

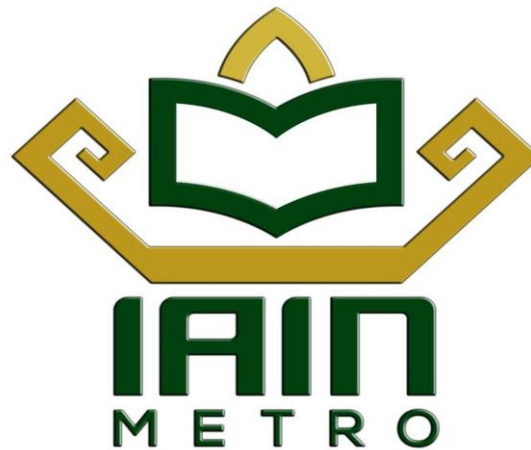
**AN UNDERGRADUATE THESIS**

**THE USE OF RECIPROCAL TEACHING METHOD  
TO IMPROVE STUDENTS' READING COMPREHENSION SKILL  
AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 3 METRO  
IN THE ACADEMIC YEAR 2017/2018**

**Written by:**

**BOBI IRAWAN**

Student Number: 13106747



**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE ISLAMIC INSTITUTE OF METRO**

**1439 H/ 2018**

**AN UNDERGRADUATE THESIS**

**THE USE OF RECIPROCAL TEACHING METHOD  
TO IMPROVE STUDENTS' READING COMPREHENSION SKILL  
AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 3 METRO  
IN THE ACADEMIC YEAR 2017/2018**

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

**By :**  
**BOBI IRAWAN**  
**STUDENT. ID. 13106747**

**Tarbiyah and Teacher Training Faculty**  
**English Education Department**

**Sponsor : Dr. Widhiya Ninsiana, M.Hum**  
**Co-Sponsor : Syahreni Siregar, M.Hum**

**STATE ISLAMIC INSTITUTE OF METRO**  
**1439/2018**

**THE USE OF RECIPROCAL TEACHING METHOD  
TO IMPROVE STUDENTS' READING COMPREHENSION SKILL  
AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 3 METRO  
IN THE ACADEMIC YEAR 2017/2018**

**ABSTRACT**

**By :  
Bobi Irawan**

The main goal of this classroom action research is to find out whether the use of reciprocal teaching method could improve the students' reading comprehension skill of the eight grade in SMP Muhammadiyah 3 Metro.

This research is classroom action research, it was a research where the researcher who want using this research must be involved the processing of learning directly, and then after the researcher conducted the last cycle the researcher made the conclusion that the research has been done. The classroom action research conducted in SMP Muhammadiyah 3 Metro by the two cycles. In this research each cycle consist of planning, acting, observing, and reflecting. The subjects of this research were 20 students (VIII C) of the eight grade in SMP Muhammadiyah 3 Metro in Academic Year 2017/2018. In collecting of data research is used the test (pre-test, post test 1 and post test 2), observation, documentation, and field note.

The finding of the research were Reciprocal Teaching Method could improve the students' reading comprehension skill at the eight grade of SMP Muhammadiyah 3 Metro. This fact can be showed from their average score in pre-test were 46.75, in post test 1 65 and became 73,5 in post test 2. It means that there was significant improvement of using Reciprocal teaching method on the students' reading comprehension skill of eight grade of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018. The conclusion that reciprocal teaching method is one method that can be used to improve students' comprehension in understanding English text.

**Keywords:** Reading Comprehension, Reciprocal Teaching Method.

**PENGGUNAAN METODE PENGAJARAN TIMBAL BALIK  
UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN  
MEMBACA SISWA KELAS VIII DI SMP MUHAMMADIYAH 3 METRO  
TAHUN PELAJARAN 2017/2018**

**ABSTRAK**

**Oleh:  
Bobi Irawan**

Tujuan penelitian tindakan kelas ini adalah untuk menemukan apakah metode pengajaran Timbal-balik dapat meningkatkan kemampuan pemahaman membaca siswa kelas VIII di SMP Muhammadiyah 3 Metro.

Penelitian ini adalah penelitian tindakan kelas, dimana seseorang peneliti yang ingin melakukan penelitian ini harus secara langsung mengamati proses pembelajaran secara langsung, dan kemudian setelah peneliti menyelesaikan siklus terakhir maka peneliti dapat membuat kesimpulan bahwa peneliti nya telah selesai. Penelitian tindakan kelas ini telah dilaksanakan di SMP Muhammadiyah 3 Metro melalui dua siklus. Dalam penelitian ini setiap siklusnya terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 20 siswa (VIII C) SMP Muhammadiyah 3 Metro TA 2017/2018. Dalam pengumpulan data penelitian menggunakan, tes (pre-test, post test I and post test II), obsevasi, dokumentasi, dan catatan lapangan.

Temuan penelitian ini adalah metode pengajaran timbal-balik dapat memperbaiki kemampuan pemahaman membaca siswa kelas VIII SMP Muhammadiyah 3 Metro. Fakta ini dapat dilihat dari nilai rata-rata siswa pada pre-test 46.75, pada post test I 65 dan menjadi 73,5 pada post test II. Hal ini menunjukkan bahwa terdapat perbaikan yang signifikan dengan menggunakan metode pengajaran timbal-balik terhadap kemampuan pemahaman membaca siswa di kelas delapan SMP Muhammadiyah 3 Metro TA 2017/2018. Kesimpulanya bahwa metode pengajaran timbal-balik adalah salah satu metode yang dapat digunakan untuk memperbaiki pemahaman siswa dalam memahami teks bahasa inggris.

**Kata Kunci** : Pemahaman Membaca, Metode Pengajaran Timbal-balik.



**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: lainmetro@metrouniv.ac.id

**APPROVAL PAGE**

Title : THE USE OF RECIPROCAL TEACHING METHOD TO IMPROVE STUDENTS' READING COMPREHENSION SKILL AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 3 METRO IN THE ACADEMIC YEAR 2017/2018.

Name : Bobi Irawan  
Students Number : 13106747  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the skripsi (munaqosyah) in Tarbiyah Faculty of State Islamic Institute of Metro.

Sponsor

Metro, December 2017

Co-sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

**Syahreni Siregar, M.Hum.**  
NIP. 19760814 200912 2 004

The Head of English Education Department

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**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](http://www.metrouniv.ac.id) E-mail:  
[iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

---

**RATIFICATION PAGE**

**No:**

The undergraduate thesis entitled :

The Use of Reciprocal Teaching Method to Improve Students' Reading Comprehension Skill at the Eight Grade of Smp Muhammadiyah 3 Metro In the Academic Year 2017/2018.

Written by: Bobi Irawan, Student Number : 13106747, English Education Department Had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on: January 9<sup>th</sup>, 2018 at 13:00-15:00.

**BOARD OF EXAMINERS:**

Moderator : Dr. Widhiya Ninsiana, M.Hum (.....)

Examiner I : Dr. Mahrus As'ad, M.Ag (.....)

Examiner II : Syahreni Siregar, M.Hum (.....)

Secretary : Ning Setyowati M.Pd (.....)

The Dean of Tarbiyah  
And Teacher Training Faculty

**Dr. Akla, M.Pd.**  
19691008 200003 2 005

## STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name : BOBI IRAWAN

Student Number : 13106747

Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Batanghari, December 2017.

**BOBI IRAWAN**  
**NPM. 13106747**

## MOTTO

أَفْرَأُ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ {1} خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ {2} أَفْرَأُ وَرَبُّكَ الْأَكْرَمُ {3}  
الَّذِي عَلَّمَ بِالْقَلَمِ {4} عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ {5}

*Recite by (calling) the name of your created god, He has created man from a clot of blood, Read, and your Lord is the most gracious, who teaches (human) with a pen.he has taught to man what is unknown (Al-A'alq: 1-5).*



## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

My beloved family, father Mr. Kuswanto, mother Mrs. Sri Martini, brother Ardi Firmansyah, and my sister Vani Rahmawati who always support me in their perfect love. Thanks for everything, because you bring to me is nothing compare.

My guide lecturers Ahmad Subhan Roza M.Pd, Dr. Widhiya Ninsiana M.Hum, and Syahreni Siregar M.Hum.

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious. Praise is to Allah, the Lord of the World. Without His Blessings, none of these would be possible. He has given his a chance to accomplish this Undergraduate Thesis. In this lovely chance, the writer would like to seriously acknowledge his gratitude.

The first, the deepest gratitude would be addressed to his beloved parents, for understanding and supporting writer to finish the Undergraduate Thesis, and always pray for him to be a successful person someday (Amen).

The greatest gratitude would also be addressed to both of his advisors, Dr. Widhiya Ninsiana, M.Hum and Syahreni Siregar, M.Hum, within their activities, they were still willing to read and revise the Undergraduate Thesis, to give him helpful idea and guiding way of writing during the writing process.

With the limitation of writer's ability, he stills many mistakes in writing and presentation items. Therefore, the writer apologizes and hopefully this an undergraduate thesis can be benefit to all of us properly.

Batanghari, December 2017.  
The writer

BOBI IRAWAN  
NPM. 13106747

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>TITLE</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>ABSTRAK</b> .....	<b>iv</b>
<b>APPROVAL PAGE</b> .....	<b>v</b>
<b>RATIFICATION PAGE</b> .....	<b>vi</b>
<b>STATEMENT OF RESEARCH ORIGINALITY</b> .....	<b>vii</b>
<b>MOTTO</b> .....	<b>viii</b>
<b>DEDICATION PAGE</b> .....	<b>ix</b>
<b>ACKNOWLEDGMENT</b> .....	<b>x</b>
<b>TABLE OF CONTENT</b> .....	<b>xi</b>
<b>LIST OF TABLE</b> .....	<b>xiii</b>
<b>LIST OF FIGURES</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Research .....	1
B. Problem Identification .....	5
C. Problem Limitation .....	6
D. Problem Formulation .....	6
E. Objectives of The Research .....	7
F. Benefit of The Research .....	7
<b>CHAPTER II THEORETICAL REVIEW</b> .....	<b>8</b>
<b>A. The Concept of Reading Comprehension Skill</b> .....	<b>8</b>
1. Definition of Reading .....	8
2. Models of Reading .....	9
3. Reading Principles .....	10
4. The Definition of Reading Comprehension Skill .....	11
5. The Influence of Some Factors that Influenced in Reading Comprehension Skill .....	12

6. Improving of Reading Comprehension.....	13
7. Teaching Strategies of Reading Comprehension Skill .....	14
8. The Kinds of Reading Text.....	14
<b>B. The Concept of Reciprocal Teaching Method.....</b>	<b>18</b>
1. Definition of Reciprocal Teaching Method .....	18
2. The Principles of Reciprocal Teaching Method .....	19
3. The Characteristic of Reciprocal Teaching Method .....	21
4. Procedures of Using Reciprocal Teaching Method .....	22
5. The Purpose of Reciprocal Teaching Method .....	22
6. Benefits of Reciprocal Teaching .....	24
<b>C. Action Hypothesis .....</b>	<b>24</b>
<b>CHAPTER III RESEARCH METHOD.....</b>	<b>25</b>
A. Setting of The Research.....	25
B. Subject of the Research.....	25
C. Object of the Research .....	25
D. Classroom Action Research.....	26
E. Data Collection Method.....	30
F. Data Analysis Method .....	33
G. Indicator of Success .....	33
<b>CHAPTER IV RESULT OF THE RESEARCH .....</b>	<b>34</b>
A. The Profile of Research Setting .....	34
B. Result of The Research .....	39
C. Discussion of The Research.....	53
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>59</b>
A. Conclusion .....	59
B. Suggestion.....	60

**BIBLIOGRAPHY**

**APPENDICES**

**CURRICULUM VITAE**

## LIST OF TABLE

<b>No.</b>	<b>Tables</b>	<b>Pages</b>
1. Table 1	The the result of the students' pre-survey score	3
2. Table 2	The students' passing score criteria	4
3. Table 3	The History of principle	34
4. Table 4	The Condition of Teacher and Official Employer at SMP Muhammadiyah 3 Metro	35
5. Table 5	The Students' Quantity	37
6. Table 6	The Students Pre-test Result	41
7. Table 7	The Data Result of Students' Post-test 1	44
8. Table 8	Students' Activity in the Learning Process of Cycle 1	45
9. Table 9	The Data Result of Students' Post-test 2	49
10. Table 10	Students' Activity in the Learning Process of Cycle II	50
11. table 11	The Result of the Students' Activity in Cycle I and Cycle II	52
12. table 12	The Result of the Students' Reading Comprehension Skill Score In the Pre-Test, Post-Test 1, and Post-Test 2	55

## **LIST OF FIGURES**

<b>No.</b>	<b>Figures</b>	<b>Pages</b>
1. Figure 1	The classroom action research design	27
2. Figure 2	Students' Activities Result in Cycle I and Cycle II	53
3. Figure 3	Students' Result in Pre-Test, Post-Test 1, and Post-Test 2	56

# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

English language is one of foreign language which becomes as international language in the world. English as the international language is broadly used in some countries. English is almost used by some countries as the primary language, second language and foreign language. Moreover, English is declared as a formal language in some countries, such as Indonesia.

In Indonesia, the primary of foreign language is English language. Therefore, English is an required learning where it will be taught for the students in the school that is beginning from the elementary school, junior high school, senior high school until university. Becomes student be able in English is not easy. A teacher must understand what the technique or method that he used is decent to use in learning process. Learning English as the Foreign language with technique or decent method will help the students comprehend English subject .

Commonly, learning English has four basic skills such as speaking, listening, reading, and writing. Reading comprehension skill becomes a subject that very important in the nation education, because students need exercise in learning English.

Reading is one of important skills in the school or university. According to Petter Reading is a complex undertaking and an impressive achievement, as demonstrated by a century of research.

Reading comprehension skill is also something critical for the students because the success measurement of their comprehension skill depends on the students' understanding ability in reading text such as descriptive, narative, argumentative text and others. Moreover, if their reading comprehension is low generally they will be difficult in learning reading process. Therefore, if they have a good ability in reading, so they will have a success in their study especially in reading comprehension. In reading, to comprehend of the text the readers (students) must be able to manage every part of the text because it is easy way to comprehend and organize text in reading.

According to Palinciar and Brown Reciprocal Teaching Method is a method of instruction that teaches cognitive strategies to help students improve their reading comprehension skills. The teacher models four main strategies (predicting, clarifying, questioning, and summarizing) through think aloud activities and explicit instruction.

Theoretically, Reciprocal teaching can build the students' interesting before student reads the text. Therefore, the student can predict, clarify, and summarise what will be discussed on the text. So, students' comprehension skill in reading may increase of their learning English. If the teacher uses a reciprocal teaching method in English learning process.



