

**AN UNDERGRADUATE THESIS**

**THE USE OF RECIPROCAL TEACHING TECHNIQUE**  
**TO IMPROVE STUDENTS' READING COMPREHENSION**  
**AT THE EIGHT GRADERS OF SMP NEGERI 01**  
**METRO KIBANG EAST LAMPUNG**

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**English Education Department**



**THE STATE INSTITUTE FOR ISLAMIC STUDIES**  
**OF METRO**  
**1439 H / 2018 M**

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METRO KIBANG EAST LAMPUNG**

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

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**ABSTRACT**

By  
Mauizotul Hasanah

The primary goal of this research is to find out that reciprocal teaching can improve reading comprehension among the eighth grade students of the SMP Negeri 01 Metro Kibang East Lampung. In this research, the researcher implemented classroom action research (CAR) to improve student's reading comprehension by using reciprocal teaching technique. The subject of this research was the students of eighth (VIII) G grade class which consisted of 26 students. This research was essentially carried into four steps namely planning, action, observation and reflection which was conducted into two cycles consisted of five meetings. The instruments for collecting data in this research such as: test, observation and documentation.

The finding of this research revealed that reciprocal teaching technique could improve student's reading comprehension. It was proved by the average score of students reading comprehension from cycle I to cycle 2 which significantly passed the minimum mastery criteria and indicator of success. It was preceded by the average score of pre-test was 27,69 and post-test I of cycle I was 62,30 by the percentage of successfulness was 46,15% or 12 students passed minimum mastery criteria. Meanwhile, the average score of cycle II was 77,30 by the percentage of successfulness was 73,07% or 19 students passed minimum mastery criteria. In addition, it was also proved by the average percentage of students' observation of their learning activity outcome. It improved from cycle 1 to cycle 2 about 43,65 % at cycle 1 to 79,23 % in all of the observation's indicator at cycle 2 by the improvement score was 35,8 %.

Referring to the finding of this research, the implementation of reciprocal teaching technique could improve students reading comprehension at the eighth (VIII) G grade student of the SMP Negeri 01 Metro Kibang East Lampung.

*(Keywords: reading comprehension ability, reciprocal teaching, classroom action research).*

**PENGGUNAAN TEKNIK PENGAJARAN TIMBAL BALIK  
UNTUK MENINGKATKAN PEMAHAMAN BACAAN SISWA  
DI KELAS VIII SMP NEGERI 01  
METRO KIBANG LAMPUNG TIMUR**

**ABSTRAK**

Oleh

Mauizotul Hasanah

Tujuan utama dari penelitian ini adalah untuk mengetahui bahwa pengajaran timbal balik dapat meningkatkan kemampuan pemahaman bacaan pada siswa kelas VIII (Delapan) SMP Negeri 01 Metro Kibang Lampung Timur. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) untuk meningkatkan kemampuan pemahaman bacaan siswa dengan menerapkan pengajaran timbal balik. Subyek penelitian ini adalah siswa kelas VIII (Delapan) G yang terdiri atas 26 siswa. Penelitian ini dilaksanakan kedalam empat langkah yaitu perencanaan, tindakan, pengamatan, dan refleksi yang dilakukan dalam dua siklus yang terdiri dari 5 kali pertemuan. Alat pengumpul data pada penelitian ini adalah tes, observasi, dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa pengajaran timbal balik dapat meningkatkan kemampuan pemahaman bacaan siswa. Hasil ini dapat dibuktikan dengan rata-rata nilai kemampuan pemahaman bacaan siswa dari siklus pertama hingga siklus kedua yang secara signifikan memenuhi kriteria ketuntasan minimum dan indikator keberhasilan. Hasil ini diawali dengan rata-rata nilai pre-test siswa adalah 27,69, post-test I pada siklus pertama adalah 62,30 dengan persentase ketuntasan sebesar 46,15% atau 12 siswa telah memenuhi kriteria ketuntasan minimum. Sementara itu rata-rata nilai post-test II pada siklus kedua adalah 77,30 dengan persentase ketuntasan sebesar 73,07% atau 19 siswa telah memenuhi kriteria ketuntasan minimum. Selain itu hasil ini dapat dibuktikan dengan hasil rata-rata persentase pengamatan aktivitas belajar siswa. Hasil ini meningkat yaitu 43,65 % pada siklus pertama menjadi 79,23 % pada keseluruhan indikator pengamatan siklus kedua dengan perolehan nilai sebesar 35,8 %.

Berdasarkan hasil penelitian ini, penerapan pengajaran timbal balik dapat meningkatkan kemampuan pemahaman bacaan khususnya pada siswa kelas VIII (Delapan) G di SMP Negeri 01 Metro Kibang Lampung Timur.

*(Kata kunci : kemampuan pemahaman bacaan, pengajaran reciprocal, penelitian tindakan kelas).*

## **ACKNOWLEDGEMENT**

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitled “THE USE OF RECIPROCAL TEACHING TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION AT THE EIGHT GRADERS OF SMP NEGERI 01 METRO KIBANG EAST LAMPUNG” Regarding to the research undergraduate thesis, the researcher offers big thank to the Drs. Kuryani Utih, M.Pd as the sponsor and to Ahmad Subhan Roza, M.Pd as the co-sponsor . May Allah SWT give them His better reward for their spending time to support and guide during the thesis writing process.

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

Metro, 01 April 2018  
The Writer,

**Mauizotul Hasanah**  
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## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

1. My beloved family, especially my parents (Mr. Mahsin and Mrs. Sarumi Hashah), my first brother (Wira Kurniawan), and my second brother (Wawan Saputra) who always pray and support in their endless love.
2. My Sponsor and Co-sponsor, thanks for guiding.
3. My beloved and inspiring friends of TBI class who have given support and wonderful motivation.
4. My beloved Almamater State Institute Of Islamic Studies (IAIN) of Metro.
5. The big family of Indonesian Moslem Student Movement Metro who have given support and wonderful motivation.
6. The big family of SMP Negeri 1 Metro Kibang East Lampung thanks for help.

## MOTTO

مَنْ عَمِلْ صَالِحًا فَلِنَفْسِهِ وَمَنْ أَسَاءَ فَعَلَيْهَا ثُمَّ إِلَىٰ رَبِّكُمْ تُرْجَعُونَ

“...Whoever does good, it is for his own soul, and whoever does evil, it is against himself; then you shall be brought back to your—Lord (Al-Jatsiyah; 15)”.

"Barangsiapa yang mengerjakan amal saleh, Maka itu adalah untuk dirinya sendiri, dan Barangsiapa yang mengerjakan kejahatan, Maka itu akan menimpa dirinya sendiri, kemudian kepada Tuhanmulah kamu dikembalikan”.

(Al-Jatsiyah: 15)

### **RATIFICATION PAGE**

An undergraduate thesis entitled: THE USE OF RECIPROCAL TEACHING TEHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADERS OF SMP NEGERI 01 METRO KIBANG EAST LAMPUNG, Written by: Mauizotul Hasanah, Student Number: 13107637, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) of Metro on April, 26<sup>th</sup> 2018, at 14.30 – 16.30 P.M

### **BOARD OF EXAMINERS**

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Metro, April 2018

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

Metro, April 2018

**Mauizotul Hasanah**

St.ID. 13107637

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

As human being, particularly we interact using language. Language can be applied in many aspect, such as: education, society, politics, economics and culture. People would be able to express their thought and feeling by using language. Language is a tool that has some important rules in human life. Language as the tool of communication has an important role to reveal an intention to someone else. Communication is an essential need for human being.

In English subject, there are four English skills, namely listening, speaking, reading and writing. Teaching reading is a part of process of teching English. Reading is a one of particular requirements in mastering English. Reading is a complex skill that involves all of higher process in order to understand what is read, for example in finding a job by reading a newspaper.

Reading is one of skills that is necessary to be learnt by English students from Elementary School until University besides listening, speaking and writing. Reading can support the development the knowledge and it provides the proficiency to get the information and idea. Through reading, student would get much information about things that happen surround them and they also implicated in many aspects of life such as science and technology.

There are some technique that can be applied in teaching reading. One of them is Reciprocal Teaching Technique. Reciprocal teaching is a reading technique which is thought to promote the teaching process. A reciprocal approach provides students with four specific reading strategies that are actively and conciously used to support comprehension – questioning, clarifying, summarizing, and predicting.

Based on the pre-survey result on July 24<sup>th</sup> 2017 that researcher got the data in reading comprehension test at the eight graders of SMP Negeri 01 Kibang, the researcher presents his pre-survey result in the table form, as follows:

**Table I**  
**The Data of Students Reading Comprehension Test**  
**At the Eight Graders of SMP Negeri 01 Kibang**

No	Name	Result of Speaking	
		Score	Category
1	AS	40	Incomplete
2	AS	40	Incomplete
3	ANP	40	Incomplete
4	BDA	50	Incomplete
5	BS	50	Incomplete
6	DSI	40	Incomplete
7	DE	70	Complete
8	DP	40	Incomplete
9	DSR	50	Incomplete
10	LDDS	40	Incomplete
11	LA	40	Incomplete
12	MS	50	Incomplete
13	MK	40	Incomplete
14	NS	50	Incomplete

15	NV	40	Incomplete
16	NIK	20	Incomplete
17	PS	0	Incomplete
18	R	20	Incomplete
19	RS	70	Complete
20	RAS	40	Incomplete
21	SA	50	Incomplete
22	SM	50	Incomplete
23	TA	40	Incomplete
24	TM	40	Incomplete
25	TY	50	Incomplete
26	YA	40	Incomplete
<b>Total</b>		<b>1100</b>	<b>--</b>
<b>Average</b>		<b>42,30</b>	<b>Fail</b>

Source: The Data of Pre Survey on July 24th, 2017

**Table 2**

**The pre-survey result from the test score of Students  
Reading Comprehension at the Eight Graders of SMP Negeri 1  
Metro Kibang East Lampung**

No	Grade	Explanation	Amount	Percentage
1.	$\geq 65$	Complete	2 person	8%
2.	$< 65$	Incomplete	24 person	92%
<b>Total</b>			<b>26 person</b>	<b>100%</b>

From the table above, it can be seen that English learning achievement is a poor. Because the English teacher said that the criteria of minimum (KKM) score for English subject at the school is 65. It means that just 2 student who got score  $\leq 65$ , so all of the student who got score  $\geq 65$  must do remedial. The

writer assumes that it caused students' reading comprehension is still poor and they feel English was difficult lesson.

Based on the phenomena above, the researcher proposes to investigate a study as the title : THE USE OF RECIPROCAL TEACHING TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AMONG THE EIGHT GRADERS AT SMP NEGERI 1 METRO KIBANG EAST LAMPUNG

## **B. Problem Identification**

The researcher would like to identify the problems as follows:

1. The students' reading comprehension is still low.
2. The student have limit vocabularies.
3. The students are not interested in reading English text.
4. The media and teaching technique are less interesting.
5. The students are difficult to understand the main idea of the text.
6. The students have lack motivation to participate the learning process.

## **C. Problem Limitation**

Based on the problem identification above, the researcher limits the problem only focused on the students are not interested in reading English text at the eighth graders of SMP Negeri 01 Kibang.

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

Based on the problem identification above, the researcher comes up with the problem formulation as follows:

“Can reciprocal teaching technique improve the students’ reading comprehension at the eighth graders of SMP Negeri 01 Metro Kibang?”

#### **E. Objectives and Benefits of The Study**

##### **1. Objective of The Study**

Generally, the objective of this research is prove that reciprocal teaching technique can improve the students’ reading comprehension at the eighth graders of SMP Negeri 01 Metro Kibang East Lampung.

##### **2. Benefits of The Study**

- a. For the Student: as a motivation to learn English especially in reading comprehension and to encourage them to create learning group for increasing students achievement.
- b. For the Teacher: as alternative medium or techniques of teaching reading to the students in the classroom.
- c. For the Headmaster, as a consideration in guiding English teacher taking a decision and coaching in English learning process.

## **CHAPTER II**

### **REVIEW OF THE RELATED THEORIES**

## A. The Concept of Reading Comprehension

### 1. The Concept of Reading

#### a. The Definition of Reading

According to Danielle, reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story.<sup>1</sup> Reading is considering components that must be mastered such as the words contain graphemes, phonemes, and morphemes.

According to Michelle that reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. On the other hand, it really isn't enough just to put a book or short text in front of students and ask them to read, whether silently or out loud.<sup>2</sup> Reading is the key of language learning to confirm skill of listening, speaking, and writing.

According to Wendy, reading is also the language skill which is easiest to keep up – many of us can still read in a foreign language that we used to be able to speak as well. Books open up other worlds to young children, and making reading an enjoyable activity is a very important part of the language learning experience.<sup>3</sup> Reading is one of skill that can confirm speaking skill.

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<sup>1</sup> Danielle S. McNamara, *Reading Comprehension Strategies ; Theories, Interventions, and Technologie*, (New York London: Lawrence Erlbaum Associates, 2007), p.3.

<sup>2</sup> Michelle, *Teaching English as a Second Language for Dummies*, (England: Wiley, 2009), p.137.

<sup>3</sup> Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, (London Newyork: Longman), p.49.

According to Patel and Preeven, reading means to understand the meaning i.g written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life which one can update his or her knowledge. Reading skill is an important tool for academic success.<sup>4</sup> Reading is the most important in four basic english, from reading we can get more information and comprehend the text. Understand the text without reading is it difficult to find some detail of text, like main idea and the character in a text.

