C	D

B = 11

S = 4

$$11 \times 2 = \frac{22 \times 10}{3}$$

73  
=

## ANSWER SHEET

Name: Rengga Pratama

Class: VIII

Date: 08 - Agustus - 2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	<del>A</del>	B	C	D
2	A	B	C	<del>D</del>
3	A	B	<del>C</del>	D
4	A	<del>B</del>	C	D
<del>5</del>	<del>A</del>	B	C	D
<del>6</del>	<del>A</del>	B	C	D
7	<del>A</del>	B	C	D
8	A	B	C	<del>D</del>
9	<del>A</del>	B	C	D
<del>10</del>	A	B	<del>C</del>	D
11	A	B	C	<del>D</del>
<del>12</del>	A	<del>B</del>	C	D
13	A	<del>B</del>	C	D
14	A	B	<del>C</del>	D
15	A	<del>B</del>	C	D

B = 11  
S = 4

$$11 \times 2 = \frac{22 \times 10}{3}$$

73

=

## ANSWER SHEET

Name : Wahid widoj a

Class : VIII<sup>a</sup>

Date : Agustus 2018

Please cross (X) the correct answer A, B, C, or D !

NO	ANSWERS			
1	<del>A</del>	B	C	D
2	A	B	C	<del>D</del>
3	A	B	<del>C</del>	D
4	A	<del>B</del>	C	D
5	A	<del>B</del>	C	D
6	A	B	C	<del>D</del>
7	<del>A</del>	B	C	D
8	A	B	C	<del>D</del>
9	<del>A</del>	B	C	D
10	A	B	C	<del>D</del>
11	A	B	C	<del>D</del>
12	<del>A</del>	B	C	D
13	<del>A</del>	B	C	D
14	A	<del>B</del>	C	D
15	<del>A</del>	B	C	D

B = 12

S = 3

$$12 \times 2 = \frac{24 \times 10}{3}$$

80

=

## ANSWER SHEET

Name: Filia Nisa Nur Aulia

Class: VII<sup>6</sup>

Date: Rabu, 8 Agustus 2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	<del>A</del>	B	C	D
2	A	B	C	<del>D</del>
3	A	B	<del>C</del>	D
4	A	<del>B</del>	C	D
5	A	<del>B</del>	C	D
<del>6</del>	A	<del>B</del>	C	D
<del>7</del>	A	<del>B</del>	C	D
8	A	B	C	<del>D</del>
9	<del>A</del>	B	C	D
10	A	B	C	<del>D</del>
11	A	B	C	<del>D</del>
<del>12</del>	A	<del>B</del>	C	D
13	A	<del>B</del>	C	D
14	A	B	<del>C</del>	D
15	A	<del>B</del>	C	D

$$B = 12$$

$$S = 3$$

$$12 \times 2 = \frac{24 \times 10}{3}$$

$$80$$

## ANSWER SHEET

Name: MUKHIS HIDAYATULLOH

Class: VIII<sup>6</sup>

Date: 08-08-2018

Please cross (X) the correct answer A, B, C, or D!

NO	ANSWERS			
1	<del>A</del>	B	C	D
2	A	B	C	<del>D</del>
3	A	B	<del>C</del>	D
4	A	<del>B</del>	C	D
5	A	<del>B</del>	C	D
6	A	B	C	<del>D</del>
7	<del>A</del>	B	C	D
8	A	B	C	<del>D</del>
9	<del>A</del>	B	C	D
<del>10</del>	A	B	<del>C</del>	D
11	A	B	C	<del>D</del>
12	<del>A</del>	B	C	D
13	A	<del>B</del>	C	D
14	A	B	<del>C</del>	D
<del>15</del>	<del>A</del>	B	C	D

86

$$b = 13$$

$$s = 2$$

$$13 \times 2 = \frac{26 \times 10}{3} = 86$$



<p>material</p> <p>n. Monitor the progress of students' learning process</p>		<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	
<p>3. Post teaching</p> <p>a. Conclude the result Learning process</p> <p>b. Close the learning activity</p>		<p>√</p>	<p>√</p>	<p>5</p>
<p><b>Total Score</b></p>	<p><b>52</b></p>			
<p><b>Creteria</b></p>	<p><b>Good</b></p>			