However, in pre-survey on March 21, 2017 the writer finds there are some problems in Reading learning process like as: the students do not understand to determine the main idea, the students find difficulties to construct the meaning of the text, the students' ability in organizing text is low, students have lack vocabulary, students not interested in reading subject, and students' scores of reading comprehension skill is low.

In this case, the writer will conduct the research to know the effects the use of reciprocal teaching method in improving students' reading comprehension.

To know the students' reading comprehension skill the writer has conducted the pre survey on March 21, 2017 of the eight grade of SMP Muhammadiyah 3 Metro in Academic Year of 2017/2018. On the table below:

Table 1.

The score result of students' reading comprehension skill of the eight grade of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018.

<b>NO</b>	<b>Students Initial</b>	<b>Score</b>
1	ADE	70
2	AHM	50
3	AME	60
4	AND	60
5	ANDR	50
6	ARI	60
7	BAG	50
8	DON	50

9	EKA	70
10	ING	60
11	NAN	50
12	NOF	70
13	PIN	60
14	REN	60
15	RIZ	60
16	SHE	50
17	SIT	50
18	SUR	60
19	VEV	70
20	WAH	50
21	DAN	70
<b>Total</b>		<b>1230</b>
<b>Average</b>		<b>60</b>

Table 2  
Passing Score Criteria

SCORE	CRITERIA	TOTAL OF STUDENT	PERCENTAGE
$\geq 70$	PASS	5	23,8%
$\leq 70$	FAIL	16	76,2%
<b>TOTAL</b>		21	100%

Based on the table above, it can be described that Reading comprehension level among 21 students (5 students) are included into pass category for the score  $\geq 70$  (23,8%), and 16 students are included into fail category for the

score  $\leq 70$  (76,2%). Based on the data pre survey above, the writer concludes that the students' reading comprehension skill are included into low category. Students' reading comprehension are still low because the average score are 60. Based on the this case, the writer will conduct a research "THE USE OF RECIPROCAL TEACHING METHOD TO IMPROVE STUDENTS' READING COMPREHENSION SKILL AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 3 METRO IN ACADEMIC YEAR 2017/2018."

## **B. Problem Identification**

Referring to the background of the research above, the problems can be identified as follows:

1. The students are not able to determine the main idea of the text.
2. The students find difficult to construct the meaning of the text.
3. The students have low motivation in reading.
4. The students have low vocabulary mastery.
5. The students are not interested in reading English text.

### **C. Problem Limitation**

Based on the problems identification above, the writer limits the problems on the students are not able to determine the main idea of the text and the student finds difficult to construct the meaning of the text. In this research, the writer limits the research on “the use of Reciprocal Teaching method to improve students’ reading comprehension skill at the eight grade of SMP Muhammadiyah 3 Metro in academic year 2017/2018”

### **D. Problem Formulation**

Based on the problem limitation above, the writer makes problem formulation in this research as follows:

“Can the Reciprocal Teaching Method Improve the Students’ Reading Comprehension Skill of the eight grade of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018?”

**E. Objective of the Research**

The objective of this research is to know what the use Reciprocal Teaching method can improve students' reading comprehension skill of the eight grade of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018.

**F. Benefit of the Research**

The result of this classroom action research as follows:

a. For the students

As a way the students be able to comprehend the English text effectively.

b. For the teacher

As one of reference for English teachers to teach reading comprehension skill of the SMP Muhammadiyah 3 Metro.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Reading Comprehension Skill

##### 1. Definition of Reading

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in. Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author.<sup>1</sup>

Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it.<sup>2</sup>

Reading is a complex cognitive and linguistic process.<sup>3</sup>The word *reading* of course has a number of common interpretations. It may mean reading aloud, a very complex skill, which involves understanding the black marks first and then the production of the right noises.<sup>4</sup>

---

<sup>1</sup> Julian Hermida, *The Importance of Teaching Academic Reading Skills in First-Year University Courses*, (Canada: Algoma University, Vol. 3), p 23.

<sup>2</sup> Constance Weaver, *Reading Process*, (Heinemann: Portsmouth, 2009), p 13.

<sup>3</sup> California State University, *Preparing Teachers to Teach Reading Effectively*, p. 2

<sup>4</sup> Geoffrey Broughton et. al, *Teaching English as a Foreign Language*, (New York: Routledge, 1978). p. 91.

Reading is a complex undertaking and an impressive achievement, as demonstrated by a century of research. At different historical times, reading has been defined by referring to specific skills such as reading the Bible, understanding directions, or answering questions about text. More recently, strategies have been used to describe aspects of reading that involve intentional control and deliberate direction of behavior.<sup>5</sup>

Based on the explanation above the writer concludes that Reading skill is one of skills in English subject, where the students will receive something (example: information and news) after they read a text, and they will understand the content based on a text.

## **2. Models of Reading**

### **a. The Bottom-up Model**

Bottom-up accounts imply that reading is initiated at the “bottom” level of text structure, from discrete, visual units such as graphemes, morphemes, and words. To construct meaning from a text, the reader works her way “upward” to larger level units such as phrases, sentences, paragraphs, and chunks of written discourse.

### **b. The Top-down Model**

Top-down approaches to understanding reading and reading development contrast with bottom-up views in several crucial respects.

---

<sup>5</sup>Peter Afflerbach, *Clarifying Differences Between Reading Skills and Reading Strategies*, (International Reading Association, Vol61, 2008). p.364-365.

c. Interactive Models

Grabe and Stoller proposed *modified interactive models*, which account for the automatic processes that the reader carries out “primarily in a bottom-up manner with little interference from other processing levels or knowledge resources”. For example, a reader may recognize words by perceiving information from graphemes, phoneme, grapheme correspondences, and spelling.<sup>6</sup>

### 3. Reading Principles

- a. Principle 1: Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

- b. Principle 2: Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading that is, we should try to help them get as much pleasure from it as possible.

- c. Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Of course, it is important for students to study reading texts in class in order to find out such things as the way they use language, the number

---

<sup>6</sup> John S. Hedgcock, *Teaching Readers of English Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 29



of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

- d. Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading.<sup>7</sup>

#### 4. The Definition of Reading Comprehension Skill

Reading skill is associated with language skill.<sup>8</sup> Reading comprehension is the ability to understand what we read where words have context and texts have meaning. Reading comprehension skills allow us to read proficiently, learn effectively and to conceptualize. These skills are, basically, based on earlier stages of reading development, including oral reading and reading fluency.<sup>9</sup>

Reading Comprehension is an important skill needed for all areas of school.<sup>10</sup>

Based on the explanation above the writer concludes that Reading comprehension skill is ability to comprehend the complex topic. Reading

---

<sup>7</sup> Jeremy Harmer, *How to Teach English*, (China: Pearson Education Limited, 2007). p. 101

<sup>8</sup> Virginia, *Reading Skill, and Language Skill*, (Australia: Sidney University, 1982). p. 165

<sup>9</sup> K.M. Roebel and Connie Shiue, *Developing Reading Comprehension Skills in Efl University Level Student*, (Taiwan: ST. Jhones University), p. 177

<sup>10</sup> Rebecca J Baier, *Reading Comprehension And Reading Strategies*, (University of Wisconsin, 2005), p. 1

comprehension skill is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading.

## **5. The Influence of Some Factors in Reading Comprehension Skill**

### a. Bottom-up and top down processing

In bottom up processing, readers must first recognize multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers and use their linguistic data processing mechanisms to impose some sort of order on this signals.

### b. Schema theory and background knowledge

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page.

### c. The role of affect and culture

The autonomy gained through the learning of reading strategies has been shown to be a powerful motivator (Bamford 1998), not to mention the affective power of reading. Similarly, culture plays an active role in motivating and rewarding people for literacy.

### d. The power of extensive reading

This continuum of possibilities is highlighted in debates over conscious and subconscious acquisition, explicit and implicit learning, focal and

peripheral processing, and Stephen Krashen's (1985) learning vs acquisition.<sup>11</sup>

## 6. Improving of Reading Comprehension Skill

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some suggestions.

- a. Develop a broad background.

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

- b. Know the structure of paragraphs.

Good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

- c. Identify the type of reasoning.

Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking?

- d. Look for the method of organization.

Is the material organized chronologically, serially, logically, functionally, spatially or hierarchical.<sup>12</sup>

---

<sup>11</sup> H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy*, (California: Longman, 2000), p. 298-301

<sup>12</sup> Donald Martin, *How to be a Successful Student*, 1991. P. 1

## 7. Teaching Strategies of Reading Comprehension Skill

Comprehension strategies are employed before, during, and after reading. Effective readers automatically employ strategies to understand what they are reading. Some strategies are used before reading, continue during reading and are also applied after reading, such as, generating questions, and making predictions.<sup>13</sup>

## 8. The Kinds of Reading Text

### a. Description

The purpose of description is given the reader a vivid image or impression of a person, object, place, or event.

Component of Description Structure are a person, object, place, or event can be described in a variety of ways. When writing a descriptive essay, you must focus on a specific aspect of the subject you are describing since it is impossible to describe everything about your subject! The focus you choose for your paper will be the thesis.

#### 1) *Introduction*

Thesis: What aspect of your subject will you focus on?

#### 2) *Body Each characteristic that you describe must help to reveal your subject's significance:*

First characteristic, Second characteristic and Third characteristic

---

<sup>13</sup> NSW Government, Comprehension Handbook. p. 3

### 3) *Conclusion*

How do the characteristics you described reveal your subject's significance?

## b. Narration

Narration has Purpose to recount something that has or to tell a story.

Structure of narration is: Establish a thesis a focal point that your narrative is built around. Choose a thesis that reveals something significant about your narrative. In the body, emphasize those events or details that help you to demonstrate the validity of your thesis. Here are just a few possibilities: Introduce the events in chronological order. Introduce the events in order of significance. Introduce the most dramatic event first to get the reader's attention, then skip back in time to establish the causes of that event.

### 1) *Introduction*

*Thesis: What is the focal point of your narrative?*

### 2) *Body*

*Choose only events that lead directly to your thesis.*

*a. Event #1, b. Event #2,c. Event #3.*

### 3) *Conclusion How do the events you described support your thesis?*

c. Exposition

The purpose of exposition are explained or expose a thing, event, or person. Structure of exposition are an expository essay deals primarily with factual information, as an expository writer you must not keep your point of view hidden from your reader. In all types of writing, the writer chooses and presents information and details according to his sense of their significance and interest.

*1) Introduction*

Thesis: What is the significance of the facts you will present?

*2) Body Choose only those facts that demonstrate the correctness of your thesis. a. Fact #1b. Fact #2c. Fact #3*

*3) Conclusion How do the facts you present support your thesis?*

d. Persuasion or Argumentation

The purpose of argumentation is to convince the reader of your opinion by presenting a logical, believable argument supported with facts.

Structure of Persuasion are deductive Reasoning state the thesis in the introduction and support it with examples, throughout the essay.

Inductive Reasoning: Lead up to the thesis in introduction and body, but do not actually state it until you get to the conclusion.

1) *Introduction(State the thesis if you are using the Deductive Method).*

2) *Body*

a. *“Con” Arguments: Let the reader know that you are aware of opposing points of view, but are still convinced of your opinion. By refuting or conceding the major “con” arguments, you give the reader less opportunity to disagree with you.*

b. *“Pro” Arguments: Devote one paragraph to every major “pro” argument you use; include plenty of supportive evidence for each argument.*

c. *Conclusion: Highlight your arguments briefly, and remind the reader of the soundness of your stance. (Reveal the thesis if you are using the Inductive Method).<sup>14</sup>*

---

<sup>14</sup> Spring, *Types of Themes*, (San Marcos: Texas University), 2008. p. 1-3.

## **B. The Concept of Reciprocal Teaching Method**

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

Reciprocal teaching is a method of instruction that teaches cognitive strategies to help students improve their reading comprehension skills. The teacher models four main strategies (predicting, clarifying, questioning, and summarizing) through think-aloud activities and explicit instruction.<sup>15</sup>

Reciprocal Teaching was developed to consist of content and method. The content involves four reading comprehension strategies: predicting, clarifying, questioning and summarizing while the method consists of a dialogue, initially between the teacher and pupils, and then (through giving pupils the role of teacher in turn) between pupils, so that they practise comprehension strategies through discussion.<sup>16</sup>

Reciprocal Teaching is a guided reading comprehension strategy that encourages students to develop the skills that effective readers.<sup>17</sup>

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text.<sup>18</sup>

Reciprocal teaching, developed by Palincsar and Brown, is designed to improve the reading comprehension of students who are able to decode, but have difficulty in comprehending age appropriate text.

---

p. 117 <sup>15</sup> Palincsar A.S, and Brown, *Reciprocal Teaching Of Comprehension Fostering*, 1984.

<sup>16</sup> Frances Elsie Hampson Jones, *Reciprocal teaching*, (London: masterson, 2014), p. 32

<sup>17</sup> NBBS, *Reciprocal Teaching: Comprehension and Learning Strategy*, p.1

<sup>18</sup> Annmarie Sullivan Palincsar, *Reciprocal Teaching*. p.5



Reciprocal teaching is designed to teach students cognitive strategies such as prediction, clarification, question generation and summarization that might lead to improved reading comprehension.<sup>19</sup>

Reciprocal teaching is an instructional activity that utilizes four comprehension strategies (predicting, clarifying, questioning, and summarizing) in the form of a dialogue between teachers and students regarding segments of a text.<sup>20</sup>

Based on the explanation above the writer concludes that Reciprocal Teaching is one of method in EFL to improve reading comprehension skill that consist of four strategies: predicting, clarifying, questioning and summarizing.

## **2. The Principles of Reciprocal Teaching Method**

Brown and Campione stressed that there are key principles of learning and instruction that underpin the technique of Reciprocal Teaching. Palincsar focused on four principles in a chapter she wrote for teachers. These principles include cognitive apprenticeship, theories of scaffolding, the zone of proximal development ZPD and proleptic teaching.

The model of cognitive apprenticeship provides a framework for all the activity that occurs during a Reciprocal Teaching session. The learning

---

<sup>19</sup> Mohammad Salehi, *A Comparative Study of Reciprocal Teaching Only (RTO) and Explicit Teaching of Strategies before Reciprocal Teaching (ET-RT) On Reading Comprehension of EFL Learners*, (Australia: Australian Journal of Basic and Applied Sciences, 2013), p. 148

<sup>20</sup>Tan Ooi Leng Cho, *Effects of Reciprocal Teaching strategy on Reading Comprehension*, (Malaysia: The Reading Matrix, 2011), p. 140

leader takes on the role of the expert who demonstrates correct use of comprehension monitoring strategies for other group members. Group members become more proficient readers as the expert provides guidance when needed and controls the transfer of cognitive responsibility to the students.