According to Grabe, reading is an interactive process of comprehend where the students need to be taught strategies to read more efficiently.<sup>5</sup> Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with the certain ideas or meaning about the messages intend by the writer. Thus reading is the combination of perceptual process and cognitive process. If we have good comprehension it is mean that we can read acuratly and affeciency. So that we can get more imformation from the text, the readers find the information or massage from what that they read. Moreover reading is an interactive process. Because reading is also interaction between reader and writer.

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<sup>4</sup> M.F Patel and Praveen M. Jain, *English Language Teaching Method, Tool and Technique*, (Jaipur: Sunrise Publishers and Distributors, 2008), p.113.

<sup>5</sup> William Grabe, *Reading in a second Language Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p.15.

According to Geoffrey et.al that Reading is a complex skill, that is to say that involves a whole series of lesser skill.<sup>6</sup> It is probably for this reason that the procedure of reading round the class has been perpetuated, though anyone who considers it seriously, even briefly, in terms of what it contributes to new learning, or of pupil participation, or of communicative function, realises very quickly that it is a singularly pointless exercise. As a teacher, teaching reading in the classroom are many methods that we be used, in teaching language reading is more important to get many information. And to know some details what that they read before. So reading is perceiving and saying a written text in order to understand its content. Reading is an intellectual and emotional perception of print message, leading to the understanding that the perception of the reader is influenced by feeling and language encouraged by the writer.

According to Jeremy, reading is useful for language acquisition. Provide the students more or less understand what they read, the more they read, the better they get it. Reading also has a positive effect on the students vocabulary knowledge, on their spelling and on their writing.<sup>7</sup> In English learning, reading is one of the main skills that must be mastered by student to have a language competence because the success of learning subject matter depends on the competence of

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<sup>6</sup> Geoffrey Broughton, et.al, *Teaching English as a Foreign Language*, (London: Routledge Education Books, 1980), p.89.

<sup>7</sup> Jeremy Harmer, *How to Teach English*, (Edinburg Gate: Pearson Education Limited, 2007), p.99.



reading. Student who likes reading will increase new knowledge and insights that will increase their intelligence. Such as reading book or text that can increase students' vocabulary and language also affects the students, because the more students read, the more vocabulary that the controlled and increasingly easier for them to speak and easy to understand or comprehend the text.

Based on the definition above, the writer conclude that reading is a result of the interaction between the perception of graphic symbols that represents language and reader's language skills and the knowledge of the world. In the process the readers tries to recreate the meaning intend by the writer.\

#### b. Types of Reading

According to Brown, the types of reading can be devided in four tyes, there are intensive reading, extensive reading, reading aloud and silent reading, there are:

##### 1) Intensive Reading

Intensive reading is related to further progress in language learning under the techer's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.<sup>8</sup> Intensive reading is a type that needs the learner, to make easier the learner or people to understand the text and get information. The process of intensive

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<sup>8</sup> M. F Patel and Praveen M. Jain, *English Language Teaching Method, Tool and Technique*, p.118.

reading the students open their books and the teacher reads the first part of the selection aloud. Gesture of the teacher are use to increase the effect and to aid in reading comprehension.

## 2) Extensive Reading

Material for extensive reading will be select at a lower level of difficulty then that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.<sup>9</sup> In this type the reader want to know somethging information, and the reader can not find specific information in a text.

## 3) Reading Aloud

Reading aloud is an important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is base of words pronunciation.<sup>10</sup> In aloud reading the students must prepared for their reading. It is difficult if the students does not ready the material, their reading is nor usefull. So aloud reading does not important, because in aloud reading the reader can not find many information in a test.

## 4) Silent Reading

Silent reading is very important skill in teaching of English. This reading should be employed to increase reading ability among

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<sup>9</sup> *Ibid.*, p.119.

<sup>10</sup> *Ibid.*, p.120.

learners. Silent reading is done to acquire a lot of information.<sup>11</sup> In this type the silent reading can get more information and knowledge that the reader read.

c. The Models of Reading

1) Bottom-up Model

In this model, the scope of teaching at an early stage is the correspondence established between sounds/letters (characters), which are then combined to form syllables and words, which, in turn, are further combined into sentences and finally into texts. That is to say, the reader starts with the smallest units of language and combines them to gradually form bigger ones.

Bottom-up model is a reading model which suggests that a reader reads the words, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge )<sup>12</sup> in order to construct meaning from what was written in the text, meaning depends both on vocabulary and syntax. This model is considered to result in a passive reader who is limited by the narrow confines of the printed page, without putting to use any context or knowledge already acquired.

2) Top-down Model

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<sup>11</sup> *Ibid.*, p.122-123.

<sup>12</sup> Martha Vazaka, "Pre-reading Activities: A Neglected Reading Stage in the Greek as a Second Language Class", (Common Ground, 2009), No. 12/vol.15, p.46.

In contrast, the second model puts emphasis on reading for meaning and on the significance of collocations in reading itself.<sup>13</sup> It maintains that the comprehension of the text concerns only the reader, who has his/her own knowledge, points of view, expectations, and questions.

Top-down model is a reading model which argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their expectations.<sup>14</sup> In top-down processing, we draw on our own intelligence and experience to understand a text.

### 3) Interactive Model

Interactive model is almost always a primary ingredient in successful teaching methodology because both processes are important.<sup>15</sup> “in practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer say.”

### 4) The Purposes for Reading

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<sup>13</sup> *Ibid.*

<sup>14</sup> H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco : San Francisco State University, 2000), p. 299.

<sup>15</sup> *Ibid.*

Rivers and Temperly propose that there are seven main purposes for reading:<sup>16</sup>

- a. To obtain information for some or because we are curious about some topic.
- b. To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works).
- c. To act in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letter.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or what has happened (as reported in newspaper, magazine, reports).
- g. For enjoyment or excitement.

## 2. The Concept of Reading Comprehension

### a. The Definition of Reading Comprehension

Reading comprehension refers to the understanding of printed text. Proficient readers engage in an intentional problem-solving process to comprehend. This process has a before, during, and after component.<sup>17</sup>

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<sup>16</sup> David Nunan, *Second Language Teaching & Learning*, (Boston: Hienle & Hienle Publisher), p.251.

<sup>17</sup> A Guide for Educators, *Teaching Students With Reading Difficulties and Disabilities*, (Student Diversity, 2004), p.35.

Reading comprehension as the process of currently extracting and constructing meaning through interaction and involvement with written language.<sup>18</sup> In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Based on the definitions above, the reader who has to have the balanced knowledge and experience must be able to adjust the source of information into adaptable context.

Reading comprehension is very important for everyone who want to extend their knowledge and information. Sometimes learners feel difficult to comprehend the text that they have read. So the teachers have to be more concern about the problem.

According to Danielle, reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.<sup>19</sup>

According to Klingner et.al, reading comprehension is a multicomponent, high complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types).<sup>20</sup> It means that the reading

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<sup>18</sup> Chaterine Snow Chair, *Reading for Understanding Toward and R&D Programe in Reading Comprehension*, (Science & Technology Policy Institue RAND, 2002), p.11.

<sup>19</sup> Danielle, *Reading Comprehension Strategies; Theories, Interventions, and Technologie*, p.6.

<sup>20</sup> Klingner et.al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York and London: The Guilford Press, 2007), p.8.

comprehension involves much more than reader's responses to the text.

According to Gillet that reading comprehension is the search for meaning, actively using our knowledge of the world and of texts to understand each new thing we read.<sup>21</sup> It means that reading comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively.

Based on the quotations above, it can be inferred that reading comprehension is the looking for meaning that involves much more than reader's responses to the text to understand each new thing we read.

#### b. Strategies for Reading Comprehension

Brown explains ten strategies for reading comprehension, such as: identify the purpose in reading, use graphemic rules and patterns, use efficient silent reading techniques, skim the text for main ideas, scan the text for specific information, use semantic mapping, guess when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings, capitalize on discourse markers to process relationships. Furthermore, the explanations of the strategies for reading comprehension are as follow:<sup>22</sup>

##### 1) Identifying the purpose in reading

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<sup>21</sup> Gillet, Jean Wallace, et. al, *Understanding Reading Problems*, Fourth Edition, (Harper Collins College Publisher, 1994), p. 40.

<sup>22</sup> Brown H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> ed), (New York: Addison Wesley, 2001), p.306.

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potential distracting information.

2) Using graphemic rules and patterns

In many cases, learners have become acquainted with oral language and have some difficulties learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities. While they can often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, other relationships might prove difficult.

3) Using efficient silent reading technique for relatively rapid comprehension

The readers intermediate-to-advanced level students need not be speed readers, but it is suggested to increase efficiency by teaching a few silent reading rules as follows:

- a) The readers don't need to "pronounce" each word to the teacher.
- b) Try to visually perceive more than one word at a time, preferably phrase.
- c) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4) Skimming the text for main ideas



Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.

5) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

6) Using semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos.

7) Guessing when the readers aren't certain

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

8) Analyzing vocabulary

One way for learners to make estimating when they do not know at once is review the term such as: looking for prefixes (co-, inter-, etc.) that may gives clues, looking for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is, looking for roots

that are familiar, looking for grammatical contexts that may signal information, and looking at the semantic context (topic) for clues.

9) Distinguishing between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10) Capitalizing on discourse markers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learner's reading efficiency. Types of discourse markers are enumerative (firstly, secondly, finally, etc), additive (again, then again, moreover, well, etc), logical sequence (so far, as a result, consequently, etc), explicative (namely, in other words, namely, etc), illustrative (for example, for instance), and contrastive (by contrast, for all that, yet, etc).

c. The Importance of Learning Reading Comprehension

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The

high stake test that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. In short, building reading comprehension skills require a long term strategy in which all the reading skills areas fluency, and vocabulary will contribute to success. Reading comprehension is important for the students in the class, because by understanding of reading much the information that has been taken from the text.

d. The Measurement of Reading Comprehension

Reading comprehension measures should help teachers monitor the comprehension of their students over time and provide information that is usefull designing reading comprehension intervention program. There are some criteria commonly used in measuring students reading comprehension ability, there are:<sup>23</sup>

- 1) Main idea (topic)
- 2) Expression /idiom / phrase in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting ideas
- 8) Vocabulary in context

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<sup>23</sup> Brown Douglas, Language Assessment Principle, ( San Fransisco : Pearson Education, 2010 ), p.206

In all cases the measurement takes the form of standardized assessments aligned to state standards.<sup>24</sup>

<b>Number</b>	<b>Letter</b>	<b>Category</b>	<b>Description Criteria</b>
86 – 100	A	Good	<ol style="list-style-type: none"> <li>1. A good reader does not only have a good understanding, they also will be able put him/her selves into the text and will try to live the story</li> <li>2. A good reader will let the concentration mingle with the book, not only understand the deeper meanings of the text</li> <li>3. A good reader will not only be fluent in reading, but he/she would show certain personal qualities in reading</li> <li>4. A good reader would love to share what he/she has read, always confident, dedicated and carefully, and be willing to read back when needed</li> </ol>
70 - 85	B	Fair	<ol style="list-style-type: none"> <li>1. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error)</li> <li>2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error)</li> <li>3. A good reader will not only be fluent in reading, but he/she would show certain personal qualities in reading</li> </ol>

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<sup>24</sup> Collin Haison Understanding Reading Development, (London: SAGE Publication, 2004), p.64

			4. A good reader would love to share what he/she has read, always confident, dedicated and carefully, and be willing to read back when needed
0 - 69	C	Bad	<ol style="list-style-type: none"> <li>1. A good reader does not only have a good understanding, they also will be able to put him/herselves into the text and will try to live the story (an error)</li> <li>2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error)</li> <li>3. A good reader will not only be fluent in reading, but he/she would show certain personal qualities in reading</li> <li>4. A good reader would love to share what he/she has read, always confident, dedicated and carefully, and be willing to read back when needed</li> </ol>

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

### 1. The Definition of Reciprocal Teaching Technique

Reciprocal Teaching was developed by Palincsar and Brown which is designed to improve students' comprehension which is implemented

by using four strategies that are prediction, summarization, question generation, and clarification in which the student and the teacher work cooperatively in discussion.<sup>25</sup>

Besides, Bouchard states that reciprocal teaching is a cooperative strategy in which students learn to take on the role of “teacher”. Student’s Question, clarify challenges, summarizes, and predict to monitor and improve their own comprehension.<sup>26</sup> In this notion, reciprocal teaching direct the students to improve their own comprehension independently by implementing four essential strategies.

Furthermore, Klinger, et.al, reveals that reciprocal teaching covers three essential components such as dialogue, comprehension strategies, and scaffolding.<sup>27</sup> In this sense the role of teacher as an instructor are needed to direct the students to use cognitive strategies (prediction, summarization, question generation, and clarification) appropriately to achieve learning's goal.

Furthermore, according to Doolittle's, *et.al* explanation, reciprocal teaching is:

An instructional teaching which based on modeling and guided practice, where at the beginning, the teacher models how to use a set of reading comprehension strategies such as prediction,

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<sup>25</sup> Jannet Klinger, *et.al*, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guilford Press,2007), p.131.

<sup>26</sup> Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (New York: Scholastic Inc,2005, p.95.

<sup>27</sup> *Ibid*, p.133.

summarization, question generation, and clarification then the teacher guides and supports the students while reading and discussing the text to affirm student's comprehension. After the students become more proficient in using these strategies, gradually the teacher transfers the responsibility to the students.<sup>28</sup>

Referring to these statements, it can be said that reciprocal teaching is a cooperative teaching strategies which develop student's cognitive aspect through the implementation of cognitive strategies.