Note : Tick (√) for each positive activity

Criterion score

1 = Less

2 = Enough

3 = Good

Assessment Criteria

51 - 60 = Good

41 - 50 = Enough

21 - 40 = Less

Batanghari,.....2018

**Collabolorator**

**Researcher**

**Suwarno, S.Pd**

**NIP.19720527 199802 1 002**

**Evi Lestari**

**St. Number 14121347**

### Observation Sheet of the Teacher's Performance (Cycle II)

Day/Date : Wednesday, August 8<sup>th</sup> 2018

School : SMP N 2 Batanghari

Class : VIII 6

Teacher's Activity	Look Into			Score
	1	2	3	Indicator
4. Pre Teaching d. Prepare the lesson plan e. Prepare the material that will be given f. Ability in opening the learning process			✓ ✓ ✓	9
5. While teaching o. Master the learning material p. Associate the material with the relevant knowledge in real life q. Inform the objective of learning r. Explain the material chronological s. Good and correct language, speak clearly and fluently t. Guide the students follow the lesson u. Preparing reciprocal teaching technique for the learners v. Explain the rule of reciprocal teaching technique ( prediction, clarification, question, and summarization). w. The teacher distributes task on the paper of recount text and guide students to apply four strategies of reciprocal teaching technique.		✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	40

<ul style="list-style-type: none"> <li>x. Learning involves the active participation of students</li> <li>y. Using media and learning resources</li> <li>z. Motivate the students</li> <li>aa. Guide the students to practice the material</li> <li>bb. Monitor the progress of students' learning process</li> </ul>		<p style="text-align: center;">√</p>	<p style="text-align: center;">√</p>	
<ul style="list-style-type: none"> <li>6. Post teaching <ul style="list-style-type: none"> <li>c. Conclude the result Learning process</li> <li>d. Close the learning activity</li> </ul> </li> </ul>			<p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	6
<b>Total Score</b>	<b>55</b>			
<b>Creteria</b>	<b>Good</b>			

Note : Tick (√) for each positive activity

Criterion score

1 = Less

2 = Enough

3 = Good

Assessment Criteria

51 - 60 = Good

41 - 50 = Enough

21 - 40 = Less

Batanghari,.....2018

**Collabolorator**

**Researcher**

**Suwarno, S.Pd**

**NIP.19720527 199802 1 002**

**Evi Lestari**

**St. Number 14121347**

### Observation Sheet of Students' Activities

Day/Date : Wednesday, August 1<sup>st</sup> 2018

School : SMP N 2 Batanghari

Class : VIII 6

No	Name	Students Activities					Total
		1	2	3	4	5	
1	AGIL NANDA SAPUTRA				√	√	2
2	AYUN ANGGRAINI KHULJANAH	√	√	√	√	√	5
3	AZIS SUHANDOKO				√	√	2
4	BELLA MERITA	√			√	√	3
5	CINDY OGES AYU TRISNA	√	√	√	√	√	5
6	DANDI EKA SAPUTRA	√			√	√	3
7	DINO ESA HANGGARA				√	√	2
8	FILLAILI NISA NUR AULIA	√	√	√	√	√	5
9	IRENIUS ABI PRASETYO			√		√	2
10	LAILA LATIFAH SAPUTRI	√	√		√	√	4
11	MUHAMMAD AKBAR FAUZI					√	1
12	MUKHLIS HIDAYATULLOH	√	√	√		√	4
13	PUTRI ALEA AYU CAHYANTI	√		√	√	√	4
14	PUTRI YOHANA WIBAWANTI	√		√	√	√	4
15	RENGGA PRATAMA	√					1
16	RIDHO PANGESTU					√	1
17	ROHMANI	√			√	√	3
18	SYIFA CHANDRA SETYA	√		√	√	√	4
19	TIKA AULIA SARI	√		√		√	3
20	VICHA NOVIANTIKA	√			√	√	3
21	WAHID WIJAYA	√		√	√	√	4
	<b>Total</b>	15	5	10	14	20	64
	<b>Average</b>						3,0