A scaffold is a structure that supports an activity, mental or physical, while development of skill is ongoing. Scaffolding takes the form of hints, cues, questions, and discussion that are designed to assist the learner to develop task related skills.

Vygotsky referred to the difference between the child's performance alone and the child's performance with help from a more expert person as the ZPD. The ZPD is central to the techniques of Reciprocal Teaching. A child learning how to summarize, for example, will not be able to formulate an expert summary, and thus will have to be scaffolded to higher levels of performance by the teacher. The teacher's role is to constantly evaluate the child's developing skill and to teach to the upper limit of the child's ZPD.

Proleptic teaching is defined as teaching in anticipation of competence. A proleptic teacher could be described as one who has high expectations and believes in his or her students' ability to meet them. Regardless of a student's perceived ability or level of intelligence, the

teacher assumes that the student is capable and will eventually be able to accomplish the task as an expert would.<sup>21</sup>

### 3. The Characteristic of Reciprocal Teaching Method

Reciprocal teaching is used with students at academic risk who have difficulty comprehending complex text. In reciprocal teaching, students learn to summarize, ask questions, seek clarification, and make predictions about text.<sup>22</sup>

Reciprocal teaching is simply divide a paper or chart paper into four boxes and either serve as a scribe to write student comments or invite students to place sticky notes on the chart in each box during the lesson.<sup>23</sup>

Reciprocal teaching encourages students to take a more active role in leading a group dialogue, and helps to bring more meaning to the text at a personal and cognitive level<sup>24</sup>

---

<sup>21</sup>Seymour, *Teaching And Teacher Education*, (Canada: Concordia university, 2001), p. 328

<sup>22</sup> Pamela Ann Myers, *Reciprocal Teaching Adapted for Kindergarten Students*, 2006. p. 314

<sup>23</sup> L. Oczuks, *Reciprocal teaching at work:Strategies for improving reading comprehension*. (Newark: International Reading Association, 2003), p. 1

<sup>24</sup> H. Park, *The Use Of Reciprocal Teaching To Improve Reading Comprehension*, (U.W.O, 2008), p. 1

#### **4. Procedures of Using Reciprocal Teaching Method**

- a. Once the students are familiar with the roles and expectations, they can take on the roles themselves, with teacher support.
- b. The teacher selects a text and provides a brief, focused introduction to prepare the students for reading the text.
- c. Students are allocated roles and lead discussion of the text with the teacher's support where necessary.<sup>25</sup>

#### **5. The Purpose of Reciprocal Teaching Method**

##### **a. Predicting**

Students will make predictions about the text. The reason is to set a purpose for their reading: to confirm or disprove their hypotheses formed from predicting. To do this successfully, students must activate relevant background knowledge about the topic.

##### **b. Clarifying**

Students will seek to clarify parts of the text read. There may be many reasons why text is difficult to understand. It may be new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts.

##### **c. Question Generating**

For students to generate questions, they must initially determine what information is important enough to justify a question. They then

---

<sup>25</sup>ESL Developmental Continuum, *Teaching Strategy: Reciprocal Teaching*, (State of Victoria, 2008), p. 2

produce the question and decide on the relevant answer. Students can be taught to generate questions at various levels.

**d. Summarizing**

When students summarize they identify and integrate the most important information in the text. To begin with they generally focus at the sentence and paragraph levels. As they become more proficient, they move from the paragraph to the passage level.<sup>26</sup>

Over time, reciprocal teaching has developed three main purposes. Firstly, it is a framework for explicit instruction and the practice of four specific comprehension fostering strategies to develop the self monitoring central to effective comprehension. Secondly, it uses a clearly defined process for interactive engagement. This process has been shown to ensure that learning is maintained over time, is generalised across settings, and is transferable within conceptual domains. Thirdly, it is a vehicle for inclusive practice.<sup>27</sup>

Reciprocal teaching strategies help teachers to effectively teach the type of close reading called for in the Common Core State Standards (National Governors Association, 2010). These strategies may be applied to all texts and are especially effective with informational texts.<sup>28</sup>

---

<sup>26</sup> NSW Government, *Comprehension Handbook*, p. 116

<sup>27</sup> Ruth MC. Alum, *Reciprocal Teaching: Critical Reflection and Practice*, (RLTB: Central West Auckland), p. 28

<sup>28</sup> Lori Ockuz, *Reciprocal Teaching*, (International Reading Association, 2010), p. 35

## 6. Benefits of Reciprocal Teaching

Learners can gain an improved understanding of complex text in content areas. This leads to:

- a. greater knowledge of the topic
- b. improved skills
- c. more positive attitudes when extracting, organising, and recording information
- d. more self confidence and motivation to read
- e. improved leadership skills
- f. increased co-operation and greater initiative.<sup>29</sup>

### C. Action Hypothesis

Hypothesis is temporary statement about the result of this research. The hypothesis of the research is using Reciprocal Teaching Method can improve students' reading comprehension skill of eight grade of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018.

---

<sup>29</sup> Department of Education, *More about Reciprocal Teaching*, 2007. p. 1

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Setting of Research**

The researcher has conducted the classroom action research (CAR) of eight grade on the SMP Muhammadiyah 3 Metro. It is established on 1997. It is located at Imam Bonjol Street, NO. 102 A. West Hadimulyo 22 Metro City. The total students are 210 Students.

#### **B. Subject of The Research**

The subject of this research was the students of class VIII C, SMP Muhammadiyah 3 Metro. They are twenty students of class VIII C of SMP Muhammadiyah 3 Metro. The writer chooses the students of class VIII C after getting information from the English teacher, that the students' reading comprehension skill was low and they have difficulties to comprehend on the reading text

#### **C. Object of The Research**

The object of this Research was the students' reading comprehension skill. The collaborator in this research was Lailatul Qamariah (English teacher) of the eight grade of SMP Muhammadiyah 3 Metro.

#### **D. Classroom Action Research**

Action research is a strategy teachers can use to investigate a problem or area of interest specific to their professional context. It provides the structure to engage in a planned, systematic and documented process of professional growth.

This resource is intended to help you plan a self-guided action research project. As an educator, you are faced daily with challenges as you work to provide an effective e learning environment for all the students in your classroom or school. These challenges surface in your reflections as questions that you attempt to answer to improve your professional practice.<sup>1</sup>

Action Research is helpful in improving the professional experience of teachers, head teachers, and administrators. It gives every educator a chance to improve the practices in classroom and schools, which ultimately will improve the quality of teaching and learning. It leads towards positive quality improvement in the education system.<sup>2</sup>

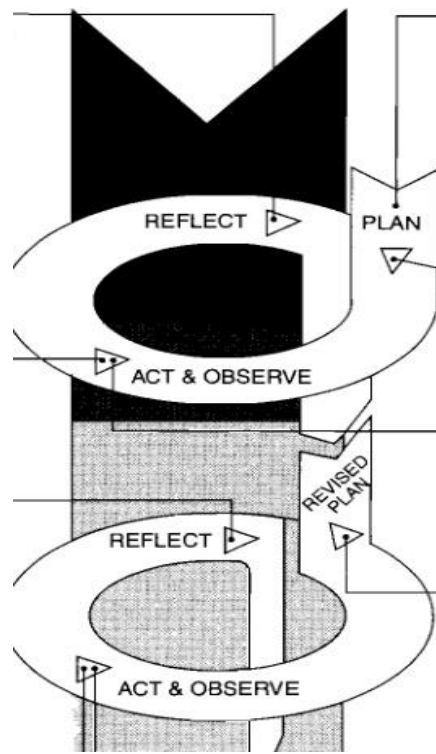
In the classroom action research, a researcher would conduct the research in two cycles, where is each cycle always have a connection. Every cycle consists of action, planning, observation, and reflection. The follow is the steps of Classroom Action Research (CAR) model:

---

<sup>1</sup>Alberta, *Action Research Guide*, (NW: Edmonton, 2000). p. 2

<sup>2</sup>Glenda Nugent, et. al, *Action Research for Literacy Educators*, (Washington: Global Operations Unit, 2012). p. 1



Figure 1. Spiral model of action research<sup>3</sup>

Kemmis and Mc Taggart Model

Classroom Action research (CAR) Cycles are:

## 1. Cycle I

### a. Planning

In this research, the planning was the first step to begin activity, without the planning the activity that the writer does it will not systematic. Here were steps that the writer could make in planning:

- 1) The writer prepares the lesson plan, such as; method, material, media, time, and place.
- 2) The writer found and solves the problem with the best solution.

---

<sup>3</sup>Valsha Koshi, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005). p.4

- 3) The writer gave the evaluation and assignment.

**b. Acting**

The second step in the classroom action research was acting. Without acting, the planning in the first step was useless. Therefore, the writer would implement Reciprocal Teaching Method in learning English. Here the steps as follows:

- 1) The writer would apply the lesson plan.
- 2) The writer would explain about Reading Comprehension skill and Reciprocal Teaching Method.
- 3) The writer guided the students to use of Reciprocal Teaching in reading comprehension skill.
- 4) The writer gave some questions to the students.
- 5) The writer would give the student assignment, giving motivation and conclusion.

**c. Observing**

The observation was critical function to note the action to know the effect of the research during the reading learning process. Observation have the describing like as: students' skill to answer the questions. The writer observed on the students' activities to know how far the students' reading comprehension skill in reading learning process.

**d. Reflecting**

The writer did discuss of reading learning process to find the difficulties, problems and make effectively of the learning especially in Reading Comprehension Skill by using Reciprocal Teaching Method. The reflection was determined in the next cycle and focus on the weakness in first cycle or previous cycle. It means that classroom action research was always need a systematic planning.

**2. Cycle II****a. Planning**

- 1) The writer gave some questions before the writer begin the English learning process.
- 2) The writer found and solved the problem that appear in cycle one.
- 3) The writer made the material and lesson plan.
- 4) The writer would give the task and evaluation to the students.

**b. Acting**

The second step in the action research was acting. It is the implementation of the planning. The writer would apply next action plan on the second cycle In this step the writer acts as follows:

- 1) The writer would apply the lesson plan.
- 2) The writer would explain about Reading Comprehension Skill and Reciprocal Teaching Method.

- 3) The writer guided the students to use Reciprocal Teaching in Reading Comprehension Skill.

**c. Observing**

In this research observation has finished if the action is implemented. The writer would observe the learning process by field note and observing format to collect the data on cycle two. The result of the observation could use as input for the next gathering. Observation has done if the first or second cycle were conducted. The writer gave the post test in teaching learning process. The tests were questions about reading comprehension skill.

**d. Reflecting**

Reflecting is the last step in this research. Reflection was finished if writer was feeling enough about how the problem has solved. Therefore, the writer was not need to the next cycle.

**E. Data Collection Method**

To collect the data, the writer used method as follows:

**1. Test**

A test is a formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and affective characteristics (a cognitive characteristic is a mental characteristic related

to intellect, such as achievement; an affective characteristic is a mental characteristic related to emotion, such as attitude).<sup>4</sup>

In this classroom action research, the writer uses two test there are:

a. Pre Test

Pre Test is the test that deliver before the students given the treatment (Reciprocal Teaching Method). This test has purpose to know achievement the students before writer gives a treatment.

b. Post Test

Post Test is the test that given to students after treatment (Reciprocal Teaching Method), the purpose of this test is to find out whether the treatment makes influence to the students' achievement or not. This test is done after the treatment to know whether Reciprocal Teaching Method can improve the students' reading comprehension skill.

## 2. Observation

Observation is on understanding the natural environment as lived by participants, without altering or manipulating it.<sup>5</sup> In this research, the writer got the data observation about the learning English process such as students' comprehension skill, ability to answer the questions, students participant and other by observation sheet. Writer would conduct the observation with students and teacher.

---

<sup>4</sup>L. R. Gay, *Educational Research*, (USA: Pearson, 2012). p. 154

<sup>5</sup>L. R. Gay, *Educational Research*, (USA: Pearson, 2012). p. 381

### **3. Documentation**

Documents are a readily accessible source of data in action research as many already exist in the institutional system. There is a wide range of documents that could be pertinent to the research focus, including student portfolios of written work, student records and profile, lesson plans, materials, letters, class memos and newsletters, and previous test or examination papers.<sup>6</sup> It means that documentation is documented some information such as total students of SMP Muhammadiyah 3 Metro, teacher, building, facilities etc.

### **4. The Field Note**

To collect the data more accurately, the writer used field note to make easy when analyze the data. This is helpful to know students activities during teaching process. It is done after finishing of teaching learning process.

---

<sup>6</sup>AnneBurns, *Collaborative Action*, USA: Cambridge, 1999.p.140.

## F. Data Analysis Method

The data research would analyze step by step to take the average score of the pre-test and post-test.

The formula to get the average of pre-test and post-test as follows:

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

Note:

$\bar{x}$  = Mean

$\sum$  = Sum of

x = Raw score

N = Number of cases.<sup>7</sup>

## G. Indicators of Success

In order to know the use of Reciprocal Teaching could improve students' reading comprehension skill, the writer would decide the indicator of success of the research. The research would be success if:

There were 75% of the students got score minimum 70 in Reading Comprehension by using Reciprocal Teaching Method, so it means that the research was successful.

---

<sup>7</sup>Donald Ary, *Introduction to Research in Education*, Australia: (Wadsworth, 2010). p.

**CHAPTER IV**  
**RESULT OF THE RESEARCH AND DISCUSSION**

**A. The Profile of the Research Setting**

**1. A Brief History of SMP Muhammadiyah 3 Metro**

SMP Muhammadiyah 3 Metro is one of Junior High Schools in Metro city. It was built on the land area of  $\pm 2100 \text{ m}^2$  and building broad is  $636 \text{ m}^2$ . SMP Muhammadiyah 3 Metro is established in 1997. This research has been conducted at SMP Muhammadiyah 3 Metro which was located on 22 Hadimulyo Imam Bonjol Street, No.102 A Hadimulyo, Metro West.

Then, Since SMP Muhammadiyah 3 Metro was established, it has been lead by the following principles:

Table 3.

History of principle in SMP Muhammadiyah 3 Metro

<b>No.</b>	<b>Name of Headmaster</b>	<b>Period</b>
1.	Drs. Budi Rahayu	1997 – 2002
2.	Bambang Sulistyono, S.Pd	2002 – 2005
3.	Siman Ragil, S.Pd (Deceased)	2005 – 2007
4.	Tri Wahyu Handoyo, M.Pd	2007 – 2010
5.	Suripto, S.Pd	2010 – 2012
6.	Agus Pujiyanto, S.PD.M.Pd	2012– Now



## 2. The Conditions of Teacher and Official Employers in SMP

### Muhammadiyah 3 Metro.

The total of the teacher and official employers of SMP Muhammadiyah 3 Metro were 25 that could be identified in table bellow:

Table 4.