Meanwhile, Crawford et.al states that reciprocal teaching leads the students in reading comprehension particularly in finding main ideas, determining the details, and making connections among ideas in text.<sup>29</sup> In this sense, strategy in reciprocal teaching directs on overall comprehension by comprehending in each part of text such as main idea, detail and others.

In other words, reciprocal teaching technique is a technique in reading comprehension by modeling and practice between the students and the teachers as the instructor.

Moreover, Palinscar and Brown stated that reciprocal teaching is a strategic approach that helps students' interaction with the text being read. In reciprocal teaching, the students interact deeply with the text through the steps of predicting, questioning, clarifying and summarizing.

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<sup>28</sup> Doolittle, et.al, "*Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts.*" *Internasional Journal of Teaching and Learning and Higher Education* Volume 17 (2006), p.106.

<sup>29</sup> Alan Crawford, *et.al, Teaching and Learning Strategies for the Thinking Classroom*, (New York: The International Debate Education Association, 2005), p. 71.

Furthermore, Hart and Speece stated that reciprocal teaching is an effective strategy because it needs the brains to integrate previous knowledge to new learning, for example, making inference, maintaining focus, etc.<sup>30</sup> It means that reciprocal teaching is an effective technique that helps the students to remember their background knowledge, and also it can help the students to make inference well because when they read, they will focus on reading the text and comprehend it by following step by step of reciprocal technique.

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

## 2. The Purpose of The Reciprocal Teaching Technique

Tankersley states that the purpose of reciprocal teaching is to practice four strategies so that each group discussion can share their perspective or understanding about the text.<sup>31</sup> In this sense reciprocal teaching helps the students comprehend the text which is realized by implementing four strategies such as summarizing, question generating, clarifying and predicting to get more comprehension.

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<sup>30</sup> David A. Sousa, *How the Brains Learns to Read*, (California: Corwin Press, 2005), p. 154.

<sup>31</sup> Karen Tankersley, *The Threads of Reading*, p.103.



Besides, based on Doolittle's, *et.al* explanation, the main purposes of reciprocal teaching are to help the students to apply the reading comprehension strategies (summarizing, question generating, clarifying and predicting), learn how and when to use those strategies and become self-regulated in the use of these strategies.<sup>32</sup> It means that the students are guided to be more proficient by applying four cognitive strategies to comprehend the text appropriately in each stage while reading.

Moreover, Bouchard said that reciprocal teaching provides an opportunity for students to clarify any difficulties that they encountered while reading the text.<sup>33</sup> From this statement, it can be assumed that reciprocal teaching has purpose to help the students in solving their problems during reading comprehension process that they encountered.

Furthermore, Philippot and Graves state that reciprocal teaching encourage for all students to become actively engaged in implementing the strategies without the help of the teacher.<sup>34</sup> It can be assumed that reciprocal teaching promotes the students become more active during the discussion after getting the guidance from the teacher at first.

Regarding to the statements above, it can be concluded that the main purpose of reciprocal teaching is to build the students' comprehension and give corrective feedback in each stage of four strategies (summarizing, question generating, clarifying and predicting) so

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<sup>32</sup> Doolittle, *et.al*, *Reciprocal Teaching.*, p. 107.

<sup>33</sup> Margaret Bouchard, *Comprehension Strategies.*, p. 95.

<sup>34</sup> Raymond Philippot and Michael F. Graves, *Fostering Comprehension in English Classess*, (New York: The Guildford Press, 2009), p. 125.

the student's will be more proficient to use these strategies without teacher's supports during the discussion.

### 3. The Strategies of Reciprocal Teaching

Regarding to the strategy to improve student's comprehension Generally, Willis states:

To be successful at reading comprehension students need to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge. Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading.<sup>35</sup>

It means that good reader must be paid attention on important aspect to build their reading comprehension ability to be stored in their long term memories so that they will be able to retell what they have got through the process of comprehension by their own language.

Specifically, Clarke, et.al states that reciprocal teaching consists of four cognitive strategies to improve reading comprehension abilities. They are the following:

#### a. Prediction

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<sup>35</sup> Judy Willis, *Teaching the Brain to Read*, (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2008),p.128.

Prediction is inference-making activity to enrich student's understanding of a passage or text which involves finding clue and prior knowledge in order to make predictions about events and setting in a passage or text.<sup>36</sup> In this step, the students are required to make guesses about what might happen next by paying attention to the clues available in the text which involves their manner and prior knowledge to gain good interpretation.

b. Clarification

Clarification is the process which emphasizes on identification and clarification of unfamiliar, difficult, and unclear words, phrases or concepts in the "text."<sup>37</sup> It means that students practically find out unfamiliar, difficult and unclear words, phrases or concepts, and awkward sentence that they do not fully understood, by highlighting those aspects then the teacher facilitates the students to seek a clarification during the discussion until the students become more proficient to comprehend those difficult aspects.

c. Question Generation

Question generation is the process of identifying a question topic, answering a question type and question word, and formulating a coherent question of information, ideas, and themes in the text.<sup>38</sup>

Besides, Algozinne states "... The questions are based on clues that are

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<sup>36</sup> Paula J. Clarke, *et.al*, *Developing Reading Comprehension*, (Chicester: John Wiley and Sons, 2014), p. 118

<sup>37</sup> *Ibid*, p.114.

<sup>38</sup> *Ibid*, p.119.

found in the text and are generated to spark curiosity that focuses the reader's attention on investigating, understanding, and connecting to the text.<sup>39</sup> It means that in this strategy the students are required to understand the question and answer it to make them easy in understanding the text.

d. Summarization

This strategy involves many activities such as underlining and highlighting key ideas, creating graphic organizers or mind maps, shrinking paragraph into sentences, deleting unnecessary words, thinking of appropriate titles, completing incomplete summaries and selecting important ideas.<sup>40</sup> Practically, in this step, the students summarize the text by identifying the meaningful information in each paragraph or a whole paragraph and it become clear and concise statement without changing the original meaning so that the important information or gist will be easily identified.

From the explanations above, it can be inferred that those strategies are set of reciprocal teaching which implemented cooperatively between the teacher and students by developing the cognitive ability in each strategies which is addressed to develop students' reading comprehension ability.

#### 4. Procedures of Reciprocal Teaching

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<sup>39</sup> Bob Algozinne, *Culturally Responsive.*, p. 134.

<sup>40</sup> Paula J. Clarke, *et.al, Developing Reading*, p. 116.

According to Brown and Palincsar as quoted by Lapp and Fischer reciprocal teaching covers six components such as explanation, instruction, modeling, guided practice, praise, and teacher judgment.<sup>41</sup>

These components are implemented by following steps:

a. Phase 1 : Teacher demonstration

Teacher models how to use the strategies of predicting, clarifying, questioning, and summarizing. Students see all four strategies so that they can get "the big picture".

b. Phase 2: Direct instruction and guided practice

Teacher teaches each of the strategies in more depth, one per lesson. The teacher explains how to implement the strategy and supports students with prompts and reminders as they try out the strategy. The teacher provides feedback.

c. Phase 3: teacher-students groups

The teacher leads discussion about text in small groups, prompting students to use the strategies and continuing to provide support and feedback as needed. The teacher gradually withdraws assistance as students become more proficient.

d. Phase 4: student-led groups

Students take turn leading discussion about the text and prompting their peers to use the four strategies. Students give each other feedback

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<sup>41</sup> Diane Lapp and Douglas Fisher, *Essential Reading.*, p.102.

on strategy implementation. The teacher provides assistance as needed.

e. Phase 5: students' independent use of the strategies

Students use the four reading strategies on their own while reading and self-regulate their implementation of the strategies. They monitor their own comprehension.<sup>42</sup>

From the explanations, it can be concluded the sequences of the implementation of reciprocal teaching above started from the teacher's modeling how to use the strategies (prediction, clarification, question generation and summarization) to be applied in the discussion with the teacher or their group and explain how to implement those strategies while discussing the text. Then, through prompts and reminders the teacher guides the students to use those strategies while reading and discussing the text together and teacher gives corrective feedback to the students. After the students become more proficient, the teacher gradually transfers the responsibility to the students to lead the discussion and independently they give feedback each other.

5. The Advantage and Disadvantage of Reciprocal Teaching Technique

a. The advantages

Reciprocal teaching has some advantages related to its purpose on student's reading comprehension ability development.

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<sup>42</sup> Jannet Klinger, *et.al*, *Teaching Reading*, p. 135.

According to Bouchard, reciprocal teaching has some advantages.

They are the following:

- 1) Reciprocal teaching is an interactive strategy that promotes comprehension monitoring and question generation.
- 2) Generating question supports understanding and identification of question types that can be transferred to the testing situation.
- 3) Reciprocal teaching helps connect pieces of information to the whole.
- 4) Reciprocal teaching provides an opportunity for students to clarify any difficulties that they encountered while reading the text.<sup>43</sup>

b. The Disadvantages

The disadvantages of reciprocal teaching as follows:

- 1) Reciprocal teaching requires time and practice to implement successfully so it needs proper preparation and more classroom time to conduct it.
- 2) It will be difficult for the teacher to monitor all of the communications between the students, and misinformation may be passed through the class with a larger group of students.
- 3) Incorrect feedback to the other students is possible during the discussion since the students are collaborating with each others.<sup>44</sup>

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<sup>43</sup> Margaret Bouchard, *Comprehension Strategies.*, p. 95.

<sup>44</sup> Samuel Helms, "Advantages and Disadvantages of Reciprocal Teaching", in [http://www.ehow.com/info\\_advantages-disadvantages-reciprocal-teaching.html](http://www.ehow.com/info_advantages-disadvantages-reciprocal-teaching.html) accessed on December 30 2017 14:46

Regardless of these short comings, those disadvantages can be minimized by maximizing time allocation and proper preparation as maximal as possible to achieve learning's goal.

### **C. Action Hypothesis**

Based on the frame of the theories and assumptions the researcher formulates the hypothesis is by using reciprocal teaching as a technique of reading comprehension at the eighth graders of SMP Negeri 01 Metro Kilau, East Lampung can be improved.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

Variable can be defined a symbol to which numerals or values are assigned that are of interest to the researcher.

Based on the quotation above, the operational definition of this research variable as follows:

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

Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using Reciprocal Teaching as a technique which can be defined as tool to



presentation in front of the class, and to show about illustration something with a text, pictures that had interesting display.

Moreover, the data collection technique of this variable is observation and the instrument of this variable is using observation list. The students read the material about recount text in reciprocal teaching technique that showed by teacher in front of the class. Also the students could comprehend the meaning of the text, so that the students could answer of the questions from the topic which taught in recount text reading learning at SMP Negeri 01 Metro Kibang East Lampung.

## 2. Dependent Variable

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Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this reserach is reading comprehension that defined as activities to getting, knowing, or understanding information from the text that the students have been read which purposes the readers can comprehend of the text and answer all of the questions.

Moreover, the data collection technique of this variable is test and the instrument of this variable is using questions or items that had 10 scores for every item. The form of questions were multiple choice and the total of quesions were 10 items.

## **B. Setting of the Research**

This research is the classroom action research type. This research conducted in the eight graders of SMP Negeri 1 Metro Kibang East Lampung on the second semester, which is located Jl. Harapan Margototo Metro Kibang East Lampung. In the eight class consist of 243 students. It is one of school which has not been implemented board game technique yet.

## **C. The Subject of The Research**

This research is the Classroom Action Research (CAR) type, and the subject of this research were the students of the eighth graders of SMP Negeri 1 Metro Kibang East Lampung. This class consists of 26 students. The researcher has chosen this class because most of the students have low score in learning English especially in reading.

The researcher asked the Mr Suryadi, S.Pd as the collaborator in this research that is function as the controler in teaching learning process. So, the researcher has easy to know the development of the students who were the students' active in teaching learning process.

## **D. Procedure of The Research**

The research that would be conducted is a classroom action research. Wallace explains that classroom action research is basically a way of reflecting on your teaching in the class ... by systematically collecting data on

your everyday practice and analyzing it in order to come to some decisions about what your future practice should be.<sup>45</sup>

According to Stephen Kemmis, Classroom action research typically involves the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices.<sup>46</sup>

Furthermore, Anne Burns classroom action research is part of a broad movement that has been going on in education generally for some time.<sup>47</sup> So, one of the main aims of classroom action research is to identify a ‘problems’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.

From the quotation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something. Classroom action research is also performed collaboratively to look for solutions of everyday problems found in classroom or to find a path to enhance the students’ achievement on their study especially in English classroom. Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue.

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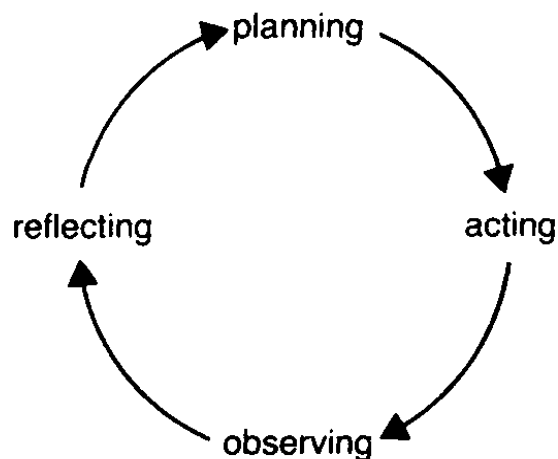
<sup>45</sup> Alison Mackey, *Second Language Research*, (USA: Lawrence Erlbaum Associates, 2005), p.216.

<sup>46</sup> Stephen Kemmis and Robin, *The Action Research Planner*, (London: Springer, 2014), p.11.

<sup>47</sup> Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.2.