**Notes:**

- **Tick ( ✓ ) for each positive activity**
- **The students' activities that observed are:**
  1. The students to attention explanation from the teacher.
  2. Giving respond
  3. Active in group
  4. Making note
  5. Following the teacher's instraction

<b>No</b>	<b>Students Activity</b>	<b>Frequency</b>	<b>Percentage</b>
1	Attention to teacher explanation	15	71%
2	Giving respond	5	23%
3	Making Notes	10	47%
4	Following Teacher Instruction	14	66%
5	Doing the task	20	95%

Batanghari, 2018

**Collabolorator**

**Researcher**

**Suwarno, S.Pd**  
**NIP.19720527 199802 1 002**

**Evi Lestari**  
**St. Number 14121347**

### Observation Sheet of Students' Activities

Day/Date : Wednesday, August 8<sup>th</sup> 2018

School : SMP N 2 Batanghari

Class : VIII 6

No	Name	Students Activities					Total
		1	2	3	4	5	
1	AGIL NANDA SAPUTRA				√	√	2
2	AYUN ANGGRAINI KHULJANAH	√	√	√	√	√	5
3	AZIS SUHANDOKO				√	√	2
4	BELLA MERITA	√	√	√	√	√	5
5	CINDY OGES AYU TRISNA	√	√	√	√	√	5
6	DANDI EKA SAPUTRA	√			√	√	3
7	DINO ESA HANGGARA	√			√	√	3
8	FILLAILI NISA NUR AULIA	√	√	√	√	√	5
9	IRENIUS ABI PRASETYO	√		√		√	3
10	LAILA LATIFAH SAPUTRI	√	√	√	√	√	5
11	MUHAMMAD AKBAR FAUZI				√	√	2
12	MUKHLIS HIDAYATULLOH	√	√	√	√	√	5
13	PUTRI ALEA AYU CAHYANTI	√	√	√	√	√	5
14	PUTRI YOHANA WIBAWANTI	√		√	√	√	4
15	RENGGA PRATAMA	√		√	√	√	4
16	RIDHO PANGESTU	√				√	2
17	ROHMANI	√	√		√	√	4
18	SYIFA CHANDRA SETYA	√		√	√	√	4
19	TIKA AULIA SARI	√	√	√	√	√	5
20	VICHA NOVIANTIKA	√	√	√	√	√	5
21	WAHID WIJAYA	√	√	√	√	√	5
	<b>Total</b>	19	11	13	20	21	82
	<b>Average</b>						3,9

**Notes:**

- **Tick ( ✓ ) for each positive activity**
- **The students' activities that observed are:**
  6. The students to attention explanation from the teacher.
  7. Giving respond
  8. Active in group
  9. Making note
  10. Following the teacher's instraction

<b>No</b>	<b>Students Activity</b>	<b>Frequency</b>	<b>Percentage</b>
1	Attention to teacher explanation	19	90%
2	Giving respond	11	52%
3	Making Notes	13	61%
4	Following Teacher Instruction	20	95%
5	Doing the task	21	100%