The Condition of Teacher and Official Employer at SMP

Muhammadiyah 3 Metro in The Academic Year 2017/2018

No.	Name	Position
1	Agus Pujianto, S.Pd	Headmaster
2	Drs. Djumari Sidiq	Teacher
3	Warsito, B.A	Teacher
4	Drs. Husna	Teacher
5	Dra.Batin Nimbang	Teacher
6	Mujiono	Vice Curriculum Section
7	Sri Yuniarti, B.A	Vice Equipment Section
8	Umi Sabrina	Coordinator of guidance and consultation
9	Romlah, A.Md	Vice Student Section
10	Srimulat Wisworo, S.Pd	Teacher
11	Supriyati, S.Pd	Public Relation Section
12	Laila Qomariah, S.Pd	Teacher
13	Dra. Triik Setiawati	Teacher
14	Multazam, S.Ag	Teacher

15	Peni Rulia, S.Pd	Teacher
16	Muji Rahayu, S.Pd	Rohis Organizer
17	Mistriningsih, S.Ag	Teacher
18	Saiful Bahri, S.Pd.I	Teacher
19	Ledi Hidayati, S.Si	Teacher
20	Mely Nurmawati, S.Pd	Teacher
21	Aris Sumanto, S.Sos.I	Osis Organizer
22	Haminem	Teacher
23	Magfiroh Ahnad, A.Ma	Teacher
24	Sukarman, A.Md	Teacher
25	Nofrianto Kusworo, S.Pd	Teacher

*Sources : Observation Result In SMP Muhammadiyah 3 Metro  
on May ,06<sup>th</sup>,2017.*

### **3. Profil of SMP Muhammadiyah 3 Metro**

- a. Name of School : SMP Muhammadiyah 3 Metro
- b. NSS / NPSN : 10807609
- c. Province : Lampung
- d. Regency : East Lampung
- e. Region : Metro City
- f. Village : Hadimulyo
- g. Street : Hadimulyo Street Imam Bonjol No. 102A
- h. Name of fondation : SMP Muhammadiyah 3 Metro
- i. Post Code : 34111

**4. The Students' Quantity of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018.**

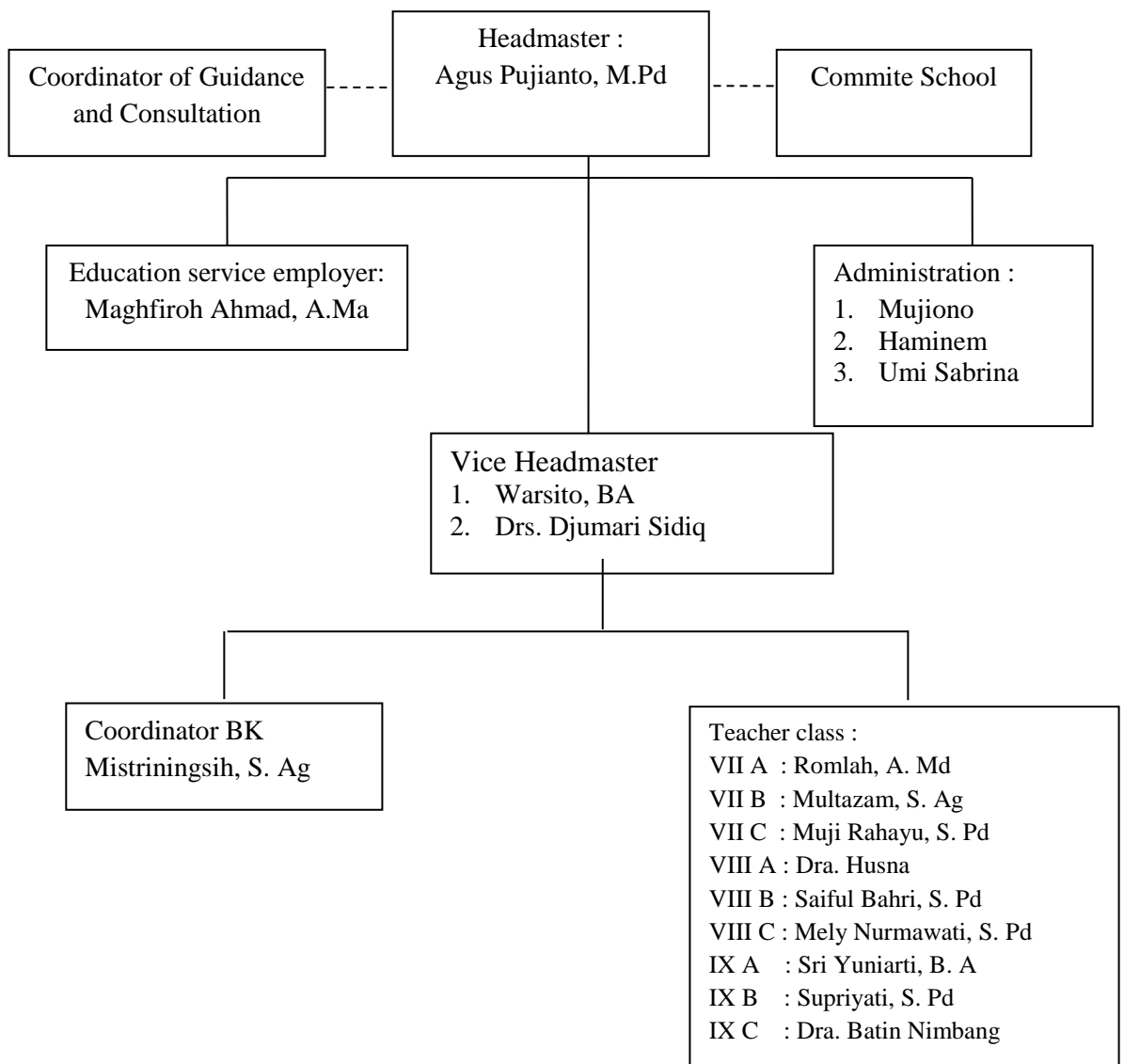
Table 5.

The Students' Quantity of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018

<b>No.</b>	<b>Class</b>	<b>Total</b>
1.	VIIA-VIIC	67
2.	VIIIA-VIIIC	62
3.	IXA-IXD	81
<b>Total</b>		<b>210</b>

## 5. Structure Organization of SMP Muhammadiyah 3 Metro

The Structure Organization of SMP Muhammadiyah 3 Metro



## **B. Result of the Research**

This research was conducted with four steps each cycle; they were planning, action, observation, and reflection. In this case, the researcher used two cycles that consist of cycle I and cycle II. The material of this research based on the lesson plan and the book of curriculum 2013, such as: Narrative Text. This research was conducted as action classroom research, that has main purpose to improve the students' reading comprehension skill of eight grade in SMP Muhammadiyah 3 Metro in Academic Year 2017/2018. To know the data result in the each cycle as follows:

### **1. Cycle I**

#### **a. Planning**

In this meeting, the researcher was planned to give the material about reading Narrative Text. The researcher and team were prepared some tools to teach in English learning process such as: prepared the lesson plan, made the instrument that would be examined as the pre-test and post-test I in the cycle I, prepared Narrative text material, prepared the tools that used in the learning English of reading text, the researcher made observation sheet of the students' activity, and the researcher planned and given evaluation to measure how far the students' reading comprehension skill on Narrative text.

## b. Action

In the cycle I, the action was contained of 3 meeting. The first meeting was used to pre-test, The second meeting was used to the action (the implementation the Reciprocal Teaching Method) to the students and in the third meeting was used to post-test 1. The explanation of every meetings were:

### 1) The First Meeting

In this research, The first meeting has been conducted on Friday October 13<sup>th</sup> 2017. This segment was used as the pre-test before the students were given action (the implementation of Reciprocal Teaching). The teacher was opened the class by greeting, checking attendance, praying, and asking the students' condition. After that, the researcher gave the pre-test to measure students' reading comprehension skill before the researcher applied the reciprocal teaching. The test was given by multiple choicche form that consist of 20 questions. Then, the teacher gave a worksheet and gave 45 minutes to finish the test.

The pre-test was done for 45 minutes, to measure how far the students' reading comprehension skill of reading narrative text. The result of pre-test can be showed on table below:

**Table 6**  
**The Students Pre-test Result of Reading Comprehension Skill**

No	Students' Name	Score	Category
1	ADE	55	Average
2	AHM	55	Average
3	AME	45	Bad
4	AND	70	Good
5	ANDR	45	Bad
6	ARI	30	Very Bad
7	BAG	35	Bad
8	DON	40	Bad
9	EKA	50	Bad
10	ING	40	Bad
11	NAN	30	Very Bad
12	NOF	35	Bad
13	PIN	40	Bad
14	REN	35	Bad
15	RIZ	40	Bad
16	SHE	65	Average
17	SIT	65	Average
18	SUR	45	Bad
19	VEV	40	Bad
20	WAH	75	Good
	<b>TOTAL</b>	935	
	<b>AVERAGE</b>	46,75	
	<b>HIGHEST</b>	75	
	<b>LOWEST</b>	30	

Related the result of data pre-test above, it can be described that most of students were gotten score under minimum standard criteria. Based on the data above, the highest score was 75 and the lowest score is 30. The average score of pre-test is 46,75. Therefore the researcher concluded that most of students were gotten the score

below the target of minimum standard criteria. Related on the result data of pre-test above, it could be described that the target of English teaching based on the minimum standard criteria was not good.

## 2) The Second Meeting

In this cycle, the second meeting has been conducted on Friday, October 20<sup>th</sup> 2017 for 45 minutes. In the second meeting was used as implementation of Reciprocal Teaching method in the cycle I. This meeting began by greeting, asking the students condition and checking the attendance list. The teacher gave the explanation about the material of reading narrative text by using reciprocal teaching method to the students.

Then, the students matched the options that suitable with the reciprocal teaching like as which one the predicting, clarifying, questioning, and summarizing to know the goal of a reading text. After that, The researcher gave students handout included material of reading narrative text and its generic structure. Afterwards, the teacher gave a task to the students. The teacher helped student who is difficult to answer the task, such as: generic structure, vocabulary, meaning of the text etc.

## 3) The Third Meeting

The third meeting, has been conducted on Saturday, October 21<sup>th</sup> for 45 minutes. As the last meeting in the cycle I, the researcher used this segment to give a post-test 1 to the students. In



this meeting, the researcher used post-test 1 after the students given an action (Implementation of Reciprocal Teaching) in the second meeting. This meeting began by greeting, checking the attendance list, praying and asking the students' condition in the classroom. After the students of eight grade (VIII C) has been given the treatment and they have understood, then the researcher gave the post test 1 to measure their reading comprehension skill after using reciprocal teaching method.

Thereafter, the researcher gave post-test 1 to the students. The test is about reading narrative text with the multiple choice form, that was consist of 20 questions. The researcher gave a worksheet and then researcher gave time 45 minutes to the students based on the teacher agreement. The result of post test I can be showed as follows:

**Table 7**  
**The Data Result of Students' Post-test 1 Score**

No	Students' Name	Score	Category
1	ADE	60	Average
2	AHM	60	Average
3	AME	70	Good
4	AND	65	Average
5	ANDR	55	Average
6	ARI	75	Good
7	BAG	70	Good
8	DON	60	Average
9	EKA	60	Average
10	ING	75	Good
11	NAN	55	Average
12	NOF	55	Average
13	PIN	65	Average
14	REN	80	Excellent
15	RIZ	65	Average
16	SHE	70	Good
17	SIT	75	Good
18	SUR	60	Average
19	VEV	65	Average
20	WAH	60	Average
<b>TOTAL</b>		<b>1300</b>	
<b>AVERAGE</b>		<b>65</b>	
<b>HIGHEST</b>		<b>80</b>	
<b>LOWEST</b>		<b>55</b>	

Based on data above, in the post-test I only 7 students who got score based on the minimum standard criteria, so the researcher need the next action in cycle II.

c. Observation

The researcher observed the students' activities during learning English process in cycle I. Researcher gave the material and explanations to the students but many of the students still had difficulties in the learning of reading narrative text.

To know the effect of Reciprocal Teaching method that applied in the classroom, the researcher used the observation sheet in the cycle I to know students' activities in the classroom during learning English process. Based on the observation data of students' activities in cycle I, most of students were showed not all the students active in the teaching learning process especially in learning reading text.

.The data result of the students activity can be seen in the table belows:

**Table 8**

**The Result of the Students' Activity in the Learning Process of Cycle 1**

<b>No</b>	<b>Students' Activity</b>	<b>Frequency</b>	<b>Percentage</b>
1	Pay attention to the teachers' explanation of narrative text.	12	60%
2	Students are able to study actively	9	45%
3	Doing the task of reading comprehension skill	10	50%
4	Making note from the material	10	50%

Based on the data observation above, the researcher explained that the total of students who pay attention to the teacher explanation of narrative text are 12 (60%). Students' able to study actively during learning English process are 9 students (45%), 10 students (50%) are

still doing the task of reading comprehension skill and 10 students (50%) are lazy to make note based on the learning English material.

#### d. Reflection

Based on the data result of cycle I, it was showed that there was a little improvement of the result from pre-test until post-test 1. In the cycle I the students were began interested in English learning process. Although, the class condition of learning English process still conventional. In the field, the researcher found some weakness in the cycle I so researcher need the cycle II to repair four steps in the cycle I.

The result of cycle I the researcher has been gotten the data research under the minimum standard criteria. Because of the target in the indicator of success was 75% from the students VIII C got more than 70 score. Therefore, this research would continue on the cycle II.

## 2. Cycle II

Based on the result of cycle I, the researcher concluded that it was not success and many weakness during the learning English process, So the researcher must be continued to cycle II because the cycle II was used to repair the weakness in the first cycle. The steps of cycle II as follows:

#### a. Planning

Based on the observation, evaluation and reflection in cycle I, it could be showed that the cycle I was failed. Because of it, the researcher try to arrange the planning and given an evaluation in the

cycle II. In the cycle II, the researcher would give the reading Narrative text material more interested than before. Afterwards, the researcher prepared the lesson plan, reading Narrative text material, medium that used in reciprocal teaching method, made observation sheet of the students' activity, and try to find some problems in the cycle II and then researcher try to solve the problems in the learning English jointly.

b. Action

The action in the cycle II was contained of two meeting. The first meeting was used to apply an action (Implementation of Reciprocal Teaching method), and the last meeting in Cycle II, it was used to the post-test 2. The explanation for each meeting was as follow:

1) The First Meeting

The first meeting has conducted on Friday, October 27<sup>th</sup> 2017 for 45 minutes. This meeting was used to apply of the method (reciprocal teaching) and this meeting was opened by greeting, checking the attendance list, and praying. In this segment, the researcher gave reciprocal teaching method to the students and gave reading Narrative text material more enjoyable. So that, In this meeting learning Narrative text by using reciprocal teaching method was good. Then, the teacher's explanation more enjoyable,

learning process actively and the students were gotten the teacher explanation of reading Narrative text easily.