In this research the researcher needs a collaborator to help her in this research it is caused to share the problem that arise in learning process. Therefore, in this research, the researcher uses collaborative research. The researcher uses collaborative research, because the result of research can be objectively. It is similarity with Anne Burns's defines, she said that if research doing by another people, the research will be carefully and objectively.

There are two cycle in classroom action research, Cycle 1 and Cycle II. Each cycle is consisting of four activities; they are Planning, Action, Observation, and Reflection, as follows:



Classroom Action Research model of Jean dan Jack<sup>48</sup>

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<sup>48</sup> Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge, 2002), p.41.

## 1. Cycle 1

There are the four activities in each meeting of cycle 1 such as planning, action, observation, and reflection.

### a. Planning

Planning is the first step in every activity, Researcher explained about what, why, when, who, and how the action has done. Without planning, the researcher's activity would difficult to focus. The planning would be reference in doing action. Here are steps that the researcher can make in planning:

- 1) Reviewing the subject matter, preparing the syllabus, and lesson plan, and student activity sheets.
- 2) Preparing the learning of the learning scenario, media, materials and tools, instruments of observation, and evaluation.
- 3) Setting up observation instrument that has been discussed with collaborator so that things will be observed to have the same concepts. For this activity researcher is helped by collaborator.

### b. Action

Doing action is the second step in activity. It has the realization from the planning the researcher has made. Without the action the planning just imagination that never could be real. After finishing the planning, the learning process would be done in the eighth graders of SMP Negeri 1 Metro Kibang East Lampung. It described about teaching procedures of the research.

c. Observation

Observation conducted to gather information about the learning process conducted by researchers in accordance with the actions that have been prepared. Through the collection of information, the researcher may note the weaknesses and strengths are conducted by researchers in carrying out the action, so the results can be used as input when the researcher conducted a reflection for the preparation of plans in the next cycle. The observation is done in the teaching learning process.

In this step, the researcher observed the process of teaching learning by using observation sheet.

d. Reflection

Reflection is an activity to analyze and make conclusions based on test results and observations. Reflection is used to analyze the results of observation and tests that are used as the basis for the next cycle of improvement.

2. Cycle 2

Based on cycle 1 evaluation of the weakness that felt, and then the second cycle of action is developed and so on. The cycle would be successful if the indicators of success have been achieved.

## **E. Data Collection Technique**

Since this research is intended to know reciprocal teaching can be used to improve the students' reading comprehension. The researcher would minister test, observation, documentation, and field notes in data collection technique.

In teaching learning process the researcher explains about the reading comprehension in material by using reciprocal teaching technique and the reseacher gives the test in the end meeting of each cycle. The researcher would take the students' score in each meeting and then compare it. If the students' score could improve from meeting to the next meeting it means that reciprocal teaching technique can be used to improve the students' reading comprehension in the eighth graders of SMP Negeri 01 Metro Kibang East Lampung.

In collecting the data, the researcher would use the following techniques:

### **1. Test**

In this research, researcher used tests for the instrument. Test is some questions or exercises that used to measure the skill, knowledge, intelligent, capability. The test that used by researcher is written test and the form of the questions or items are multiple choice. This test dedicated to the eighth graders of SMP Negeri 01 Metro Kibang East Lampung to

collect the data of students' reading comprehension. The test is divided by two part as follows:

a. Pre-test

The pre-test was given in the first meeting before giving treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test was done in the end of meeting in class. This treatment had done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test is higher than pre-test.

2. Observation

The researcher used observation to get data about students' and teacher activities in learning process. The object of this observation is using reciprocal teaching technique by a teacher and students activity.

3. Documentation

The researcher used this method to get the data about history of the school, the sum of the teachers, official employed and students' at SMP Negeri 01 Metro Kibang East Lampung, and picture of learning activities in classroom. Here were the list of the documentation:



- a. Documentation about historical background of SMP Negeri 1 Metro Kibang East Lampung.
- b. Documentation about structural organization of SMP Negeri 1 Metro Kibang East Lampung.
- c. Documentation about facilities of SMP Negeri 1 Metro Kibang East Lampung.
- d. Documentation about sketch of location SMP Negeri 1 Metro Kibang East Lampung.
- e. Documentation about condition of the teachers and official employees of SMP Negeri 1 Metro Kibang East Lampung.
- f. Documentation about students of SMP Negeri 1 Metro Kibang East Lampung.

#### **F. Data Analysis Technique**

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, and documentation, the researcher analyzed the data that was based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher did was making abstraction of all collecting data. After conducting the research, she made an abstraction of all data. Then, she

selected the data that related to the research question and classified them into the tow categories data in learning process.

Data analysis would be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher would compare between pretest and posttest, as follow:

The formula:

$$M = \frac{\sum x}{n}$$

$M$  : Mean Score

$x$  : Total of Students Score

$n$  : Total of students<sup>49</sup>

Besides that, to measure the percentage of students activities, the researcher used the formula :

$$P = \frac{F}{n} \times 100\%$$

$P$  : Mean Score

$F$  : Total of Students

$n$  : Number of The Students<sup>50</sup>

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<sup>49</sup>Yoges Kumar Sigh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

<sup>50</sup>*Ibid.*, p.278.

### **G. Indicator of Success**

In order to know whether the reciprocal teaching technique can be used to improve students reading comprehension, the researcher would decide the indicator of success of the research.

This research is success if 70% of students got 70 score or above and 70% of students active in teaching and learning process. Thus, this research is success. This research is unnecessary to continue the next cycle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research Location**

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

##### **1. The Sort History of SMP Negeri 1 Metro Kibang East Lampung**

SMP Negeri 1 Metro Kibang East Lampung is one of the State Junior High School in East Lampung which is found under the Department Education Decision. It is located on the Harapan Street, Margototo District which was accredited B by BSNP (National Standardization of Education Board).

After knowing that Margototo village headman and society's figure of Margototo (Supardi, Zainal, Kamto) when to the province purposing a proposal in order SMP Negeri 1 Kibang Lampung Timur founded in Margototo. With some considerations and strategic location so that proposal was accepted. After that the building was started to be develop, because of the restricted area, so the school was canceled to be founded.

For the sake of the reaching of the building of SMP so the village headman and society figure of Margototo purposing the proposal seriously to the regency and to the chief of commission. The proposal was not agreed directly because they would hold an observation first to the location. Then the proposal of <sup>44</sup> opening SMP Negeri 1 Metro Kibang was agreed.

SMP Negeri 1 Metro Kibang was founded in 1985 with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP Negeri 1 Kibang began the new year of education in 2003-2004. In 2003-2004 SMP Negeri 1 Kibang is led by Drs Junaidi. Now the headmaster SMP Negeri 1 Kibang is Sri Suhartini, S.Pd.,M.M.

Besides that, SMP Negeri 1 Kibang Lampung Timur for many times has applied the curriculum since it firstly established such as 1985 curriculum, 1995 curriculum, 1997 curriculum, the supplement of 1997 and 2000 curriculum, KBK, KTSP and now 2013 curriculum. Furthermore, this school has three levels of classes. Those are seventh grade, eighth grade, and ninth grade.

To prepare the school that has good standard of quality to face the challenges ahead, the students are expected to be able to overcome the challenges and global competitiveness by forecasting on the vision and mission to realize good standard school which brings up Islamic values, science and technology.

a. Vision and Mission of SMP Negeri 1 Kibang Lampung Timur

1) Vision

- a) Having Quality
- b) Religious
- c) Populist

2) Mission

- a) Building Harmonious Relationship and Democratize
- b) Improving Insight
- c) Optimal of Utilization
- d) Improving of Learning Process

3) Objective

Creating a good graduation of SMP Negeri 1 Kibang Lampung Timur who have good quality of skill in religion and competent.

4) Strategy

- a) Make a discussion with another party's.
- b) Intensive development to the teacher and all of employee
- c) Adding and utilization of infrastructure
- d) Guiding course in intra or extra

e) Continue and control to student's activity

2. The Conditions of Teacher and Official Employers in SMP Negeri 1 Metro Kibang East Lampung

SMP Negeri 1 Kibang Lampung Timur has 36 teachers. Two of them are English teachers. The data of the teachers and the staff of SMP Negeri 1 Metro KibangEast Lampung in academic year 2017/2018 can be seen through this table as follow:

**Table 3**

**The Teacher Data of SMP Negeri 1 Kibang Lampung Timur**

No	Name	Occupation	Degree	Subject
1	Sri Suhartini, S.Pd.M.M	Headmaster	S2	Indonesia Language
2	Samsul Arifin, S.Sos	Veice	S1	Social
3	Erwanda, S.Pd	Veice	S1	Math
4	Nanang Sugandi, S.Pd	Vice	S1	Health
5	Dra. Solecha	Teacher	S1	FIQIH
6	Megaria Susanti, S.Pd	Teacher	S1	Indonesia Language
7	Sumarni, S.Pd	Teacher	S1	Hadist
8	Agus Sugiyatman	Teacher	S1	Social
9	Yudi Prasetyo, S.Pd	Teacher	S1	Math
10	Hendra Buana, S.Pd	Vice	S1	Indonesia Language
11	Henry cahyadi, S.Pd	Teacher	S1	Social
12	Mulatsih Hasan, S.pd	Teachers	S1	Moral
13	Musirahwati, S.Si	Teachers	S1	Nation
14	Sumarti, S.Pd	Teacher	S1	Moral
15	A.Suwardi, S.Pd	Teacher	S1	Art
16	Sri Murni, S.Pd	Teacher	S1	History Muslm
17	Henri Cahyadi	Teacher	S1	Social
18	Neti Susilawati, S.Pd	Teacher	S1	Hadist
19	Solmawati, S.Pd	Teacher	S1	Math

20	Sri Hartati, S.Pd	Teacher	S1	Math
21	Suryadi, S.Pd	Teacher	S1	Social
22	Sugiyanti, S.pd	Teacher	S1	English
23	Sulistiyorini, S.Pd	Teacher	S1	Math
24	Sri Mujiyanti, S.Pd	Teacher	S1	Indonesia Language
25	Riana, S.Pd	Teacher	S1	English
26	Titik Sumiyati, S.Pd	Teacher	S1	Hadist
27	Ngadiono, S.Pd	Teacher	S1	Moral
28	Imam Safingi, S.Pd	Teacher	S1	Religion
29	Hasan Basri, S.Pd	Teacher	S1	Religion
30	Rumiyati, S.Pd	Teacher	S1	Science
31	Boyatno, S.Pd	Teacher	Sl	Moral
32	m. Ngadenan, S.Pd	Teacher	S1	Math
33	Wiji Utami, S.Pd	Teacher	S1	Science
34	Ngatino, S.Pd	Teacher	Sl	Counseling
35	Hendra Buana	Honorary	S1	Health
36	Ayunda Gaeta, S.Pd	Honorary	S1	Computer

*Source: Documentation of SMP Negeri 1 Kibang Lampung Timur taken on February 02th 2018*

### 3. The Administration Staff of SMP Negeri 1 Kibang Lampung Timur

List of administration staff of SMP Negeri 1 Kibang Lampung

Timur in academic year 2017/2018 can be seen as follow:

**Table 4**

#### **The Data of Administration Staff of SMP**

#### **Negeri 1 Kibang Lampung Timur**

No	Name	Class	Occupation	Ladder
1	Amelia, S.Pd.I	III/d	Leader	S1
2	Sumirah, S.Pd	III/b	Staf. TU	S1
3	Supami, S.Pd	-	Staf. TU	S1
4	A. Manurung, A.Md	-	Staf. TU	D3
5	Suparni	-	Staf. TU	SMA
6	Agus, S.Pd	-	Staf. TU	S1

7	Mulyoto, S.Pd	-	Staf. TU	S1
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Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

4. Number of the Students at SMP Negeri 1 Kibang Lampung Timur

Number of students of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018 can be seen on the following table:

**Table 5**  
**Number of Students of SMP Negeri 1 Kibang Lampung Timur in Academic Year 2017/2018**

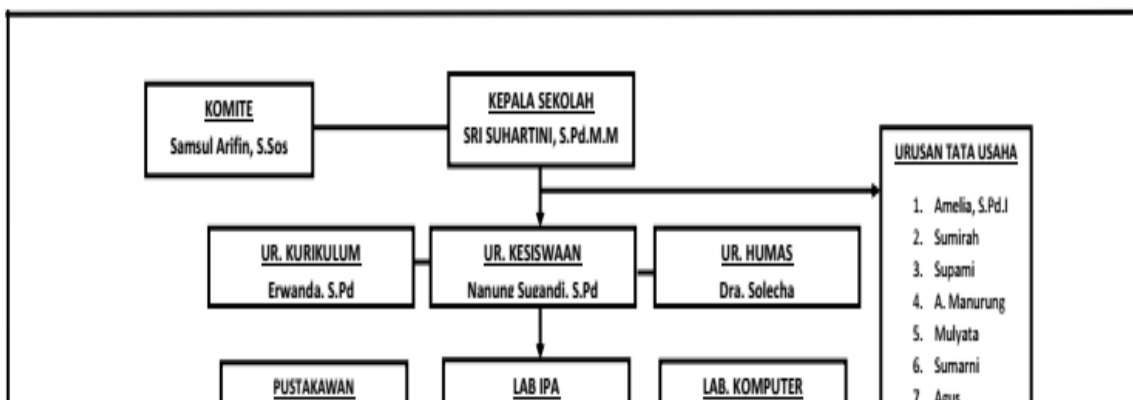
No	Class	Sex		Total
		Male	Female	
1	VII	93	118	211
2	VIII	69	104	173
3	IX	88	102	190
Total		250	324	574

Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

5. Organization Structure of SMP Negeri 1 Kibang Lampung Timur

Organization Structure of SMP Negeri 1 Kibang Lampung Timur can be seen as follow :

**Figure 1**  
**Organization Structure of SMP Negeri 1 Kibang Lampung Timur**





*Source: Documentation of SMP Negeri 1 Kibang Lampung Timur*

6. The Infrastructure Situation of SMP Negeri 1 Kibang Lampung Timur

The infrastructure condition of SMP Negeri 1 Kibang have a good condition all of item, but some building is god enough or broken piece. These building and facilities can be seen on the following table:

**Table 6**

**List of Infrastructure of SMP Negeri 1 Kibang Lampung Timur**

No	Name of Bulding	Total	Explanation
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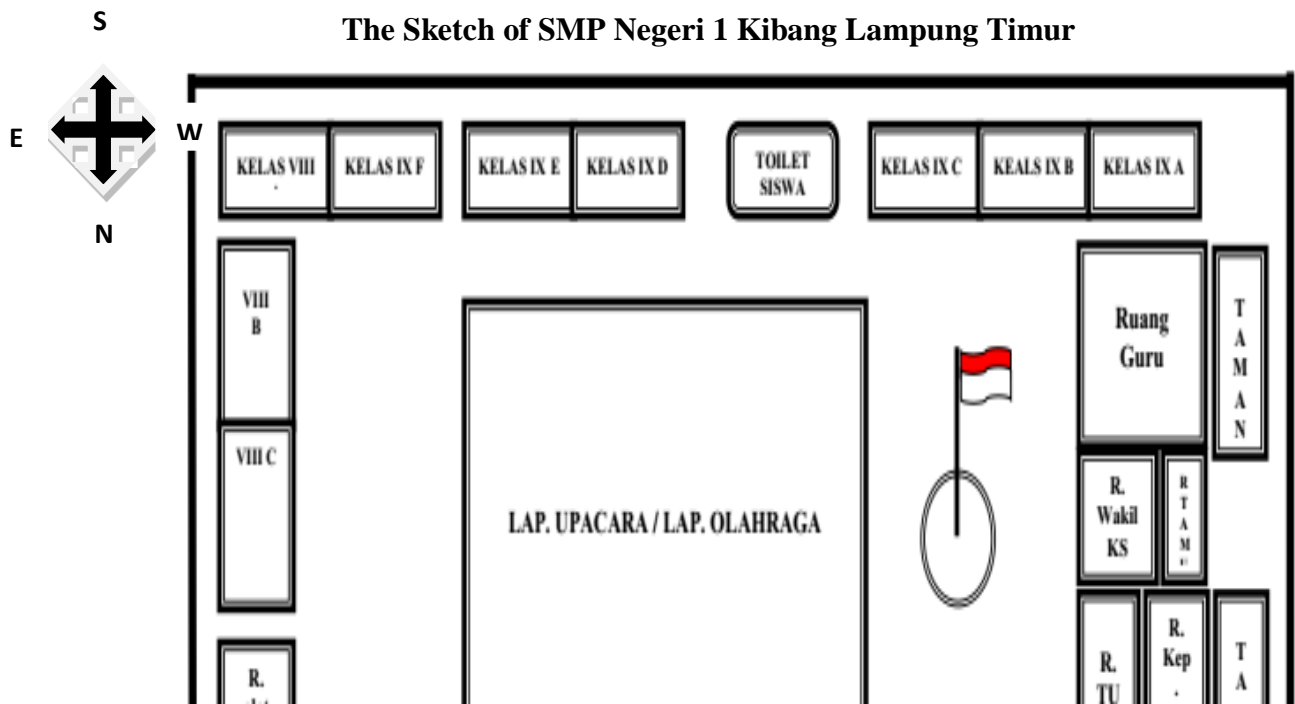
1	Classroom	17	Available/Good
2	Headmaster Office	1	Available/Good
3	Teacher Office	1	Available/Good
4	Administration	1	Available/Good
5	Science Laboratory	1	Available/Good
6	Computer Laboratory	1	Available/Good
7	Library	1	Available/Good
8	Counseling	1	Available/Good
9	Healthy Room	1	Available/Good
10	Cooperation	1	Available/Good
11	Security	1	Available/Good
12	Warehouse	1	Available/Good
13	Mosque	1	Available/Good
14	Canteen	3	Available/Less
15	Security Pos	1	Available/Good
16	Teacher Toilet	1	Available/Good
17	Students Toilet	8	Available/Good
18	Security Toilet	2	Available/Good
19	Basketball Field	1	Available/Less
20	Volleyball Field	1	Available/Good
21	Tennis Field	2	Available/Good
22	Computer	40	Available/Good
23	Television	2	Available/Good

25	Bench Study	580	Available/Good
26	Printer Machine	2	Available/Good
27	Lcd Proyektor	4	Available/Good
28	Screenview	3	Available/Good
28	Mattress	2	Available/Good
29	Fan	6	Available/Good

Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

7. The Site Sketch of SMP Negeri 1 Kibang Lampung Timur

Figure 2



*Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.*

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

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three

meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Reciprocal Teaching Technique to increase the students' reading comprehension.

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

#### **a. Pre-test activity**

The learning was conducted on Monday, Feb 05<sup>th</sup>, 2018 at 14.15 until 16.05. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of speaking performance before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually.

#### **b. The students' pre-test result.**

### **Table 7**

### **The Students Pre-Test Result**

	<b>Name</b>	<b>Score</b>	<b>Note</b>
1	AS	20	Incomplete
2	AS	20	Incomplete
3	ANP	30	Incomplete
4	BDA	20	Incomplete
5	BS	50	Incomplete
6	DS	30	Incomplete
7	DE	50	Incomplete
8	DP	10	Incomplete
9	DSR	40	Incomplete
10	LDDS	50	Incomplete
11	IA	0	Incomplete
12	MS	10	Incomplete
13	MK	40	Incomplete
14	NS	0	Incomplete
15	NV	40	Incomplete
16	NIK	30	Incomplete
17	PS	60	Incomplete
18	R	20	Incomplete
19	RS	60	Incomplete
20	RAS	20	Incomplete
21	SA	50	Incomplete
22	SM	20	Incomplete

23	TA	10	Incomplete
24	TM	10	Incomplete
25	TY	10	Incomplete
26	YA	20	Incomplete
<b>Total</b>		<b>720</b>	
<b>Average</b>		<b>27,69</b>	
<b>High Score</b>		<b>60</b>	
<b>Low Score</b>		<b>0</b>	
<b>Percentage of Successfulness</b>			

Based on the table above , can be seen that all of students were not success. The average from the data was 27,88. To know about percentages from the score of pre-test can be seen on the table as follows :

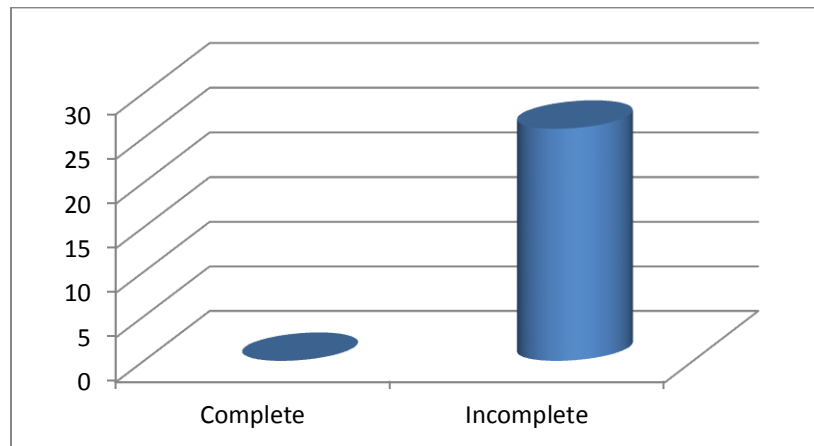
**Table 8**

**Frequency of Students' Score at Pre-test**

No	Score	Frequency	Percentage	Category
1	$\geq 65$	0	0%	Complete
2	$\leq 65$	26	100%	Incomplete
	Total	26	100%	

**Figure 3**

**Frequency of Students' Complete at Pre-test**



Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMP Negeri 1 Metro Kibang East Lampung at least 65. It can be seen that all of students (100%) got score less than the standard. That is the reason, the researcher used Reciprocal Teaching to increase the reading comprehension at SMP Negeri 1 Metro Kibang East Lampung.

## 2. Cycle 1

### a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.



b. Acting

1) The First Meeting

The meeting was done on Thursday, Feb 08<sup>th</sup> , 2018. The teacher opened the lesson by greeting, checking the attendance list and motivating the students. After that the teacher explained what they are were going to learn and what to be reached. Researcher gave the students single topic. And then the researcher gave instruction for the students make a group. One group consisted four members.

After that, the researcher gave a text for each groups, the researcher gave the example of steps discussion, and then the students discussed about the text. The researcher asked the students to practice in front of class with their partner.

2) The Second Meeting

In the second meeting was cunducted on Monday, Feb 12<sup>rd</sup> , 2018. In this meeting, the researcher gave the exercise for students. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow :

**Table 9**

**The Students' Post- Test 1 Result of Cycle 1**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Note</b>
1	AS	70	<b>Complete</b>
2	AS	60	Incomplete
3	ANP	70	<b>Complete</b>
4	BDA	70	<b>Complete</b>
5	BS	80	<b>Complete</b>
6	DS	60	Incomplete
7	DE	70	<b>Complete</b>
8	DP	40	Incomplete
9	DSR	60	Incomplete
10	LDDS	70	<b>Complete</b>
11	LA	80	<b>Complete</b>
12	MS	60	Incomplete
13	MK	70	<b>Complete</b>
14	NS	80	<b>Complete</b>
15	NV	70	<b>Complete</b>
16	NIK	50	Incomplete
17	PS	60	Incomplete
18	R	80	<b>Complete</b>
19	RS	60	Incomplete
20	RAS	40	Incomplete
21	SA	70	<b>Complete</b>
22	SM	60	Incomplete

23	TA	50	Incomplete
24	TM	50	Incomplete
25	TY	50	Incomplete
26	YA	60	Incomplete
<b>Total</b>		<b>1620</b>	
<b>Average</b>		<b>62,30</b>	
<b>High Score</b>		<b>80</b>	
<b>Low Score</b>		<b>40</b>	
<b>Percentage of Successfulness (=70%)</b>		<b>46,15 %</b>	

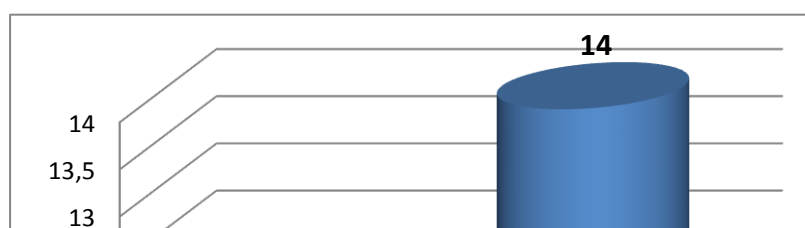
**Table 10**

**Frequency of Students' Score at Post-test 1 of Cycle 1**

No	Score	Frequency	Percentage	Category
1	$\geq 65$	12	46,15%	Complete
2	$\leq 65$	14	53,84%	Incomplete
	<b>Total</b>	<b>26</b>	<b>100%</b>	

**Figure 4**

**Frequency of Students' Complete at Post Test 1 Cycle 1**



Based on the data above can be seen that 14 students (53,84%) got score less than standard and 12 students (46,15%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 65. Learning process is said succes when 70% students got score 65. The fact showed that the result was unsatisfying.

c. Observing

The result of learning process to increase the students' reading comprehension by using reciprocal teaching technique in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test.

The using of reciprocal teaching technique in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them , also be

expected to be active in this case, the first meeting many of them still hard to understanding the text.

In the test 1 there were 12 (46,15%) out students got good score. Although, only 12 the students who got good score. But, the result of the students' test was better than students' yet before giving treatment.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion got the point by ticking it on the observation sheet. The indicators of student learning activities in the classroom as follows:

- 1) Students paid attention on the teacher's explanation.
- 2) Students were active in small-group discussion involved:
  - a) Students asked to the teacher.
  - b) Students answered or respond direct question from the teacher.
  - c) Students gave an idea.
  - d) Students finished the task timely.