Batanghari, 2018

**Collabulator**

**Researcher**

**Suwarno, S.Pd**  
**NIP.19720527 199802 1 002**

**Evi Lestari**  
**St. Number 14121347**

## ATTANDANCE LIST

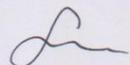
Date : 28 July 2018

Class : VIII<sup>6</sup>

1.	AGIL NANDA SAPUTRA	1.	Alhams
2.	AYUN ANGGRAINI KHULJANAH	2.	E. Nur
3.	AZIS SUHANDOKO	3.	Humid
4.	BELLA MERITA	4.	Ch
5.	CINDY OGES AYU TRISNA	5.	Amint
6.	DANDI EKA SAPUTRA	6.	Danti
7.	DINO ESA HANGGARA	7.	<del>Amint</del>
8.	FILLAILI NISA NUR AULLA	8.	Amint
9.	IRENIUS ABI PRASETYO	9.	Aceh
10.	LAILA LATIFAH SAPUTRI	10.	Am
11.	MUHAMMAD AKBAR FAUZI	11.	AmR
12.	MUKHLIS HIDAYATULLOH	12.	Misax
13.	PUTRI ALEA AYU CAHYANTI	13.	Amfi
14.	PUTRI YOHANA WIBAWANTI	14.	Amk
15.	RENGGA PRATAMA	15.	Rd
16.	RIDHO PANGESTU	16.	Rd
17.	ROHMANI	17.	Rd
18.	SYIFA CHANDRA SETYA	18.	Rd
19.	TIKA AULIA SARI	19.	Jing
20.	VICHA NOVIANTIKA	20.	Am
21.	WAHID WIJAYA	21.	Am
22.		22.	

Mengetahui,

English Teacher



Suwarno, S.Pd

NIP.19720527 199802 1 002

Researcher



Evi Lestari

St. Number 14121347

## ATTANDANCE LIST

Date : Wednesday, August 1<sup>st</sup> 2018Class : VIII<sup>b</sup>

1.	AGIL NANDA SAPUTRA	1.	Agil
2.	AYUN ANGGRAINI KHULJANAH	2.	Ayun
3.	AZIS SUHANDOKO	3.	Azis
4.	BELLA MERITA	4.	Bella
5.	CINDY OGES AYU TRISNA	5.	Cindy
6.	DANDI EKA SAPUTRA	6.	Dandi
7.	DINO ESA HANGGARA	7.	Dino
8.	FILLAILI NISA NUR AULIA	8.	Fillaili
9.	IRENIUS ABI PRASETYO	9.	Irenius
10.	LAILA LATIFAH SAPUTRI	10.	Laila
11.	MUHAMMAD AKBAR FAUZI	11.	Muhammad
12.	MUKHLIS HIDAYATULLOH	12.	Mukhlis
13.	PUTRI ALEA AYU CAHYANTI	13.	Putri
14.	PUTRI YOHANA WIBAWANTI	14.	Putri
15.	RENGGA PRATAMA	15.	Rengga
16.	RIDHO PANGESTU	16.	Ridho
17.	ROHMANI	17.	Rohmani
18.	SYIFA CHANDRA SETYA	18.	Syifa
19.	TIKA AULIA SARI	19.	Tika
20.	VICHA NOVIANTIKA	20.	Vicha
21.	WAHID WIJAYA	21.	Wahid
22.		22.	

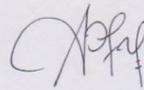
Mengetahui,

English Teacher

Researcher



Suwarno, S.Pd  
NIP.19720527 199802 1 002



Evi Lestari  
St. Number 14121347

## ATTANDANCE LIST

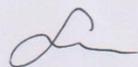
Date : 4 Agustus 2018

Class : VIII<sup>6</sup>

1.	AGIL NANDA SAPUTRA	1.	<i>Alhas</i>
2.	AYUN ANGGRAINI KHULJANAH	2.	<i>E. Hasanah</i>
3.	AZIS SUHANDOKO	3.	<i>Juf</i>
4.	BELLA MERITA	4.	<i>ti</i>
5.	CINDY OGES AYU TRISNA	5.	<i>Amil</i>
6.	DANDI EKA SAPUTRA	6.	<i>Bin</i>
7.	DINO ESA HANGGARA	7.	<i>[Signature]</i>
8.	FILLAILI NISA NUR AULIA	8.	<i>Amis</i>
9.	IRENIUS ABI PRASETYO	9.	<i>Slus</i>
10.	LAILA LATIFAH SAPUTRI	10.	<i>Shu</i>
11.	MUHAMMAD AKBAR FAUZI	11.	<i>Fauz</i>
12.	MUKHLIS HIDAYATULLOH	12.	<i>Muhs</i>
13.	PUTRI ALEA AYU CAHYANTI	13.	<i>Chia</i>
14.	PUTRI YOHANA WIBAWANTI	14.	<i>[Signature]</i>
15.	RENGGA PRATAMA	15.	<i>Rid</i>
16.	RIDHO PANGESTU	16.	<i>Juf</i>
17.	ROHMANI	17.	<i>Roh</i>
18.	SYIFA CHANDRA SETYA	18.	<i>Shu</i>
19.	TIKA AULIA SARI	19.	<i>Tika</i>
20.	VICHA NOVIANTIKA	20.	<i>[Signature]</i>
21.	WAHID WIJAYA	21.	<i>Wah</i>
22.		22.	