Then, the students matched the options that suitable with the reciprocal teaching like as: predicting, clarifying, questioning, and summarizing to know the goal of reading text. After that, The researcher gave students handout that contained material of reading Narrative text and its generic structure. Afterwards, the teacher gave a task to the students. The teacher helped students who were difficult to answer the task, such as: generic structure, vocabulary, meaning of the text etc. This treatment made the students more interested in the learning English.

## 2) The Second Meeting

The second meeting has conducted on Tuesday, October 31<sup>th</sup> 2017. This meeting used to take post-test 2 for 45 minutes. The researcher gave post-test 2 to the students by multiple choice test that was contained from 20 questions. In this last meeting, most of the students could answer a reading Narrative text well because the reciprocal teaching method given the positive effect on the students' reading comprehension skill especially of reading Narrative test. It can be seen from the result of post-test 2.

**Table 9**  
**The Data Result of Students' Post-test 2 Score**

No	Students' Name	Score	Category
1	ADE	70	Good
2	AHM	75	Good
3	AME	80	Good
4	AND	80	Good
5	ANDR	70	Good
6	ARI	65	Average
7	BAG	75	Good
8	DON	75	Good
9	EKA	75	Good
10	ING	80	Good
11	NAN	70	Good
12	NOF	75	Good
13	PIN	65	Average
14	REN	85	Excellent
15	RIZ	70	Good
16	SHE	65	Average
17	SIT	85	Excellent
18	SUR	60	Average
19	VEV	75	Good
20	WAH	75	Good
	<b>TOTAL</b>	<b>1470</b>	
	<b>AVERAGE</b>	<b>73,5</b>	
	<b>HIGHEST</b>	<b>85</b>	
	<b>LOWEST</b>	<b>60</b>	

Based on the data above, There were 16 students (80%) got the scores of post-test II passed based on the minimum standard criteria (MSC). Most of the students could improve their reading comprehension skill. It means that cycle II was successful.

c. Observation

The observation on the cycle II, a researcher has been observed during the learning process. The last observation was finished in the cycle II. This observation was a function to know the effect of Reciprocal Teaching method that applied in the classroom was success or not.

Based on the data observation of students' activities in cycle II, most of students were showed actively in the learning English process espicially in learning reading Narrative text.

In this research, observation was done on the cycle II. Data result of observation was almost having a semblance form with the observation of the first cycle, but there were any significant improvement of observation in the cycle II than observation in the first cycle. It can be showed from the result of data observation on cycle II, as follow:

**Table 10**

**The Result of the students' Activity in the Learning Process of Cycle II**

No	Students' Activity	Frequency	Percentage
1	Pay attention to the teachers' explanation of Narrative text.	16	80%
2	Students are able to study actively	14	70%
3	Doing the task of reading comprehension skill	15	75%
4	Making note from the material	16	80%

From the observation sheet above, the students' paying attention to the teachers' explanation of Narrative text were 80%,



students were able to study actively 70%, Doing the task of reading comprehension skill 75%, and Making note from the material 80%.

From the observation sheet on the cycle II, all of the students were enjoyable during following the learning English in the classroom, and students could answer Narrative test well based on the topic.

The evaluation was given on cycle II showed succesful. It can be seen the result of post-test 2 was evoked the improvement. The highest score was 85 and the lowest score was 60. The average score of post-test 2 was 73,5.

#### d. Reflection

The last segment of cycle II, the researcher did the reflection to know how far the success in this cycle. Based on the data result of observation learning process on cycle II and post test 2, it can be concluded that most of the students were evoked significant improvement. Based on the test result in cycle II, it was showed that the teaching learning process was successful.

Therefore, the researcher concluded that the learning process in English reading text by using reciprocal teaching method could improve the students' reading comprehension skill of the eight grade of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018.

### C. Discussion of the Research

Based on the data collection method of this classroom action research like as: Documentation, test, field notes, and students' observation sheet were very helpful in repairing learning process and implementation plan in the cycle I and cycle II. The researcher showed the comparison of the data based on the cycle I and cycle II were as below:

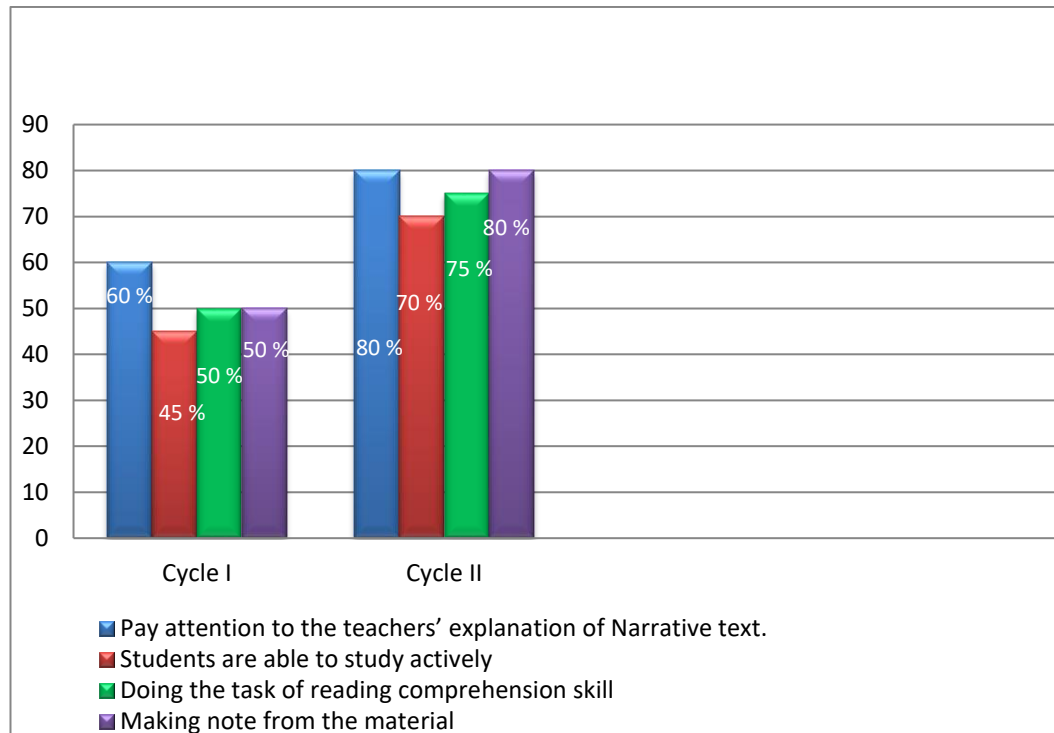
#### 1. The result of the students' observation sheet

The reseracher observed the students' activities during the English learning process by using observation guidance. The comparison of observation sheet result between cycle I and cycle II can be showed in the table as follows:

**Table 11**  
**The Result of the Students' Activity in Cycle I and Cycle II**

No	Students' Activity	Cycle I		Cycle II		Note
		F	(%)	F	(%)	
1	Pay attention to the teachers' explanation of Narrative text.	12	60%	16	80%	Improve
2	Students are able to study actively	9	45%	14	70%	Improve
3	Doing the task of reading comprehension skill	10	50%	15	75%	Improve
4	Making note from the material	10	50%	16	80%	Improve
<b>Average</b>			<b>51%</b>		<b>76%</b>	Improve

**Figure 2**  
**Chart of the Students' Activities Result in Cycle I and Cycle II**



Based on the data of chart above, most of the students' activities got significant improvement from the cycle I and cycle II. The students who paid attention to the teacher explanation of Narrative text has improved from 12 students (60%) became 16 students (80%). Then the comparison of Students are able to study actively in the cycle I and cycle II had improved from 9 students (45%) became 14 students (70%). Afterwards, the student doing the task about reading comprehension skill was improved from 10 students (50%) became 15 students (75%). Finally, the students' activity in making note from the material has improved from 10 students (50%) became 16 students (80%).

Based on the data explanation above, the researcher made a conclusion that the students' activities were evoked a significant improvement in cycle I and cycle II. It was from 51% became 76%. It has been reached the indicator of success 75% of students were active in the learning English process. The improving point in the observation was 25%.

## **2. Result of the Students' English Learning in Cycle I and Cycle II**

The researcher got the data test result based on the students' learning of the reading comprehension skill, such as the score of the post-test 1 was better than the pre-test and the score of the post 2 was better than post-test 1. The score can be showed in the table below:

**Table 12**  
**The Result of the Students' Reading Comprehension Skill Score**  
**In the Pre-Test, Post-Test 1, and Post-Test 2**

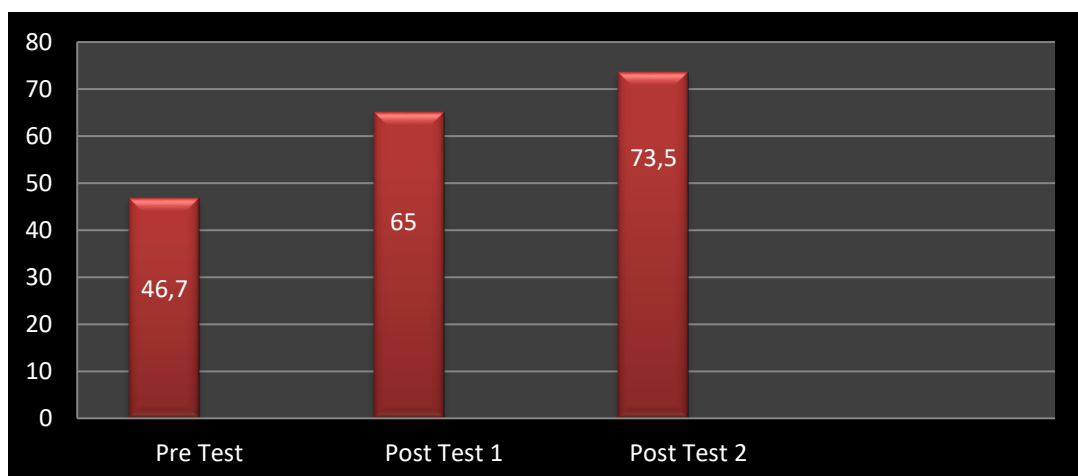
No	Name	Pre Test	CYCLE				Note
			Cycle I		Cycle II		
			Post Test 1	Improving score	Post Test 2	Improving score	
1	ADE	55	60	5	70	10	Improve
2	AHM	55	60	5	75	15	Improve
3	AME	45	70	25	80	10	Improve
4	AND	70	65	-5	80	15	Improve
5	ANDR	45	55	10	70	15	Improve
6	ARI	30	75	45	65	-10	Decrease
7	BAG	35	70	35	75	5	Improve
8	DON	40	60	20	75	15	Improve
9	EKA	50	60	10	75	15	Improve
10	ING	40	75	35	80	5	Improve
11	NAN	30	55	25	70	15	Improve
12	NOF	35	55	20	75	20	Improve
13	PIN	40	65	25	65	0	Constant
14	REN	35	80	50	85	5	Improve
15	RIZ	40	65	25	70	5	Improve
16	SHE	65	70	5	65	-5	Decrease
17	SIT	65	75	10	85	10	Improve
18	SUR	45	60	20	60	0	Constant
19	VEV	40	65	25	75	10	Improve
20	WAH	75	60	-15	75	15	Improve
<b>TOTAL</b>		935	1300		1470		
<b>AVERAGE</b>		46,75	65		73,5		
<b>HIGHEST</b>		75	80		85		
<b>LOWEST</b>		30	55		60		

Based on the data above, researcher concluded that students' reading comprehension skill were evoked an improvement. It can be showed by examined from the data result of the students' score in pre-test in the cycle I. The average

score in the pre-test was only 46,75 which were far from minimum standard criteria. Then, after researcher used of reciprocal teaching method the score was improved good enough because the average score in the post-test 1 was 65, post test 2 was 73,5 and increased 8,5 point.

Students' reading comprehension skill had an improvement, it can be showed from the result of the post-test I and post-test II where the average of the students' score in post-test 1 were 65 and the average of post-test 2 were 73,5 (increased 8,5). The improvement can be showed in the chart below:

**Figure 3**  
**Chart of the Students' Result in Pre-Test, Post-Test 1, and Post-Test 2**



Based on the chart above, the researcher concluded that there was an improvement of students' reading comprehension skill in the cycle I and cycle II through Reciprocal Teaching Method. It means that reciprocal teaching method has a positive effect toward the learning English 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. Indicator of success this research is 75% from the students got minimum score is 70. Based on the result of this research showed that 80% from the students gotent minimum score 70. Related on the data above, the researcher concluded that this research was finished because the indicator of success was reached and did not need to be continued to the next cycle.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research result of the English learning process in the classroom of two cycles, the researcher will conclude the research as follows:

The use of Reciprocal Teaching method can improve the students' reading comprehension skill of the eight grade of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018.

Based on the observation data in cycle I and II the average score of the students (VIII C) of SMP Muhammadiyah 3 Metro was good, it can be described that students were very active in the learning English process. It means that the reciprocal teaching method can improve the students' reading comprehension skill and their activeness in English subject especially in the learning of reading text.

Based on the data result of research, The average score on the students' reading comprehension skill of the eight grade of SMP Muhammadiyah 3 Metro in pre-test is 46.75, post-test 1 is 65 and post-test 2 is 73,5. Related on the result above, Using Reciprocal Teaching method can improve students' reading comprehension skill of the eight grade of SMP Muhammadiyah 3 Metro in Academic Year 2017/2018.



## **B. Suggestion**

Based on the result of the research above, the researcher would like to give suggestion as follows:

1. For the Headmaster
  - a. The headmaster is suggested to improve the English syllabus and lesson plan based on the problems confronted by his students.
  - b. The headmaster is suggested to support the facilitation in the English learning process.
2. For the Students:
  - a. The students are suggested to improve their skill in comprehending the English reading text.
  - b. The students are suggested to improve their skill in reading comprehension by using Reciprocal Teaching Method in the classroom.
3. For the English teachers:
  - a. The English teacher is recommended to apply Reciprocal Teaching Method as a innovation in comprehending the English reading text that can help students' skill to comprehend of text effectively.
  - b. The English teacher is recommended to motivate the students in learning English and the teacher should help in improving their knowledge in comprehending the English reading text.