The observation result of students' learning activities in meeting 1 and meeting 2 at the first cycle could be seen on the table below:

**Table 11****The Result of Students' Activities In Cycle 1**

No	Name	First Meeting		Second Meeting		Note
		Act	Percentage	Act	Percentage	
1	AS	2	40 %	3	60 %	Increased
2	AS	1	20 %	1	20 %	Constant
3	ANP	3	60 %	4	80 %	Increased
4	BDA	2	40 %	3	60 %	Increased
5	BS	2	40 %	2	40 %	Constant
6	DS	3	60 %	5	100 %	Increased
7	DE	1	20 %	1	20 %	Constant
8	DP	1	20%	3	60 %	Increased
9	DSR	1	20%	4	80 %	Increased
10	LDDS	2	40 %	2	40 %	Constant
11	LA	3	60 %	5	100 %	Increased
12	MS	4	80 %	5	100 %	Increased
13	MK	3	60 %	5	100 %	Increased

1 4	NS	1	20 %	1	20 %	Constant
1 5	NV	1	20 %	1	20 %	Constant
1 6	NIK	1	20 %	1	20 %	Constant
1 7	PS	1	20 %	3	60 %	Increased
1 8	R	2	40 %	3	60 %	Increased
1 9	RS	1	20 %	2	40 %	Increased
2 0	RAS	2	40 %	4	80 %	Increased
2 1	SA	1	20 %	3	60 %	Increased
2 2	SM	2	40 %	1	20 %	Decreased
2 3	TA	2	40 %	5	100 %	Increased
2 4	TM	1	20 %	1	20 %	Constant
2	TY	1	20 %	1	20 %	Constant

5						
2	YA	2	40 %	2	40 %	Constant
6						

Notes :

$\leq 50 \%$  : Not Active

$\geq 50 \%$  : Active

Scoring :

Score 1, with percentage 20%

Score 2, with percentage 40 %

Score 3, with percentage 60 %

Score 4, with percentage 60 %

Score 5, with percentage 100 %



The accumulation of the observation of student's learning activities at cycle 1 could be specified on the following table:

**Table 12**

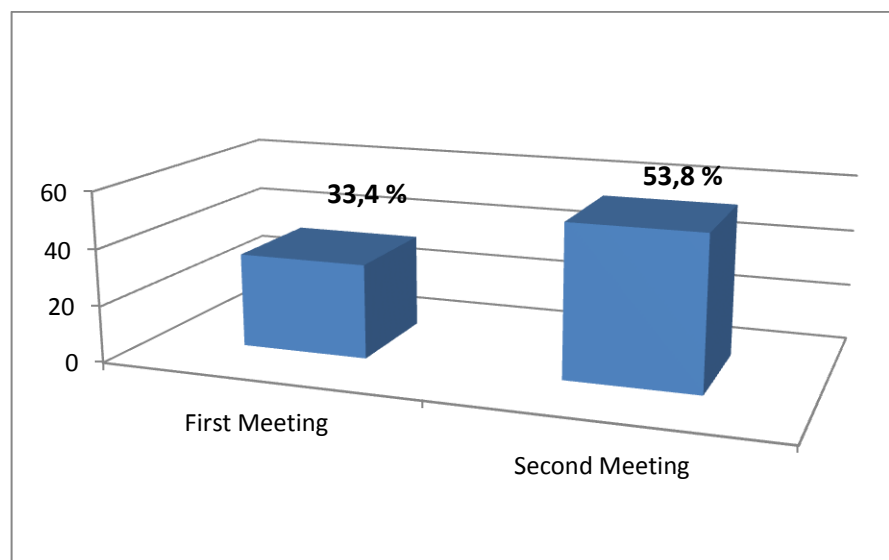
**The Accumulation of Student's Learning Activities at Cycle I**

No	Students Activities	Cycle 1		Improvement (%)
		Meeting 1	Meeting 2	
1	Paying attention on the teacher's explanation	55,7 %	61,5 %	5,8 %
2	Asking to the teacher	15,4 %	42,3 %	26,9 %
3	Answering teacher's question	23,1 %	50 %	26,9 %
4	Giving an idea	7,7 %	38,5 %	30,8 %
5	Finishing the assignment timely	65,4 %	76,9 %	11,5 %
<b>Total</b>		167,3 %	269,2 %	
<b>Average</b>		33,46 %	53,84 %	43,65 %

The table above showed that not all of the students were active to follow teaching and learning process. The average percentage of the student's learning activity in meeting I was only 33, 46 % and 53, 84 % in meeting 2. Based on the result above, it could be inferred that the learning process was unsuccessful compared with the indicator of success at least 70 % of the students might pass minimum mastery criteria of student's achievement in

their learning activities. The comparison between the first meeting and the second meeting of the student's learning activities result described on the following percentage graph:

**Figure 5**  
**The Comparison between First Meeting and Second Meeting of Student's Learning Activities at Cycle 1**



The graph above showed that the students' participations to follow teaching and learning process viewed from their activeness were still low in which the final average percentage was only 43,65%. This result could be passed the indicator of success at least 70%.

d. Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were intereted enough in learning process although the condition of learning process

still uncontrolled. Some students still did not focus on the material and made the condition be noise.

The researcher compared the result of students' pre-test and post-test I score at cycle I to find out the improvement of these two tests.

The comparison between pre-test score and post test I score as follow:

**Table 13**

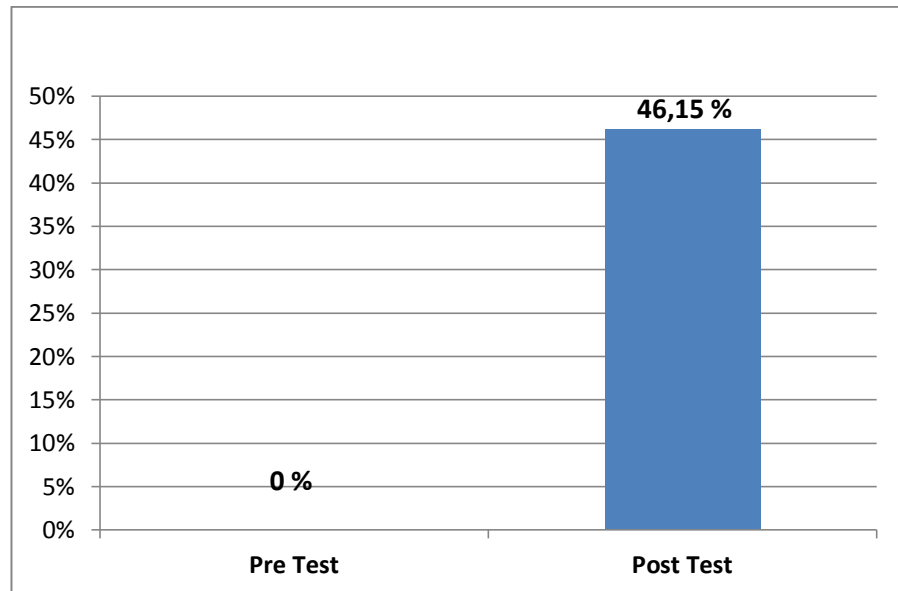
**The Comparison between Pre-Test and Post Test 1 Score**

<b>No</b>	<b>Name</b>	<b>Pre-test</b>	<b>Post-test I</b>	<b>Gained Score</b>	<b>Note</b>
1	AS	20	70	50	Increased
2	AS	20	60	40	Increased
3	ANP	30	70	40	Increased
4	BDA	20	70	50	Increased
5	BS	50	60	10	Increased
6	DS	30	60	30	Increased
7	DE	50	70	20	Increased
8	DP	10	40	30	Increased
9	DSR	40	60	20	Increased
10	LDDS	50	70	20	Increased
11	LA	0	80	80	Increased
12	MS	10	60	50	Increased
13	MK	40	70	30	Increased

14	NS	0	80	80	Increased
15	NV	40	70	30	Increased
16	NIK	30	50	20	Increased
17	PS	60	60	0	Constant
18	R	20	80	60	Increased
19	RS	60	60	0	Constant
20	RAS	20	40	20	Increased
21	SA	50	70	20	Increased
22	SM	20	60	40	Increased
23	TA	10	50	40	Increased
24	TM	10	50	40	Increased
25	TY	10	50	40	Increased
26	YA	20	60	40	Increased
<b>Total</b>		<b>720</b>	<b>1620</b>	<b>900</b>	
<b>Average</b>		<b>27,69</b>	<b>62,30</b>	<b>34,61</b>	
<b>Percentage of Successfulness (=70%)</b>		<b>0 %</b>	<b>46,15 %</b>		

**Figure 6**

**The Comparison between Pre-Test and Post Test 1 Score**



Based on the analyzing above, the researcher conclude that this research should be continuing in cycle 2. The researcher tried to get solution as follow :

- 1) The researcher should manage class well
- 2) The researcher asks students to focus on study and not make a noise.
- 3) Teacher should motivate students to be more active in class.

**3. Cycle II**

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

a. Planning

The researcher prepares the lesson plan, the material and identifies the problem and finding the cause of the problem and plan to give the test and evaluation. The researcher made lesson plan better active than before. It mean that the learning process could do effective.

b. Acting

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem of cycle 1. There are still many weakness on cycle 1 such as the students do not confidence in the learning process, especially in reading comprehension, then the researcher planned to combined in the learning process for students in reading comprehension by using reciprocal teaching technique.

The lesson plan and all of the material that is needed for meeting in cycle 2 has been prepared. The meeting in cycle are:

a) The first meeting

The first meeting was done on Thursday, Feb 15<sup>th</sup>, 2018, after greeting and briefing. The the learning continous to the material that was prepared. At this meeting the teacher told about recount text. The teacher devide the group of students, and the teacher gave a text for each group. The students discussed about

the text. The students made to summarising of text, the question generating, and the elusive of the text for clarification.

b) The Second Meeting

The second meeting conducted on Monday, Feb 19<sup>th</sup>, 2018. The material at this day is recount text. At this meeting to measure the students' reading comprehension after using reciprocal teaching technique the researcher tasted the students by test.

**Table 14**

**The Students' Post- Test 2 Result of Cycle 2**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Note</b>
1	AS	80	<b>Complete</b>
2	AS	80	<b>Complete</b>
3	ANP	90	<b>Complete</b>
4	BDA	100	<b>Complete</b>
5	BS	100	<b>Complete</b>
6	DS	70	<b>Complete</b>
7	DE	90	<b>Complete</b>
8	DP	60	Incomplete
9	DSR	80	<b>Complete</b>
10	LDDS	80	<b>Complete</b>
11	LA	80	<b>Complete</b>
12	MS	60	Incomplete

13	MK	60	Incomplete
14	NS	90	<b>Complete</b>
15	NV	80	<b>Complete</b>
16	NIK	60	Incomplete
17	PS	90	<b>Complete</b>
18	R	90	<b>Complete</b>
19	RS	90	<b>Complete</b>
20	RAS	70	<b>Complete</b>
21	SA	90	<b>Complete</b>
22	SM	70	<b>Complete</b>
23	TA	60	Incomplete
24	TM	60	Incomplete
25	TY	60	Incomplete
26	YA	70	<b>Complete</b>
<b>Total</b>		<b>2010</b>	
<b>Average</b>		<b>77,30</b>	
<b>High Score</b>		<b>100</b>	
<b>Low Score</b>		<b>60</b>	
<b>Percentage of Sucesfulness (=70%)</b>		<b>73,07 %</b>	



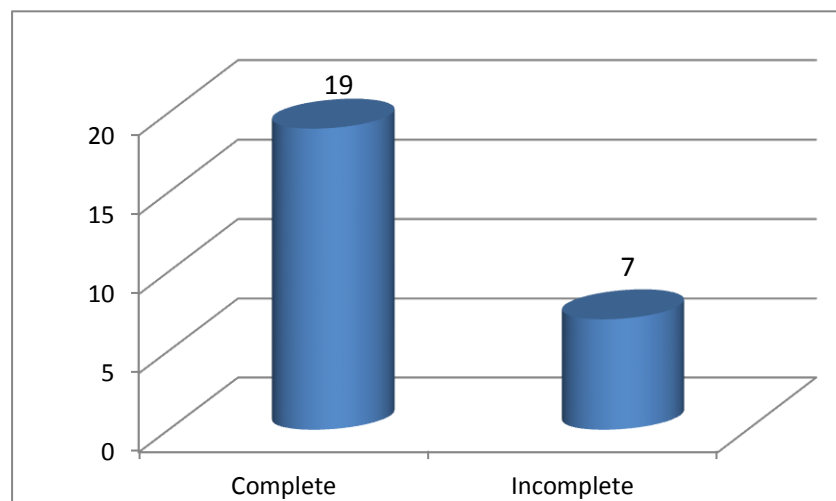
**Table 15**

**Frequency of Students' Score at Post-test 2 of Cycle 2**

No	Score	Frequency	Percentage	Category
1	$\geq 65$	19	73,07%	Complete
2	$\leq 65$	7	26,92%	Incomplete
	<b>Total</b>	<b>26</b>	<b>100%</b>	

**Figure 7**

**Frequency of Students' Complete at Post Test 2 Cycle 2**



Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 100 and the lowest score was 60. According to

standard score, 70% students had passed the test. Most of students could develop their reading comprehension. It means that cycle 2 was succesful.

c. Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow :

**Table 16**

**The Result of Students' Activities In Cycle 2**

No	Name	First Meeting		Second Meeting		Note
		Act	Percentage	Act	Percentage	
1	AS	4	80 %	5	100 %	Increased
2	AS	3	60 %	3	60 %	Constant
3	ANP	5	100 %	5	100 %	Constant
4	BDA	2	40 %	3	60 %	Increased
5	BS	4	80 %	3	60 %	Decreased
6	DS	5	100 %	5	100 %	Constant
7	DE	4	80 %	3	60 %	Decreased
8	DP	2	40 %	5	100 %	Increased
9	DSR	5	100 %	5	100 %	Constant

1 0	LDDS	3	60 %	4	80 %	Increased
1 1	LA	4	80 %	5	100 %	Increased
1 2	MS	5	100 %	5	100 %	Constant
1 3	MK	4	80 %	4	80 %	Constant
1 4	NS	2	40 %	4	80 %	Increased
1 5	NV	4	80 %	5	100 %	Increased
1 6	NIK	4	80 %	4	80 %	Constant
1 7	PS	4	80 %	4	80 %	Constant
1 8	R	4	80 %	4	80 %	Constant
1 9	RS	3	60 %	4	80 %	Increased
2 0	RAS	3	60 %	4	80 %	Increased
2	SA	5	100 %	5	100 %	Constant