Mengetahui,

English Teacher



Suwarno, S.Pd  
NIP.19720527 199802 1 002

Researcher



Evi Lestari  
St. Number 14121347

## ATTANDANCE LIST

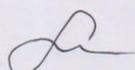
Date : 8 Agustus 2018

Class : VIII 6

1.	AGIL NANDA SAPUTRA	1.	Alvin's
2.	AYUN ANGGRAINI KHULJANAH	2.	E. Hand
3.	AZIS SUHANDOKO	3.	Hand
4.	BELLA MERITA	4.	clio
5.	CINDY OGES AYU TRISNA	5.	Amir
6.	DANDI EKA SAPUTRA	6.	Amr
7.	DINO ESA HANGGARA	7.	<del>Amr</del>
8.	FILLAILI NISA NUR AULIA	8.	Amir
9.	IRENIUS ABI PRASETYO	9.	Amir
10.	LAILA LATIFAH SAPUTRI	10.	Amir
11.	MUHAMMAD AKBAR FAUZI	11.	Amr
12.	MUKHLIS HIDAYATULLOH	12.	Amir
13.	PUTRI ALEA AYU CAHYANTI	13.	Amir
14.	PUTRI YOHANA WIBAWANTI	14.	Amr
15.	RENGGA PRATAMA	15.	Amr
16.	RIDHO PANGESTU	16.	Amr
17.	ROHMANI	17.	Amr
18.	SYIFA CHANDRA SETYA	18.	Amr
19.	TIKA AULIA SARI	19.	Amir
20.	VICHA NOVIANTIKA	20.	Amr
21.	WAHID WIJAYA	21.	Amr
22.		22.	

Mengetahui,

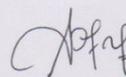
English Teacher



Suwarno, S.Pd

NIP.19720527 199802 1 002

Researcher



Evi Lestari

St. Number 14121347

## GROUP DISCUSSION

### a. Read the following text.

#### My Holiday

Last week I went to Mount Bromo. I stayed in my friend's house in Probolinggo East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree.

Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. However, I think it was very fun to have a holiday like this. I hope my next holiday will be more interesting.

### b. Then, in groups apply each strategy of reciprocal teaching and write your result in the table.

Prediction	I think  I predict
Clarification	Identify words that are difficult to understand:  Identify confusions words, parts, or ideas:  Identify sentences, pages, or ideas that need clarifying:
Questioning	What  Who

	When Where Why How
Summarization	This part is about The text is about The most important ideas of the text

Name of Group : Rengga, Rohmani, Nanda, Azis, Dino

Class : VIII<sup>6</sup>

Day/date : Sabtu - 4 Agustus - 2018

Prediction	I think/predict the text about My holiday in purbolingo east Java Experience my holiday
Clarification	Identify words that are difficult to understand went : Pergi                      Scenery : pemandangan Closer : dekat                  mountain : pegunungan Pode : naik                      Horseback : Penggung kuda Identify sentences that need to clarify - we took pictures of the beautiful indah disana
Questions	What did the writer see? - mount bromo Who did go to holiday? - I When did writer go to holiday? - Last week Where the writer and Friends had Lunch? - under big tree Why te writer scary? - Because we rode on hosseback, it was scary, but is was fun How did writer feel? - we were very tired. However, I think it was very fun to have a holiday like this
Summarization	From the text we conclude that my holiday experience is very fun Based on the text our summary is : my holiday in purbolingo east Java, writer goto mount bromo. we took pictures of the beatful scenery there, we took a rest and had lunch under a big tree we rode on horseback. It was fun. we were very tired. However, I think it was very fun to have a holiday like this