# APPENDICES

**APPENDIX**  
**RESEARCH INSTRUMENTS**

Instruments of this research consist of:

1. Test.
2. Observation Guidance.
3. Documentations Guidance.
4. Field Note.

## **DOCUMENTATION GUIDANCE**

1. Documentation about the school history of SMP Muhammadiyah 3 Metro.
2. Documentation about the building of SMP Muhammadiyah 3 Metro
3. Documentation about the organization structure of SMP Muhammadiyah 3 Metro
4. Documentation about the location sketch of SMP Muhammadiyah 3 Metro

## **OBSERVATION GUIDANCE**

1. Observation about the condition of the teachers and official employees SMP Muhammadiyah 3 Metro
2. Observation about the learning process at the eight grade.
3. Observation about the method that used by the teacher in the classroom.
4. Observation about the students' reading comprehension skill.

**PRE-TEST**  
**Pre-Test Instrument of Reading Comprehension Skill**

**Direction:**

1. Write your name on your answer sheet!
  2. Answer the question carefully!
  3. You may not cheat with your friends!
  4. Check your answer before submitting!
- 

**Choose the best answer by crossing (X) a, b, c, d or e in answer sheet based on the text below.**

**Text 1. Read carefully and answer the questions from number 1-6**

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
  - a. as an identification
  - b. as an orientation
  - c. as a thesis
  - d. as a classification
  - e. as an abstract
  
2. The text above is in form of.....
  - a. hortatory exposition
  - b. narrative
  - c. description
  - d. report
  - e. explanation
  
3. What is the communicative purpose of the text?
  - a. to present two points of views about natural bridge national park
  - b. to explain the bridge national park

- c. to describe the bridge national park
- d. to retell the bridge national park
- e. to persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?
- a. 110 kilometers from South of Brisbane
  - b. 110 kilometers from Pacific Highway
  - c. 110 kilometers from Numinbah Valley
  - d. 110 kilometers from Lamington National Park
  - e. 110 kilometers from Nerang
5. What the visitors will see in the night?
- a. a common glow worm
  - b. the unique feature of the glow worms
  - c. a great dark cave
  - d. the unique rocks
  - e. the fantastic bridge
6. The word 'luscious' in the text means.....
- a. succulent
  - b. dense
  - c. dull
  - d. dry
  - e. Arid

**Text 2. Read carefully and answer the questions from number 7-10.**

### **The Rats and The Elephants**

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

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

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

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

7. What kind of the text above?
- |              |                |
|--------------|----------------|
| a. Narrative | c. Descriptive |
| b. Recount   | d. Report      |

8. The generic structure of the text is ...
- |                               |  |
|-------------------------------|--|
| a. Description-Identification | c. Orientation-Events-Reorientation    |
| b. Identification-description | d. Orientation-Complication-Resolution |
9. Which destroyed the homes of all rats?
- |                        |                        |
|------------------------|------------------------|
| a. A group of mice     | c. The Hunter          |
| b. A group of elephant | d. The elephant hunter |
10. Which helped the elephant's herd?
- |                         |                          |
|-------------------------|--------------------------|
| a. The elephant-hunter  | c. The trapped elephants |
| b. Entire group of rats | d. The Hunter            |

**Read carefully and answer the questions from number 11-15.**

There was a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

11. What is the story about?
- |                                  |                     |
|----------------------------------|---------------------|
| a. Malin Kundang                 | c. Sangkuriang      |
| b. Bawang Putih and Bawang Merah | d. Tangkuban Perahu |
12. Who is Bawang Merah?
- |                               |                        |
|-------------------------------|------------------------|
| a. Bawang Putih's mother      | c. The old woman       |
| b. Bawang Putih's step sister | d. The pumpkin's owner |
13. Who gave the clothes back to Bawang Putih?
- |                  |                    |
|------------------|--------------------|
| a. The old woman | c. Her step mother |
| b. Bawang merah  | d. River           |
14. Why were Bawang Merah and mother screaming?
- |  |
|--|
| a. They found jewelries                          |
| b. Mother's clothes fell down to the river       |
| c. Sangkuriang                                   |
| d. There were a lot of snakes inside the pumpkin |

15. Why did Bawang Merah and mother say apologize to Bawang Putih?
- They found jewelries
  - Mother's clothes fell down to the river
  - Both of them realized their mistakes
  - There were a lot of snakes inside the pumpkin

**Read carefully and answer the questions from number 16-20.**

Once there was a farmer from Indonesia. Every morning and every evening, he ploughed his field with his buffalo. One day, a tiger saw a mouse deer, and a cockerel walking together to meet a snail. On their way, they saw a farmer and a buffalo working in the field. The tiger said to the mouse deer and a cockerel, "I wonder how stupid the buffalo is. He lets himself being ruled by the small animal." "You are right. The big animal is really stupid. I'm sure he knows very well that the small animal has killed my brothers and sisters for their meals", said the cockerel. "Well, if it were true, the small animal must be heartless one. I think you'd better ask the big animal, Tiger" said the mouse deer.

After the man went home, the tiger spoke to the buffalo, "You are so big and strong. Why do you do everything the man tells you?" The buffalo answered, "Oh the man is very intelligent." The tiger asked, "Can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo, "but you can ask him."

So the next day the tiger said to the man, "Can I see your intelligence?" But the man answered, "It's at home." "Can you go and get it?" asked the tiger. "Yes," said the man, "but I'm afraid you will kill my buffalo when I'm gone. Can I tie you on a tree?" After the man tied the tiger on the tree, he didn't go home to get his intelligence. He took his plough and hit tiger. Then he said, "Now, you know about my intelligence even if you haven't seen it".

16. The tiger became more curious because of ...
- a the snail's advice.
  - the man's intelligence.
  - The mouse deer's request.
  - The big buffalo's suggestion.
17. Which of the following was surprised to see the buffalo and the farmer working on the field?
- The lion
  - The tiger
  - The snail
  - The mouse deer.
18. What lesson can we learn from the story?
- Don't leave your intelligence at home.
  - Intelligence can't be judged from appearance.
  - The bigger a person, the more intelligence he is.
  - The smaller a person, the more intelligence he is.
19. The main idea of second paragraph is ...
- The buffalo is very useful for the farmer.
  - The mouse deer didn't believe the cockerel's story.



- c. The tiger was surprised to hear the cockerel's story about his family.
- d. The mouse deer told the tiger to ask the buffalo to get the answer to their surprise.

20. What is the story about?

- a. The smartest animal
- b. The strongest animal
- c. The Tiger and the buffalo.
- d. The Farmer and animal.

**CYCLE 1**  
**Post-Test Instrument 1 Reading Comprehension Skill**

**Direction:**

5. Write your name on your answer sheet!
  6. Answer the question carefully!
  7. You may not cheat with your friends!
  8. Check your answer before submitting!
- 

Choose the best answer by crossing (X) a, b, c, d or e in answer sheet based on the text below.

**Text 1. Read carefully and answer the questions from number 1-5**

**The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?  
A. London  
B. Puerto Rico  
C. Jakarta  
D. Buenos Aires
2. What is the word that the parrot cannot say?  
A. Catano  
B. Tacano  
C. Canato  
D. Nacato
3. How often did the owner teach the bird how to say the word?  
A. Always  
B. Everyday  
C. Many times  
D. Every second
4. .Which statement is true according to the text?

- A. The parrot could say Catano
  - B. At last the parrot could say Catano
  - C. Catano was the name at the parrot
  - D. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place.
- A. The man ate the bird.
  - B. The sold the bird.
  - C. The man killed the bird.
  - D. The man taught the bird.

**Text 2. Read carefully and answer the questions from number 6-13**

Once upon a time, There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.

Batara Guru sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru sahala fell in love with that fish-woman and wanted to marry her. Batara guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it.

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba.

6. What kind of the text above?
- c. Narrative
  - d. Recount
  - c. Descriptive
  - d. Report
7. The generic structure of the text is ...
- c. Description-Identification
  - d. Identification-description
  - c. Orientation-Complication-Resolution
  - d. Reorientation-Events-Orientation
8. Who was Batara Guru Sahala?
- a. A sailor
  - b. A Tailor
  - c. A farmer
  - d. A Fisherman
9. Why was the mother very angry? Because..
- a. Her daughter were crying and found her
  - b. The earth began to shake and volcanoes
  - c. Batara Guru Sahala broke his promise
  - d. Batara Guru Sahala was angry
10. What is the main idea of the fourth paragraph?
- a. How Lake Toba was formed
  - b. The daughters found their mother

- c. Their daughters were crying
  - d. Batara Guru Sahara had two daughters
11. From the text, we know that....
- a. Sahala's wife was a captured fish
  - b. Sahala broke his promise to his wife
  - c. The daughters changed into fish too
  - d. The daughters and father are fish
12. What is the purpose of the text above?
- a. To entertain the readers.
  - b. To report about Toba Lake
  - c. To describe about Toba Lake
  - d. To give information about how to make Toba Lake
13. The text above mostly uses .... tense.
- a. Simple Present
  - b. Present Continuous
  - c. Simple Past
  - d. Simple Future

### **The Lion and The Mouse**

Once when a lion was asleep, a little mouse began running up and down upon him, this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it, perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

14. What is the moral value of the text?
- a. Don't look at someone because of his clause
  - b. It is best for prepare for the days of necessity
  - c. Common people may prove great ones
  - d. Honestly begins at home
15. The third paragraph mainly tells us that
- a. The little mouse asked for forgiveness
  - b. The hunters carried the lion alive to the king
  - c. The lion was tied to a tree by the hunters
  - d. The little mouse could prove that he could help the lion
16. What did the little mouse do to prove his words?
- a. He would never forget the lion
  - b. He tried hard to help the lion free
  - c. He ran up and down upon the lion

- d. He asked for apology to the king of the beast

### The Fox and The Crow

One day a crow stole a big piece of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her. "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But,.. eghr... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry," the fox continued.

Miss crow was surprise to see him in doubt. "Oh, Sorry you cannot, because you can not sing a song" the fox said slowly and looked disappointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!".

Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

17. Which statement is true according to the text..
- a. The crow buys the meat.
  - b. The crow flies to house to enjoy the meat.
  - c. The fox gets meat from the crow and run away
  - d. Fox want to eats the meat together with the crow
18. "The crow was very glad to hear, but she kept quiet". The underlined means...
- a. Stop
  - b. Enough
  - c. Silent
  - d. Noisy
19. "The fox said slowly and looked disappointed". The antonym of the underlined word is..
- a. Simply
  - b. Finally
  - c. Quickly
  - d. Simply
20. At the end of story, the fox...
- a. Fall in love with the crow
  - b. Got the meat and run away
  - c. Hitting by the crow
  - d. Run Away

**CYCLE II**  
**Post-Test Instrument II Reading Comprehension Skill**

**Direction:**

- 9. Write your name on your answer sheet!**
  - 10. Answer the question carefully!**
  - 11. You may not cheat with your friends!**
  - 12. Check your answer before submitting!**
- 

Choose the best answer by crossing (X) a, b, c, d or e in answer sheet based on the text below.

*Questions number 1 - 3*

**The Terrible Day**

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late. I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better onetomorrow.

1. What is the purpose of the text?
  - a. To explain about something wrong
  - b. To retell about the writer's terrible day
  - c. To entertain the readers about the funny story
  - d. To inform about the writers activities
  
2. The generic structure of the last paragraph is called .....
  - a. re-orientation
  - b. reason.
  - c. orientation
  - d. complication
  
3. What made everything went wrong?
  - a. He got punishment from his teacher
  - b. His came to school on time
  - c. He got up late in the morning
  - d. His father was late to ride him

**Questions number 4-10**

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock.

It would strike twelve in twenty minutes" time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It"s two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

4. When did the clock stopped?
  - a. At 5.12
  - b. At 12.00
  - c. At 12.02
  - d. At 11.55
  
5. Why did the people gather under the Town Hall clock?
  - a. the clock has stopped
  - b. To strike the laughing people
  - c. To see the newly bought clock
  - d. To stop people who shouted
  - e. To welcome the New Year
  
6. Based on the text, where was the writer?
  - a. At home
  - b. At the center of the town
  - c. At the beach
  - d. At the market
  
7. When did the event happen?
  - a. in the middle of the year
  - b. the end of the year
  - c. Christmas celebration
  - d. at the weekend as usual
  
8. Which of the following is not true according to the text?
  - a. the writer was waiting to celebrate the New Year.
  - b. the writer brought a watch.
  - c. The writer celebrated the New Year with his family
  - d. the writer was very happy.
  
9. What does the first sentence tell you?
  - a. The problem that the writer met
  - b. The opening of the story
  - c. The past event
  - d. The funny thing in the story
  
10. "The big clock **refused** to welcome the New Year"  
What is the synonym of the word ....
  - a. accept
  - c. admit

- b. hate                      d. reject

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc.

They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don't have a lot of calories to make us fat. People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don't do anything special with fruits. We eat them fresh, just as they are!

11. What is the text about?
- A. Vitamins.
  - B. Energy.
  - C. Fruits.
  - D. Minerals.
12. What is the main idea of the second paragraph?
- A. We make juice from fruits.
  - B. People use fruits for many things.
  - C. Some beer and brandies are made of fruits.
  - D. We freeze fruits to eat whenever we need later.
13. Which substance do we need to have a healthy digestive system?
- A. Vitamins.
  - B. Calories.
  - C. Fiber.
  - D. Carbohydrate.

#### The Fox and The Crow

One day a crow stole a big piece of meat. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her. "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry," the fox continued.

Miss crow was surprise to see him in doubt. "Oh, Sorry you cannot, because you can not sing a song" the fox said slowly and looked disappointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!".

Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

14. Which statement is true according to the text..
- e. The crow buys the meat.
  - f. The crow flies to house to enjoy the meat.
  - g. The fox gets meat from the crow and run away



- h. Fox want to eats the meat together with the crow
15. "The crow was very glad to hear, but she kept quiet". The underlined means...
- |           |           |
|-----------|-----------|
| c. Stop   | c. Silent |
| d. Enough | d. Noisy  |
16. "The fox said slowly and looked disappointed". The antonym of the underlined word is..
- |            |            |
|------------|------------|
| c. Simply  | c. Quickly |
| d. Finally | d. Simply  |
17. At the end of story, the fox...
- |                               |                        |
|-------------------------------|------------------------|
| c. Fall in love with the crow | c. Hitting by the crow |
| d. Got the meat and run away  | d. Run Away            |

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

18. Which was the naughtiest rabbit ?
- |           |             |
|-----------|-------------|
| a. Flopsy | c. Peter    |
| b. Mopsy  | d. McGregor |
19. What did Flopsy, Mopsy and Cotton-tail eat?
- |               |                 |
|---------------|-----------------|
| a. Carrot     | c. Blackberries |
| b. Strawberry | d. Banana       |
20. What did Peter lose while it was running?
- |                     |                  |
|---------------------|------------------|
| a. One of his shoes | c. Some medicine |
| b. A pair of shoes  | d. Rushed away   |

## LESSON PLAN I

<b>Subject</b>	<b>: English</b>
<b>Subject Matter</b>	<b>: Reading</b>
<b>Topic</b>	<b>: Narrative Text</b>
<b>Class/Semester</b>	<b>: VIII / I</b>
<b>Time</b>	<b>: 3 x 45 minutes (2 meeting)</b>

### A. Goal

Improving the students' reading comprehension skill by using reciprocal teaching method.