1						
2	SM	3	60 %	3	60 %	Constant
2						
2	TA	5	100 %	4	80 %	Decreased
3						
2	TM	3	60 %	4	80 %	Increased
4						
2	TY	4	80 %	4	80 %	Constant
5						
2	YA	4	80 %	4	80 %	Constant
6						

Notes :

$\leq 50 \%$  : Not Active

$\geq 50 \%$  : Active

Scoring :

Score 1, with percentage 20%

Score 2, with percentage 40 %

Score 3, with percentage 60 %

Score 4, with percentage 60 %

Score 5, with percentage 100 %

The accumulation of the observation of student's learning activities at cycle 1 could be specified on the following table :

**Table 17**

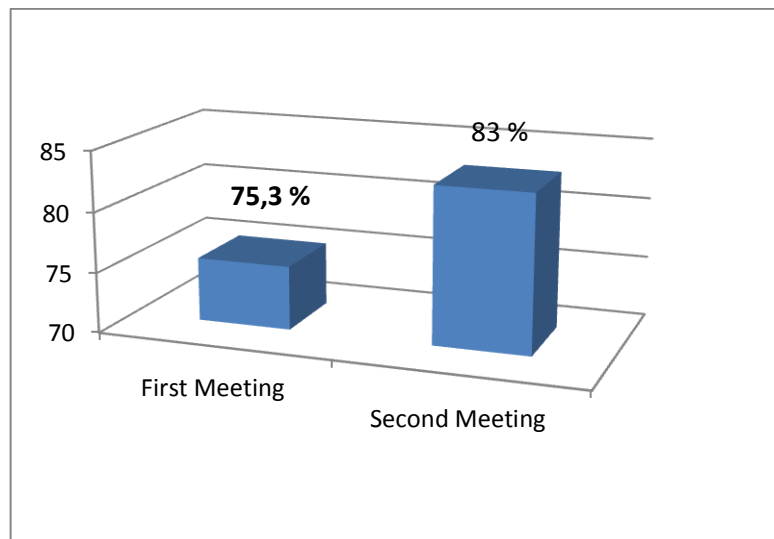
**The Accumulation of Student's Learning Activities at Cycle I**

No	Students Activities	Cycle 1		Improvement (%)
		Meeting 1	Meeting 2	
1	Paying attention on the teacher's explanation	84,6 %	92,3 %	7,7 %
2	Asking to the teacher	69,2 %	80,8 %	11,6 %
3	Answering teacher's question	73,1 %	76,9 %	3,8 %
4	Giving an idea	65,4 %	76,9 %	11,5 %
5	Finishing the assignment timely	84,6 %	88,5 %	3,9 %
<b>Total</b>		376,9 %	415,4 %	
<b>Average</b>		75,38 %	83,08 %	79,23 %

The comparison between meeting I and meeting II result at the second cycle of described on the following percentage graph:

**Figure 8**

**The Comparison between First Meeting and Second Meeting of Student's Learning Activities at Cycle 2**



The table and the graph above showed that the students' activity at cycle 2 improved significantly from the previous cycle. It could be shown, in meeting 1 the average percentage of the entire indicators of student's activities was 75,38%, in meeting 2 the average percentage was 83,08% and the average score of both meeting was 79,23% with the improvement percentage was 7,7%. It could be highlighted that the learning process of cycle 2 was

successful because the entire indicators from meeting 1 until meeting 2 of student's activity had been adequately fulfilled 69%.

d. Reflecting

The result of cycle 2 was be better than cycle 1. There was significant increase in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have not difficulty in reading comprehension. It happened because the teacher used reciprocal teaching technique. The students have serious in doing the assignment. In this meeting, most of students got good score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle 1.

**Table 18**

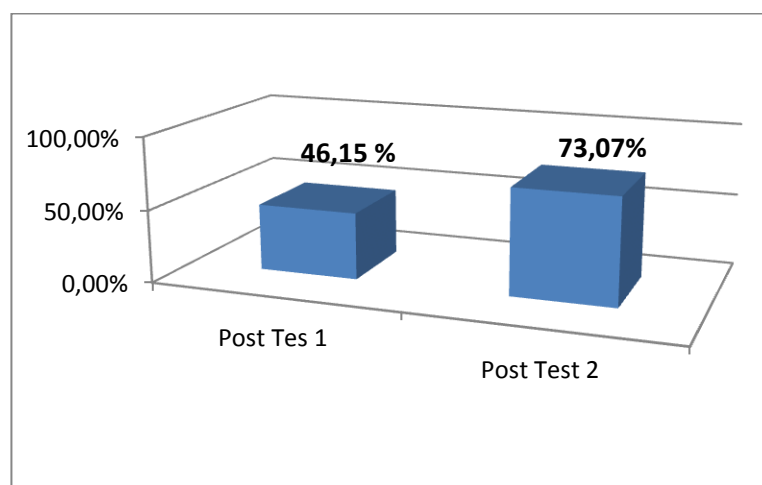
**The Comparison between Pre-Test and Post Test 1 Score**

No	Name	Post Test 1	Post-test I	Gained Score	Note
1	AS	70	80	10	Increased
2	AS	60	80	20	Increased
3	ANP	70	90	20	Increased
4	BDA	70	100	30	Increased
5	BS	60	100	40	Increased
6	DS	60	70	10	Increased
7	DE	70	90	20	Increased
8	DP	40	60	20	Increased
9	DSR	60	80	20	Increased
10	LDDS	70	80	10	Increased
11	LA	80	80	0	Constant
12	MS	60	60	0	Constant
13	MK	70	60	-10	Decreased

14	NS	80	90	10	Increased
15	NV	70	80	10	Increased
16	NIK	50	60	10	Increased
17	PS	60	90	20	Increased
18	R	80	90	10	Increased
19	RS	60	90	20	Increased
20	RAS	40	70	30	Increased
21	SA	70	90	20	Increased
22	SM	60	70	10	Increased
23	TA	50	60	10	Increased
24	TM	50	60	10	Increased
25	TY	50	60	10	Increased
26	YA	60	70	10	Increased
<b>Total</b>		<b>1620</b>	<b>2010</b>		
<b>Average</b>		<b>62,30</b>	<b>77,30</b>		
<b>High Score</b>		<b>80</b>	<b>100</b>		
<b>Low Score</b>		<b>40</b>	<b>60</b>		
<b>Percentage of Successfulness (=70%)</b>		<b>46,15 %</b>	<b>73,07 %</b>		

**Figure 9**

**The Comparison between Pre-Test and Post Test 1 Score**



In the second cycle, the students were also active to do assignment than before. They also enjoyed in group to performance.



It means that the reciprocal teaching technique is effective to increase the students reading comprehension. The students who got score more than 65 were 19 (73,07%) out of 26 students. The research did not continue to the next cycle because the students' average 77,30.

### C. Interpretation

#### 1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

**Table 19**  
**The Result Score of Students' Pre test,**  
**Post-test 1 and Post test 2**

No	Name	Cycle I		Cycle II	Criteria
		Pre-test	Post-test I	Post test II	
1	AS	20	70	80	Increased
2	AS	20	60	80	Increased
3	ANP	30	70	90	Increased
4	BDA	20	70	100	Increased
5	BS	50	60	100	Increased
6	DS	30	60	70	Increased
7	DE	50	70	90	Increased
8	DP	10	40	60	Increased
9	DSR	40	60	80	Increased
10	LDDS	50	70	80	Increased
11	LA	0	80	80	Constant
12	MS	10	60	60	Constant
13	MK	40	70	60	Decrease
14	NS	0	80	90	Increased
15	NV	40	70	80	Increased

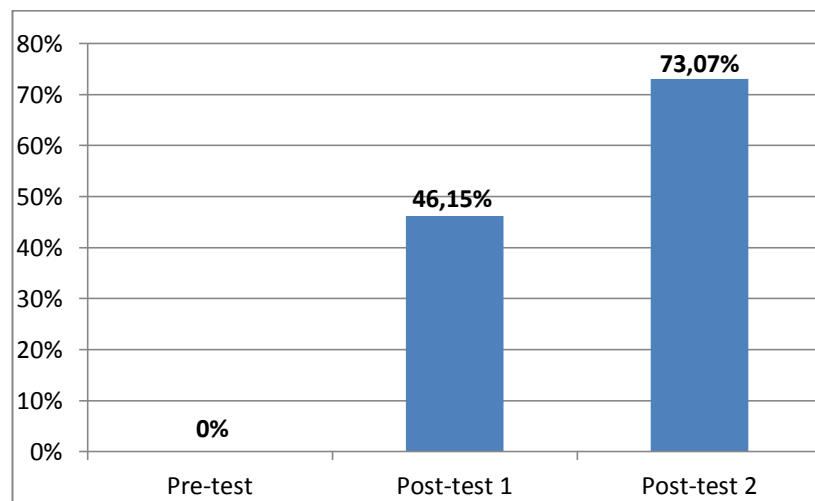
16	NIK	30	50	60	Increased
17	PS	60	60	90	Increased
18	R	20	80	90	Increased
19	RS	60	60	90	Increased
20	RAS	20	40	70	Increased
21	SA	50	70	90	Increased
22	SM	20	60	70	Increased
23	TA	10	50	60	Increased
24	TM	10	50	60	Increased
25	TY	10	50	60	Increased
26	YA	20	60	70	Increased
<b>Total</b>		<b>720</b>	<b>1620</b>	<b>2010</b>	
<b>Average</b>		<b>27,69</b>	<b>62,30</b>	<b>77,30</b>	
<b>High Score</b>		<b>60</b>	<b>80</b>	<b>100</b>	
<b>Low Score</b>		<b>0</b>	<b>40</b>	<b>60</b>	
<b>Percentage of Successfulness (=70%)</b>		<b>0%</b>	<b>46,15%</b>	<b>73,07%</b>	

From the increasing each cycle, it can be seen know that the use of reciprocal teaching technique can increase the students' reading comprehension, because the students able to understanding the text, they could increase their reading comprehension. It can be seen from the average 62,30% from the data become 77,30% in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 65.

Furthermore the increasing score in each cycle can be seen in the graph below:

**Figure 10**

**The Comparison of the Students' Score on Pre test,  
Post test 1, and Post test 2**



There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From all of students is less score in pre-test to 12 students (46,15%) in post-test 1 and become 19 students (73,07%) in post-test 2.

The researcher was success if 70% of students able to achieving the minimum mastery criteria (MMC), that was 65. Based on the result of pre-test and post-test, it could be seen that reciprocal teaching technique was able to increase the students reading

comprehension significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 27,69%, in post test 1 was 62,30% and in post-test 2 was 77,30%.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of succes that was 70% with the minimum mastery criteria was 65.

## 2. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle 1 and Cycle 2 can be seen as follow:

**Table 20**

**The Accumulation of students' Observation between  
Cycle 1 and Cycle 2**

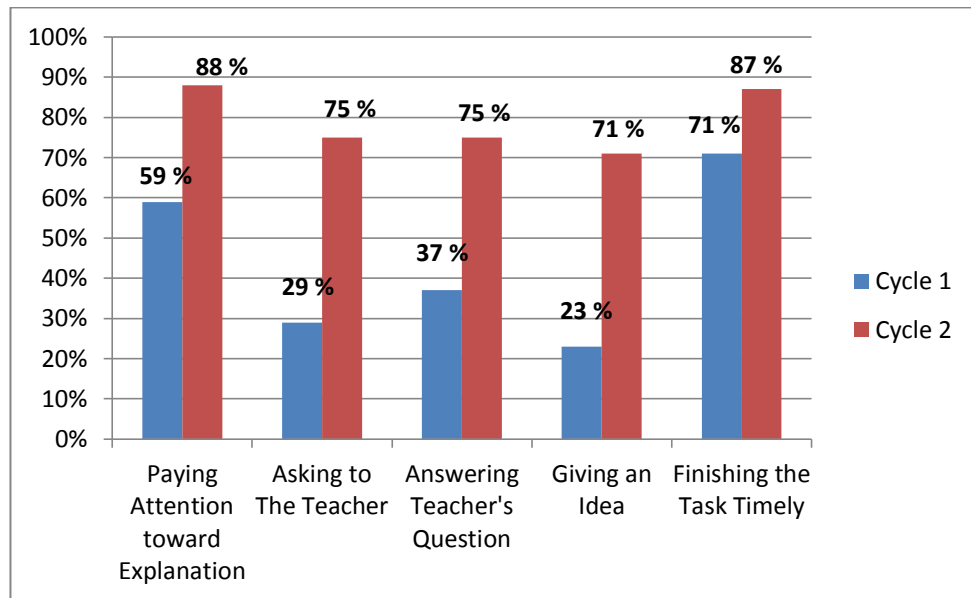
No	Student Activity	Cycle 1		Cycle 2		Improvement (%)
		$\Sigma$ Student	Average (%)	$\Sigma$ Student	Average (%)	
1	Paying attention on the teacher's explanation	31	58,6 %	36	88,45 %	29,85 %

2	Asking to the teacher	15	28,85 %	38	75 %	46,15 %
3	Answering teacher's question	19	36,55 %	40	75 %	38,45 %
4	Giving an idea	12	23,1 %	37	71,15 %	48,05 %
5	Finishing task timely	37	71,15 %	45	86,55 %	15,04 %
<b>Total</b>		114	218,25	196	396,15	177,9 %
<b>Average</b>			43,65 %		79,23 %	35,58 %

Then, the graph percentage of those five indicators of students' learning activity during the learning process in the classroom was specifically described on the following further graph:

**Figure 11**

**Result of Students' Learning Activities at Cycle 1 and Cycle 2**



Regarding to the overall students' learning activity data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying reciprocal teaching to teach reading comprehension ability from cycle I to cycle II by the average percentage consecutively from 43,65% to 79,23% in which the average percentage was 35,8%. So, it could be inferred that the learning process was aggregately called successful by applying reciprocal teaching to improve students' reading comprehension.