Name of Group : Putri Aleya, Cindy Oges, Fillaili Nisa, Chandra, Ayun, Laila.  
 Class : VIII.6  
 Day/date : Sabtu, 11 Agustus - 2018

Prediction	I think/predict the text about The writer holiday in the past Experience my holiday
Clarification	Identify words that are difficult to understand Scenery: Pemandangan horseback: pacuan Scary: takut However: bagaimanapun
Questions	What did the writer see in the morning? - Mount Batak Who did go to holiday? - writer When did they go to mount batak? - in the morning Where the writer scary? - in writer's friend Why the writer scary? - because he rode on horseback How did writer feel? - think it was very fun to have a holiday like this
Summarization	From the text we conclude that The text tells about writer experience Based on the text our summary is: writer went go to bromo mountain. I stayed in my friend's house in probolinggo East java. In the morning, my friend and I saw mount Batak and writer think it was very fun.

Name of Group : Mukhlis Hidayatulloh, Ridho Pangestu, Ireneus ABI P.  
M. Albar F. Bella merita, Tita ulia Sari, . . . . .  
Class : VIII<sup>6</sup>  
Day/date : Sabtu-4-8. 2018

Prediction	I think/predict the text about My Holiday My holiday in Purboinggo
Clarification	Identify words that are difficult to understand Ident: Pergi Scenery: Pemandangan closer: dekat Rode: nave Hor seback: Punggungkuda Lunch: makan siang Identify sentences that need to clarify We went to get a closer look at the mountain kami pergi melihat gunung lebih dekat
Questions	What is main idea? - My holiday Who did go to holiday? - I and my friends When did writer go to holiday? - last week Where the writer holiday? - in Purboinggo Why the writer How did writer feel? - Very Fun
Summarization	From the text we conclude that the writer and friends holiday in Purboinggo Based on the text our summary is: Writer go holiday in Purboinggo after the mountain and rode hor seback. He think Fun

## DOCUMENTATION GUIDANCE

- a. Documentation about historical background of SMP N 2 Batanghari East Lampung
- b. Documentation about condition of the teachers and official employees of SMP N 2 Batanghari East Lampung
- c. Documentation about students of SMP N 2 Batanghari East Lampung
- d. Documentation about structural organization of SMP N 2 Batanghari East Lampung
- e. Documentation about facilities of SMP N 2 Batanghari East Lampung
- f. Documentation about sketch of location of SMP N 2 Batanghari East Lampung

1. Pre-test



The researcher distribute task of pre-test



The students do the task of pre-test



The researcher tells about story

2. Treatment 1 and Post-test 1



The researcher explain about the material and tells about reciprocal teching



The researcher tells about story



The students do the task of post-test 1

3. Treatment 2



The researcher repeated about the role of reciprocal teaching



Researcher gave the task for grup discussion



The researcher guide students do the task of grup discussions

4. Post-test 2



The researcher gave the students post-test 2



The students do the task of post-test 2



The students finished the task of post-test 2

## **CURRICULUM VITAE**



The name of writer is Evi Lestari she was born in Bandarsari, on August 14<sup>th</sup> 1995. She is the first child of happy couple, Mr. Syamsudin and Mrs. Umiyati.

She was enrolled pre elementary school at TK Abadi Perkasa PT Indolampung Perkasa in 2000 and graduated in 2001, then she was enrolled at SD Abadi Perkasa PT Indolampung Perkasa in 2001 and graduated in 2007.

She continued her study at SMP N 1 Padangratu, and graduated in 2010. She studied in SMA Muhammadiyah 1 Kalirejo and graduated in 2013. She was continued her study in 2014, she registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.