### B. Objectives

1. The first lesson objective  
To improve students' reading comprehension skill of reading text
2. The second lesson objectives
  - 2.1 The student will comprehend the location of generic structure in a text.
  - 2.2 Students will be confidence in answering test of reading text.
  - 2.3 Students are able to find the main idea and generic stucture of a text..

### C. Material

1. Definition of Narrative  
Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
2. Generic Structure of Narrative  
A narrative text consists of the following structure:
  - a. Orientation: Introducing the participants and informing the time and the place
  - b. Complication: Describing the rising crises which the participants have to do with

- c. Resolution: Showing the way of participant to solve the crises, better or worse

### 3. Language Features of Narrative

- a. Using processes verbs
- b. Using temporal conjunction
- c. Using Simple Past Tense

### 4. Examples and structures of the text

## **Snow\_White**

### ***Orientation***

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

*(Suatu ketika, hiduplah seorang gadis bernama Snow White. Dia tinggal bersama paman dan bibinya, karena orangtuanya telah meninggal.)*

### ***Complication***

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

*(Suatu hari dia mendengar paman dan bibinya berbicara tentang rencana meninggalkan istana karena mereka berdua ingin pergi ke Amerika dan mereka tidak mempunyai cukup uang untuk membawa serta Snow White.)*

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

*(Snow White tidak ingin paman dan bibinya melakukan hal tersebut, sehingga dia memutuskan akan lebih baik jika dia pergi. Pagi harinya dia pergi dari rumah ketika paman dan bibinya sedang sarapan. Dia lari ke dalam hutan.)*

### ***Resolution***

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

*(Kemudian dia melihat gubuk kecil. Dia mengetuk pintu tetapi tidak ada yang menjawab sehingga dia masuk dan merasa ngantuk.)*

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

*(Sementara itu, tujuh kurcaci telah pulang dari pekerjaannya. Mereka masuk. Di sana mereka menemukan Snow White tertidur. Kemudian Snow White terbangun. Dia melihat kurcaci tersebut. Kurcaci tersebut berkata "Siapa nama kamu?" Snow White menjawab, "Nama saya Snow White.")*

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

*(Doc, salah satu dari kurcaci tersebut berkata, "Jika kamu mau, kamu bisa tinggal di sini bersama kami." Snow White berkata, "Oh, bolehkah? Terima kasih." Kemudian Snow White menceritakan semua kisahnya dan akhirnya Snow White dan 7 kurcaci hidup bahagia selamanya.)*

#### **D. Teaching Method**

Reciprocal Teaching Method

#### **E. Media**

White Board, Board marker, and Paper.

#### **F. Sources of Material**

1. Text book/ A set of National Examination questions
2. English Learning Book
3. Internet

#### **G. Procedures**

- Pre teaching
  1. Greeting to the students
  2. Check the attendance list of the students

3. Tell to the students' mistakes in answering test of reading text
- While teaching activities
    1. Teacher refresh the students' narrative text mastery
    2. The teacher gives explanation of narrative generic structure by using Reciprocal teaching method.
    3. The students are asked to remember the positions of generic structure of a text.
    4. The students must be able to find main idea in the text which is given by the title Snow White.
    5. The discussing of the result.
    6. The teacher gives the correct answer to the students' mistakes
    7. The teacher gives the explanation more the Narrative text.
    8. The teacher gives chances to students' asking.
  - Post teaching activity
    1. The teacher sharpens the students' Narrative text mastery by giving the test.
    2. The teacher give a multiple choice test with the topic is a Parrot.

## H. Evaluation

Teacher asks to the students to answer the question about Narrative Text by given multiple choice test.

## I. Assessment Rubric

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the 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

There are 20 Questions multiple choices

1 Question (5 points)

Total Score = Total Correct X (5 points)

$$= 20 \times 5 = 100$$

Metro, October 2017

Approved by,

**Collaborator**

**Laila Qomariyah, S. Pd**  
**NIP. 197702112007012026**

**Researcher**

**Bobi Irawan**  
**St. Number 13106747**

## LESSON PLAN II

<b>Subject</b>	<b>: English</b>
<b>Subject Matter</b>	<b>: Reading</b>
<b>Topic</b>	<b>: Narrative Text</b>
<b>Class/Semester</b>	<b>: VIII / I</b>
<b>Time</b>	<b>: 2 x 45 minutes (2 meeting)</b>

### J. Goal

Improving the students' reading comprehension skill by using reciprocal teaching method.

### K. Objectives

3. The first lesson objective  
To improve students' reading comprehension skill of reading text
4. The second lesson objectives
  - 4.1 The student will comprehend the location of generic structure in a Narrative text.
  - 4.2 Students will be confidence in answering test of reading text.
  - 4.3 Students are able to find the main idea and generic structure of Narrative text.

### L. Material

5. Definition of Narrative  
Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
6. Generic Structure of Narrative  
A narrative text consists of the following structure:
  - a. Orientation: Introducing the participants and informing the time and the place
  - b. Complication: Describing the rising crises which the participants have to do with
  - c. Resolution: Showing the way of participant to solve the crises, better or worse
7. Language Features of Narrative
  - d. Using processes verbs
  - e. Using temporal conjunction
  - f. Using Simple Past Tense
8. Examples and structures of the text

The Fox and The Crow

(Orientation)..One day a crow stole a big piece of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her. “Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!” The crow was very glad to hear, but she kept quiet. “But,.. eghr... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry,” the fox continued.

(Complication)..Miss crow was surprise to see him in doubt. “Oh, Sorry you cannot, because you can not sing a song” the fox said slowly and looked disappointed. When she heard the fox’s last word, the crow was angry. She shouted loudly, “I can!”.

(Resolution)...Just then, the meat missed from the crow’s break and fell down. The fox got it and went away.

### **M. Teaching Method**

Reciprocal Teaching Method

### **N. Media**

White Board, Board marker, and Paper.

### **O. Sources of Material**

4. Book of English Teacher
5. English Learning Book
6. Internet

### **P. Procedure**

- Pre teaching
  4. Greeting to the students
  5. Check the attendance list of the students
  6. Tell to the students’ mistakes in answering test of reading Narrative text
- While teaching activities
  9. Teacher refresh the students’ Narrative text mastery
  10. The teacher gives explanation of Narrative generic structure by using Reciprocal teaching method.
  11. The students are asked to remember the positions of generic structure of a Narrative text.
  12. The students must be able to find main idea in the text which is given by the title Borobudur temple.
  13. The discussing of the result.



14. The teacher gives the correct answer to the students' mistakes
15. The teacher gives the explanation more the Narrative text.
16. The teacher gives chances to students' asking.

- Post teaching activity

3. The teacher sharpens the students' Narrative text mastery by giving the test.
4. The teacher give a multiple choice test with the topic is a MacQuarie University .

### Q. Evaluation

Teacher asks to the students to answer the question about Narrative Text by given multiple choice test.

### R. Assessment Rubric

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the 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

There are 20 Questions multiple choices

1 Question (5 points)

Total Score = Total Correct X (5 points)

$$= 20 \times 5 = 100$$

Metro, October 2017

Approved by,

**Collaborator**

**Researcher**

**Laila Qomariyah, S. Pd**  
**NIP. 197702112007012026**

**Bobi Irawan**  
**St. Number 13106747**

### The Measurement of Reading Comprehension Skill

Aspect	Score	Criteria
<b>1. Prediction (0-25)</b>	4	Students can predict the meaning of the ideas in the text.
	3	Students can predict the main idea of the text.
	2	Students can predict the generic structure of the text.
	1	Students can predict cause and effect of the text.
<b>2. Vocabulary (0-25)</b>	4	Students can answer the test with their vocabulary mastery.
	3	Students can match familiar word with its meaning
	2	Students can match unfamiliar word with its meaning
	1	Vocabulary limitation to extreme as to make reading virtually impossible.
<b>3. Fluency (0-25)</b>	4	Read as fluent and effortless as that of reader problems.
	3	Read of text seems to be slightly affected by language problems.
	2	Read and fluency are rather strongly affected by language problems.
	1	Usually hesitant often proceed into silence by language problems.
<b>4. Comprehension (0-25)</b>	4	Students understand text everything without difficulty.
	3	Understand nearly everything at normal text although occasionally repetition may be necessary.

	2	most of students understood what is the main information of English reading text.
	1	Students understood the purpose of English reading text.

**Score Weighting:**

<b>Category</b>	<b>Score</b>
Excellent	81-100
Good	61-80
Average	41-60
Bad	21-40
Very Bad	0-20

**Students' Reading Comprehension Skill on Pre-test**

No	Students' Name	Aspect				Score	Category
		P	V	F	C		
1	ADE	16	12	13	14	55	Average
2	AHM	18	10	12	15	55	Average
3	AME	14	8	11	12	45	Bad
4	AND	20	15	15	20	70	Good
5	ANDR	12	11	11	11	45	Bad
6	ARI	9	6	7	8	30	Very Bad
7	BAG	11	8	8	8	35	Bad
8	DON	12	8	10	10	40	Bad
9	EKA	14	12	11	13	50	Bad
10	ING	11	9	10	10	40	Bad
11	NAN	8	7	7	8	30	Very Bad
12	NOF	10	9	8	8	35	Bad
13	PIN	11	9	9	11	40	Bad
14	REN	10	9	8	8	35	Bad
15	RIZ	12	8	10	10	40	Bad
16	SHE	18	15	15	17	65	Average
17	SIT	17	16	16	16	65	Average
18	SUR	12	10	11	12	45	Bad
19	VEV	11	8	8	11	40	Bad
20	WAH	22	18	15	20	75	Good
	<b>TOTAL</b>					935	
	<b>AVERAGE</b>					46,75	
	<b>HIGHEST</b>					75	
	<b>LOWEST</b>					30	

**Students' Reading Comprehension Skill on Post-test 1**

No	Students' Name	Aspect				Score	Category
		P	V	F	C		
1	ADE	17	13	14	16	60	Average
2	AHM	16	14	15	15	60	Average
3	AME	21	15	15	19	70	Good
4	AND	17	16	15	17	65	Average
5	ANDR	18	10	12	15	55	Average
6	ARI	21	18	16	20	75	Good
7	BAG	19	16	16	19	70	Good
8	DON	16	14	14	16	60	Average
9	EKA	17	13	15	15	60	Average
10	ING	21	18	16	20	75	Good
11	NAN	17	13	12	13	55	Average
12	NOF	15	13	12	15	55	Average
13	PIN	18	15	15	17	65	Average
14	REN	22	18	19	21	80	Good
15	RIZ	18	15	15	17	65	Average
16	SHE	20	16	15	19	70	Good
17	SIT	21	18	17	19	75	Good
18	SUR	17	13	14	16	60	Average
19	VEV	18	16	15	16	65	Average
20	WAH	16	14	14	16	60	Average
	<b>TOTAL</b>					<b>1300</b>	
	<b>AVERAGE</b>					<b>65</b>	
	<b>HIGHEST</b>					<b>80</b>	
	<b>LOWEST</b>					<b>55</b>	

**Students' Reading Comprehension Skill on Post-test 2**

No	Students' Name	Aspect				Score	Category
		P	V	F	C		
1	ADE	22	15	15	18	70	Good
2	AHM	21	18	16	20	75	Good
3	AME	22	18	19	21	80	Good
4	AND	23	17	20	20	80	Good
5	ANDR	22	15	14	19	70	Good
6	ARI	17	15	16	17	65	Average
7	BAG	21	18	16	20	75	Good
8	DON	21	18	17	19	75	Good
9	EKA	20	19	16	20	75	Good
10	ING	22	18	19	21	80	Good
11	NAN	21	15	15	19	70	Good
12	NOF	21	17	16	21	75	Good
13	PIN	17	16	15	17	65	Average
14	REN	23	17	22	23	85	Excellent
15	RIZ	19	17	16	18	70	Good
16	SHE	18	16	15	16	65	Average
17	SIT	23	17	22	23	85	Excellent
18	SUR	17	13	15	15	60	Average
19	VEV	21	18	16	20	75	Good
20	WAH	21	18	17	19	75	Good
	<b>TOTAL</b>					<b>1470</b>	
	<b>AVERAGE</b>					<b>73,5</b>	
	<b>HIGHEST</b>					<b>85</b>	
	<b>LOWEST</b>					<b>60</b>	

### Observation Sheet of Students' Activities in Cycle I

No	Name	Indicators				Score
		1	2	3	4	
1	ADELLIA PUTRI	✓		✓		2
2	AHMAD SEPTIAN	✓			✓	2
3	AMELIA SANUSTIKA		✓	✓		2
4	ANDERYA IRPAN NURDIN	✓			✓	2
5	ANDRIE KUSUMA DARMAWAN		✓	✓		2
6	ARI SANJAYA		✓	✓		2
7	BAGUS CANDRA FITRIANSYAH	✓			✓	2
8	DONI SAPUTRA	✓	✓			2
9	EKA PUTRI RAHMANDHA		✓		✓	2
10	INGGAR SHEKA RAMADHAN	✓		✓	✓	3
11	NANDA NURDIANSYAH			✓	✓	2
12	NOFALDI	✓	✓		✓	3
13	PINKA	✓				1
14	RENDI HADI SAPUTRA		✓	✓	✓	3
15	RIZKI AGUS TIYAN	✓			✓	2
16	SHERLY SAFITRI	✓		✓		2
17	SITI NURSAIDAH		✓			1
18	SURYA FEBRIANTO	✓		✓		2
19	VEVILIA SETIAWAN	✓			✓	2
20	WAHYU ERVIN SAPUTRA		✓	✓		2
<b>Total</b>		<b>12</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>41</b>
<b>Average (Percentage %)</b>		<b>60%</b>	<b>45%</b>	<b>50%</b>	<b>50%</b>	<b>51%</b>



Tick (√) for each positive activity

Note:

#### Indicators

1. The students pay attention to the teacher's explanation of Narrative text.
2. The students are able to study actively
3. The students is doing the task of reading comprehension skill.
4. The students is Making note from the material.

**Collaborator (English teacher)**

**Researcher**

**Laila Qomariyah, S. Pd**  
**NIP. 197702112007012026**

**Bobi Irawan**  
**St. Number 13106747**

## Observation Sheet of Students' Activities in Cycle II

No	Name	Indicators				Score
		1	2	3	4	
1	ADELLIA PUTRI	✓		✓	✓	3
2	AHMAD SEPTIAN	✓	✓		✓	3
3	AMELIA SANUSTIKA		✓	✓	✓	3
4	ANDERYA IRPAN NURDIN	✓		✓	✓	3
5	ANDRIE KUSUMA DARMAWAN	✓	✓	✓		3
6	ARI SANJAYA	✓	✓	✓	✓	4
7	BAGUS CANDRA FITRIANSYAH	✓		✓	✓	3
8	DONI SAPUTRA	✓	✓	✓		3
9	EKA PUTRI RAHMANDHA		✓	✓	✓	3
10	INGGAR SHEKA RAMADHAN	✓	✓		✓	3
11	NANDA NURDIANSYAH	✓		✓	✓	3
12	NOFALDI	✓	✓		✓	3
13	PINKA	✓		✓	✓	2
14	RENDI HADI SAPUTRA		✓	✓	✓	3
15	RIZKI AGUS TIYAN	✓	✓		✓	3
16	SHERLY SAFITRI	✓		✓	✓	3
17	SITI NURSAIDAH		✓	✓	✓	3
18	SURYA FEBRIANTO	✓	✓	✓		3
19	VEVILIA SETIAWAN	✓	✓		✓	3
20	WAHYU ERVIN SAPUTRA	✓	✓	✓		3
<b>Total</b>		<b>16</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>61</b>
<b>Average (Percentage %)</b>		<b>80%</b>	<b>70%</b>	<b>75%</b>	<b>80%</b>	<b>76%</b>

Tick (√) for each positive activity

Note:

#### Indicators

1. The students pay attention to the teacher's explanation of Descriptive text.
2. The students are able to study actively
3. The students is doing the task of reading comprehension skill.
4. The students is Making note from the material.

**Collaborator (English teacher)**

**Researcher**

**Laila Qomariyah, S. Pd**  
**NIP. 197702112007012026**

**Bobi Irawan**  
**St. Number 13106747**

**FIELD NOTE**

Cycle I	First Meeting October, 13 <sup>th</sup> 2017.	Most of students were gotten the score below the target of minimum standard criteria, so the researcher could repair a plan in the cycle I.
	Second Meeting October, 20 <sup>th</sup> 2017	Some of students were annoyed when the teacher explained the material, but some of studens were enjoyable the learning process.
	Third Meeting October, 21 <sup>th</sup> 2017	The students paid more attention when the teacher gave evaluation by given the Post-Test 1 in the cycle I.
Cycle II	First Meeting October, 27 <sup>th</sup> 2017	The students have understood the way and the rule to follow the teacher instruction based on the reciprocal teaching method rules.
	Second Meeting October, 31 <sup>th</sup> 2017	The students were very enjoy to do the Post-Test 2. Because, it was way easy after they got the treatment in every meeting.



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH HADIMULYO  
SMP MUHAMMADIYAH 3 METRO  
TERAKREDITASI 'B'**

*Jl. Imam Bonjol No.102a Hadimulyo Barat Metro Pusat Kota Metro*

---

---

### **PROFIL SEKOLAH**

1. Nama Sekolah : SMP Muhammadiyah 3 Metro
2. NPSN : 10807609
3. Alamat : Imam Bonjol No. 102 A  
Kelurahan : Kelurahan Hadimulyo Barat  
Kecamatan : Metro Pusat  
Kota : Metro  
Telp. : (0725) 7851754
4. Nama Yayasan : Muhammadiyah  
Alamat Yayasan : Jalan Banteng Kel. Hadimulyo Barat Kec. Metro  
Pusat : Kota Metro  
Telp. : (0725) 785090
5. Nama Kepala Sekolah : AGUS PUJIANTO, M.Pd
6. No. HP : 085269038899
7. Kategori Sekolah : SSN
8. Tahun Didirikan/Beroperasi : 1979/1980
9. Kepemilikan Tanah/Bangunan : Milik Yayasan  
- Status Tanah : Milik Yayasan  
- Luas Tanah : 2.100 M<sup>2</sup>  
- Luas Bangunan : 636 M<sup>2</sup>
10. Nomor Rekening Rutin Sekolah :  
Pemegang Rekening : Agus Pujianto, M.Pd  
Nama Bank : BRI

### 11. Data Siswa Dalam Lima (5) Tahun Terakhir

Tahun Ajaran	Jml Pendaftar	Kelas VII		Kelas VIII		Kelas IX		Jml Kls VII, VIII, IX	
		Jml	Jml	Jml	Jml	Jml	Jml	Jml	Jml
		Siswa	Rombel	Siswa	Rombel	Siswa	Rombel	Siswa	Rombel
2011/2012	101	93	3	85	3	83	3	261	9
2012/2013	114	99	3	86	3	90	3	275	9
2013/2014	120	104	4	102	4	95	4	301	12
2014/2015	120	93	4	106	4	96	4	295	12
2015/2016	110	60	4	84	4	105	4	259	12
2016/2017	89	67	3	62	3	81	4	210	10

### 12. Data Ruang Kelas

	Jumlah ruang kelas asli (d)				Jml ruang lainnya yg di gunakan untuk ruang kelas (e)	Jml ruang yg digunakan untuk ruang kelas f=(d+e)
	Ukuran 7x9M (a)	Ukuran >63 M (b)	Ukuran <63M (c)	Jumlah d=(a+b+c)		
Kelas	-	-	10 ruang	10 ruang		10 ruang

### 13. Data Ruang Lainnya

Jenis ruang	Jml	Ukuran (m)
Perpustakaan	1 ruang	10 x 8 m
Lab. Komputer	1 ruang	7 x 8 m
Laboratorium IPA	1 ruang	15 x 8 m
Ruang Penjaga	1 ruang	12 x 8 m
Ruang Kantor	1 ruang	13 x 8 m

### 14. Visi, Misi dan Tujuan Sekolah

#### a. Visi Sekolah

“Maju berprestasi menuju ridho Illahi.”

Indikator visi :

- 1) Unggul dalam perolehan UAN
- 2) Unggul dalam melanjutkan kependidikan yang lebih tinggi.
- 3) Unggul dalam penguasaan dasar dasar informasi teknologi.
- 4) Unggul dalam berbagai lomba kegiatan ekstrakurikuler.
- 5) Unggul dalam kegiatan keagamaan.
- 6) Unggul dalam kegiatan sosial.

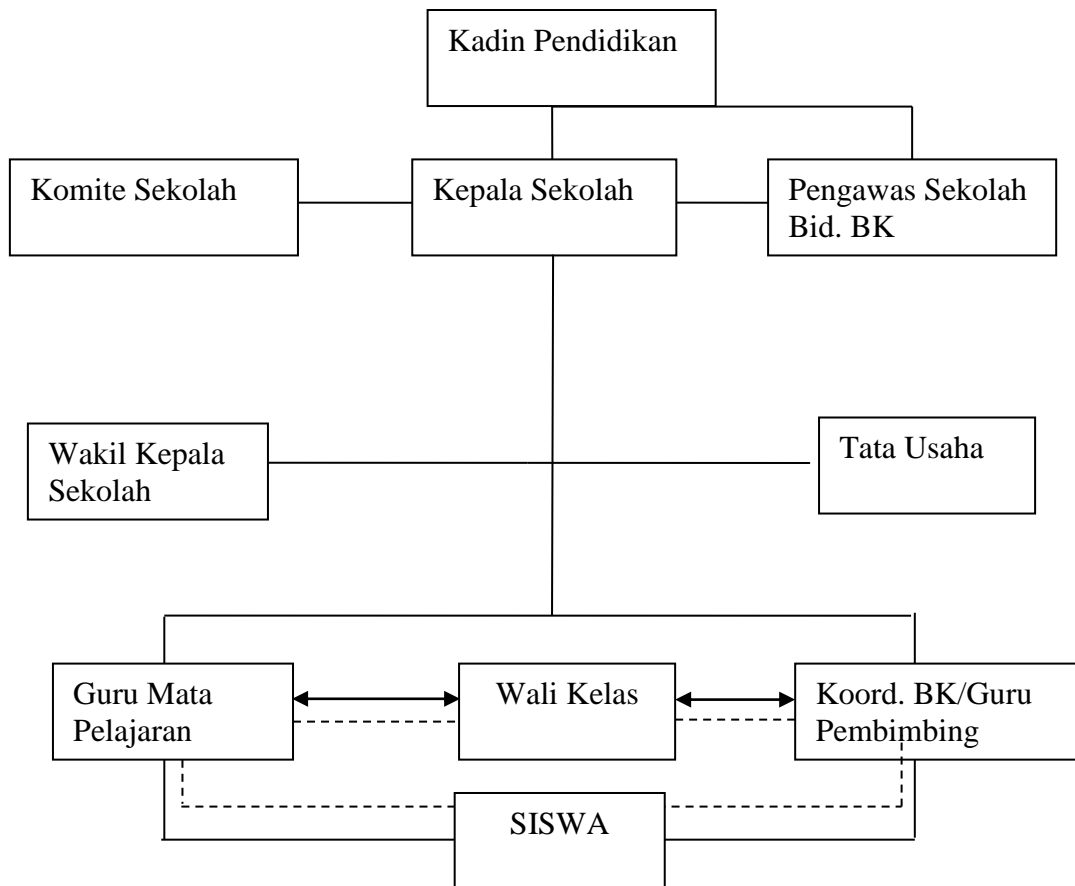
b. Misi Sekolah

- 1) Menumbuhkan semangat kerja keras.
- 2) Melaksanakan pembelajaran dan bimbingan secara efektif.
- 3) Menumbuhkan semangat berprestasi bagi seluruh warga sekolah.
- 4) Menggiatkan penghayatan dan pengamalan terhadap ajaran agama Islam.
- 5) Membangun semangat kekeluargaan dan partisipasif bagi seluruh warga sekolah dan masyarakat.

15. Struktur Organisasi Pengelolaan Pelayanan Bimbingan Konseling

**STRUKTUR ORGANISASI PENGELOLAAN**

PELAYANAN BIMBINGAN KONSELING  
SMP MUHAMMADIYAH 3 METRO

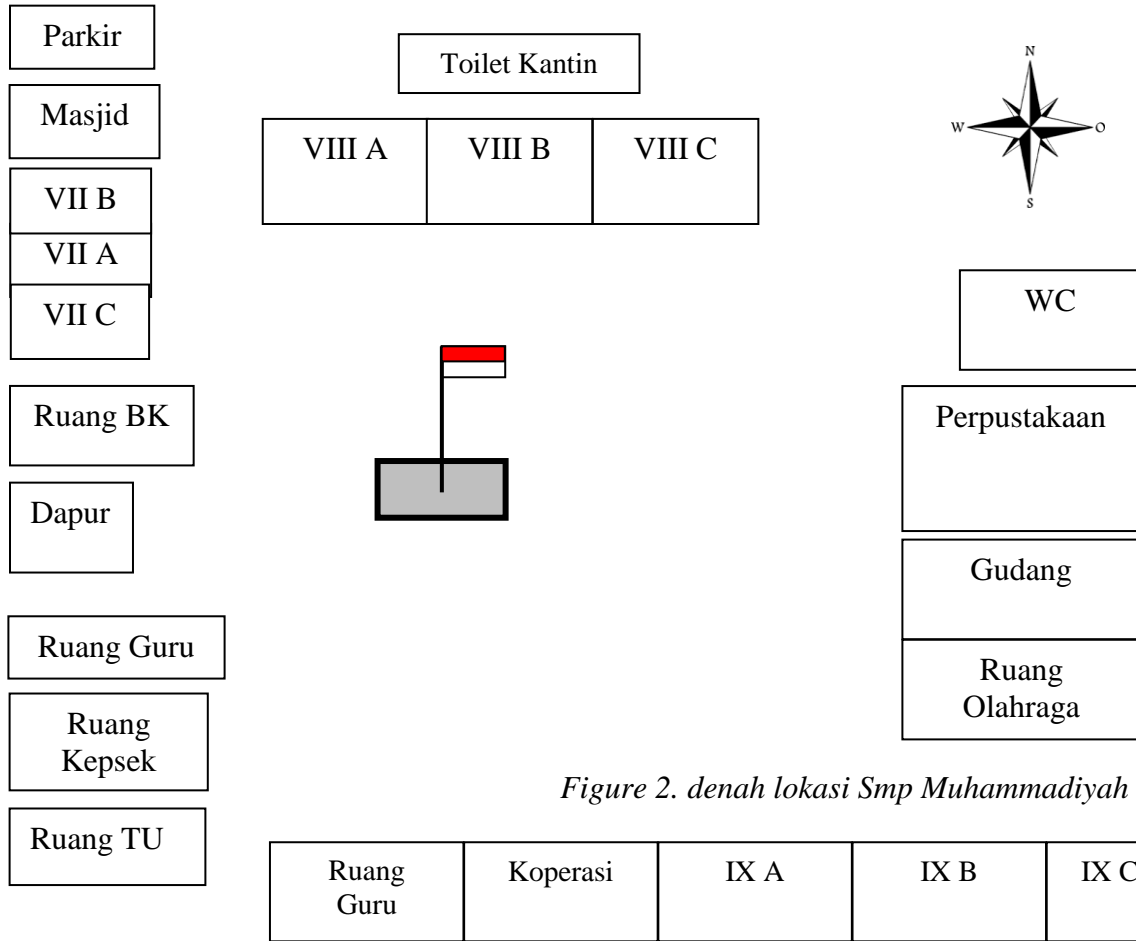


Keterangan :

- = Garis Komando
- - - - - = Garis Koordinator
- ↔ = Garis Konsultasi



## DENAH LOKASI SMP MUHAMMADIYAH 3 METRO



*Figure 2. denah lokasi Smp Muhammadiyah 3*

## Research Documentation









## **CURRICULUM VITAE**



The name of a researcher is Bobi Irawan. He was born in Solo on May 29<sup>th</sup>, 1993. He is the first son of happy couple Mr. Kuswanto and Mrs.Sri Martini. He graduated from Elementary school (SD N 2 Nampirejo Batanghari) and finished on 2005.

And then he continued his study in Junior High School (MTS N 1 Metro) and finished on 2008. After graduated from Junior High School, he continued to Senior high school (SMA N 1 Batanghari) and finished on 2011. And on 2013 he continued his study as a student of S-1 English education Department of State Institute for Islamic Studies Metro (IAIN Metro).