#### **D. Discussion**

This research was aimed to improve students' reading comprehension by using Reciprocal Teaching Technique at the eight grader of SMP Negeri 01 Metro Kibang East Lampung. After the researcher analyzed of the result of test cycle I and test cycle 2 there was comparison between of them. There was improvement score of the students' reading comprehension by using

Reciprocal Teaching Technique. There was improvement score test cycle I and test cycle 2. It can be seen from the graph of average score.

Moreover, referring to the data of students' activities result in cycle I and cycle 2, there was improvement in students' activities during teaching learning process. By using Reciprocal Teaching Technique, the students feel more enjoy in learning process. It could happen because this technique was very easy to understand. Therefore, the students' activities were also improved. Because of the target of this research was 70% of students have got score at least 65 and 70% of students became more active in the class, so it can concluded that the research was successful.

However, there was problem which was faced by students such as the students feel shy and not confidence when read English Text. It also happened because the students not use to read English Text in their daily activity and the students lack of vocabulary. To solve the problem, the teacher motivated the students and provide rewards when students dare to read English Text in front of the class. The reward can be a compliment, by gave reward the students feel so confidence and enjoy to read. Furthermore, this research was conducted at SMP Negeri 01 Metro Kibang. The subject of this research was the students at the eight graders.

Hence, the reciprocal teaching technique can apply in the classroom in order to the students more attractive in learning process. This media can improve the students' reading comprehension in teaching. So the researcher suggested to use this media in teaching reading.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Regarding to the research finding, the researcher would like to point out the conclusions as follow:

1. Reciprocal teaching could be an effective and alternative way to improve students' reading comprehension both the student's learning activity and the learning outcome.
2. There was a significant improvement by implementing reciprocal teaching to improve students' reading comprehension. It could be seen from the result of student's learning outcome from pre-test to post-test 2. It could be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the result of post-test. The average score pre-test is



27,69, the average score post-test 1 in cycle I is 62,30. The cycle II from the post-test 2 the average score is 77,30. So there is progress from the pre-test. It means that Reciprocal Teaching Technique would be able to increase the Reading Comprehension.

3. The implementation of classroom action research (CAR) was successful viewed from indicator of success because of 73,07% or 19 of the total students already passed the minimum mastery criteria (MMC) score at least 70 and it had passed indicator of success more than 70%. As a result the cycle 2 could not be conducted to the next cycle.

## **B. Suggestions**

Based on the research finding, the researcher would like to deliver some suggestions as follows:

1. For student

The students should improve their vocabularies mastery for making easy to comprehend the text.

2. For English teacher

It is recommended for English teacher to apply reciprocal teaching as an alternative way in teaching English especially to improve student's reading comprehension.

3. For Headmaster

The principle should take positive side of this teaching as the alternative way in teaching English especially for teaching reading comprehension by facilitating the students with other supporting proper education media.

4. For other researcher

It was suggested for the other researcher to develop this research with new innovation and hopefully the result of this research could be a reference.

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## SILABUS

Nama Sekolah : SMP Negeri 01 Metro Kibang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / 2

Alokasi Waktu : 146 X 45 Menit

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.12 Menerapkan struktur teks dan	<b>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian,</b>	<b>Mengamati</b> <ul style="list-style-type: none"><li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang</li></ul>	<b>KRITERIA PENILAIAN</b> <ul style="list-style-type: none"><li>Tingkat ketercapaian</li></ul>	16 JP	<ul style="list-style-type: none"><li>Buku Teks wajib</li><li>Keteladanan</li></ul>

<p>unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek</p>	<p><b>dan peristiwa</b></p> <p><b>Fungsi sosial</b></p> <p>Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang (-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian /pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian /pengalaman yang telah disampaikan (opsional).</p>	<p>kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> <li>• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>• Siswa membaca rujukan</li> </ul>	<p>fungsi sosial teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</p> <ul style="list-style-type: none"> <li>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</li> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>• Sikap tanggung</li> </ul>	<p>ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>• Contoh teks dari sumber otentik</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.stage.gov/files/ae/resource_files">http://americanenglish.stage.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>- <a href="https://www.google.com/">https://www.google.com/</a></li> </ul> </li> </ul>
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<p>dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosakata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat,</p>	<p>dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</p> <ul style="list-style-type: none"> <li>• Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</li> <li>- urutan kejadian secara kronologis, urut dan runtut</li> <li>- komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada)</li> <li>- kosakata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang</li> </ul> </li> </ul>	<p>jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara</p>		
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	<p>dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><b>Topik</b></p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>digunakan</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan</li> </ul>	<p>lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di</li> </ul>		
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		<p>siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb).</p> <ul style="list-style-type: none"> <li>• Siswaberupaya berbicara secara lancardengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>dalam dan di luar kelas.</p> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya teks</li> </ul>		
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			<p><i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat.</p> <ul style="list-style-type: none"><li>• Kumpulan hasil analisis tentang beberapa teks <i>recount</i>.</li><li>• Lembar soal dan hasil tes</li></ul>		
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## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 1 METRO KIBANG

Kelas/Semester : VIII / Genap

Mata Pelajaran : Bahasa Inggris

Topik : Recount Text

Skill : Reading

Alokasi Waktu : 2 X 40 Menit

### A. Kompetensi Inti

- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandirian, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

### B. Kompetensi Dasar

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

3.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator**

3.12.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur linguistik teks lisan dan tulisan untuk menggambarkan bangunan umum yang dekat dengan kehidupan orang muda setiap hari.

3.15.1 Buatlah teks lisan dan tulisan untuk menyebutkan nama hewan, objek, dan bangunan umum yang dekat dengan kehidupan anak-anak muda, dengan unsur-unsur linguistik dengan benar dan dalam konteks yang sesuai.

### **D. Tujuan Pembelajaran.**

1. Siswa mampu mengidentifikasi struktur generik dari teks *recount*.
2. Siswa mampu mengidentifikasi makna dan pesan dari cerita yang telah mereka baca.
3. Siswa dapat memahami makna sebuah teks dan menjawab pertanyaan.

### **E. Metode dan Model Pembelajaran**

Model : Cooperative Learning

Metode : Presentasi, Dialog, Tanya Jawab dan Penugasan

### **F. Media dan Sumber Belajar**

1. Media : Papan tulis, Spidol, LCD, dan Laptop
2. Sumber Belajar : Nur Zaida. *BRIGHT: An English Course for Junior High School Students*. Jakarta: Erlangga. 2014

### **G. Kegiatan Pembelajaran**

#### **a. Kegiatan Pendahuluan**

- Guru mengucapkan salam dan menyapa siswa.
- Guru mengajak siswa untuk berdoa bersama.
- Guru mengecek kehadiran siswa.
- Guru melakukan *warming up* terkait materi yang akan dipelajari.

#### **b. Kegiatan Inti**

Dalam kegiatan inti, guru dan siswa melakukan beberapa kegiatan sebagai berikut:

##### **Eksplorasi**

- Guru menyampaikan pengertian teks *recount*.
- Guru menjelaskan materi dan ciri kebahasaan dari teks *recount*.
- Guru menggunakan beragam pendekatan pembelajaran, media dan sumber belajar lain.
- Guru membagi siswa kedalam beberapa kelompok.
- Guru memberikan bahan baca yang sesuai dengan materi.

##### **Elaborasi**

- Guru meminta siswa untuk memahami isi bacaan yang telah diberikan.
- Siswa mendiskusikan materi tersebut bersama dengan teman satu kelompoknya.
- Guru meminta siswa untuk membuat pertanyaan terkait materi yang sedang dipelajari.
- Guru menunjuk salah satu siswa sebagai wakil dari kelompoknya untuk menjelaskan hasil temuannya didepan kelas.
- Guru memberikan siswa kesempatan untuk mengklarifikasi materi yang sedang dibahas yaitu dengan bertanya tentang materi yang masih dianggap sulit sehingga tidak dapat dipecahkan dalam kelompok.
- Guru memberikan siswa tugas soal latihan secara individual.
- Guru meminta siswa menyimpulkan materi yang sedang dibahas.

##### **Konfirmasi**

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahpahaman terkait materi yang telah dipelajari.

#### **c. Kegiatan Penutup**

- Guru bersama siswa menyimpulkan materi yang telah dipelajari.

- Penugasan.
- Salam Penutup

## H. Materi Pembelajaran

### 1. Definition of Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

### 2. Generic Structure of Recount

- Orientation: Introducing the participants, place and time.
- Events: Describing series of event that happened in the past
- Reorientation: It is optional. Stating personal comment of the writer to the story

### 3. Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

### 4. Text

#### GO CAMPING

The weather was very clear. My family and I decided to go camping last holiday. Father prepared the tent and other equipment. Mother prepared the cooking and eating utensils. I took my fishing rod and my brother brought his sport equipment. When everything was ready, we left for the camping site in countryside.

There were many campers when we arrived at the camping site. Unfortunately, the good location near the river had been occupied by other campers so we had to look for another place. Finally, we found a good place little bit further. It was near a big tree. After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river.

In the evening, father made a fire. Mother cooked the fish we caught. I could say that it was the best fish I had ever tasted. Sleeping in the tent was a very wonderful experience. I woke

up early in the morning. I felt fresh. Then I accompanied my brother playing ball. In the afternoon, we went back home.

### **I. Penilaian Hasil Pembelajaran**

- a. Teknik : Tertulis
- b. Bentuk : Pilihan Ganda
- c. Instrument : *Answer the following questions based on the text!*
  - 1) What is the topic of the text?
    - a) Going to camp
    - b) My holiday
    - c) My trip my adventure
    - d) Go camping
  - 2) What is the kind of the text above ?
    - a) Narrative text
    - b) Recount text
    - c) Report text
    - d) Descriptive text
  - 3) What did the writer do before going to the camp ?
    - a) Prepared to took the fishing rod
    - b) Prepared the tend
    - c) Prepared the eating utensils
    - d) Prepared to brought the sport equipment
  - 4) What is the main idea from the second paragraph?
    - a) The writer prepared to go camping with family
    - b) The writer did not have a good location in the near river
    - c) The writer cooked the fish with her mother
    - d) The writer had a new experience when slept in the tent
  - 5) Where did the writer and his family set up their tent?
    - a) Near the river.
    - b) Near the big tree.
    - c) At the back of the river.
    - d) Far away from other campers.

- 6) What is the purpose of the text above?
- To describe a camping site.
  - To give instruction how to set up the tent.
  - To retell the writer's past camping experience.
  - To inform people the new camping site.
- 7) What is the writer and his father's hobby?
- Camping.
  - Cooking.
  - Fishing.
  - Playing ball.
- 8) "...the river had been occupied by..." The underlined word is similar in meaning to...
- Inhabited
  - Authorized
  - Bought
  - Grabbed
- 9) Who is the chef that cook the fish in the story ?
- Mother
  - Brother
  - Father
  - Writer
- 10) What did the writer do after woke up early in the morning ?
- Fishing
  - Cooking
  - Playing ball
  - Setting up the tent

d. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 10
- Jumlah skor perolehan  $10 \times 10 = 100$
- Skor maksimal = 100
- Nilai siswa =  $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$

e. Rubrik Penilaian



Uraian	Skor
Jawaban benar	10
Jawaban kurang tepat	0
Jawaban salah	0

**Metro, Januari 2018**

**Collaborator (English Teacher)**

**Researcher**

**Suryadi, S.Pd.**

**Mauizotul Hasanah**

**NIP. 19590613 198103 2 006**

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## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP N 1 METRO KIBANG
Kelas/Semester	: VIII / Genap
Mata Pelajaran	: Bahasa Inggris
Topik	: Recount Text
Skill	: Reading
Alokasi Waktu	: 2 X 40 Menit

### J. Kompetensi Inti

- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

### K. Kompetensi Dasar

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

3.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **L. Indikator**

3.12.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur linguistik teks lisan dan tulisan untuk menggambarkan bangunan umum yang dekat dengan kehidupan orang muda setiap hari.

3.15.1 Buatlah teks lisan dan tulisan untuk menyebutkan nama hewan, objek, dan bangunan umum yang dekat dengan kehidupan anak-anak muda, dengan unsur-unsur linguistik dengan benar dan dalam konteks yang sesuai.

#### **M. Tujuan Pembelajaran.**

1. Siswa mampu mengidentifikasi struktur generik dari teks *recount*.
2. Siswa mampu mengidentifikasi makna dan pesan dari cerita yang telah mereka baca.
3. Siswa dapat memahami makna sebuah teks dan menjawab pertanyaan.

#### **N. Metode dan Model Pembelajaran**

Model : Cooperative Learning

Metode : Presentasi, Dialog, Tanya Jawab dan Penugasan

#### **O. Media dan Sumber Belajar**

3. Media : Papan tulis, Spidol, LCD, dan Laptop

4. Sumber Belajar : Nur Zaida. *BRIGHT: An English Course for Junior High School Students*. Jakarta: Erlangga. 2014

#### **P. Kegiatan Pembelajaran**

##### **c. Kegiatan Pendahuluan**

- Guru mengucapkan salam dan menyapa siswa.

- Guru mengajak siswa untuk berdoa bersama.
- Guru mengecek kehadiran siswa.
- Guru melakukan *warming up* terkait materi yang akan dipelajari.

#### **d. Kegiatan Inti**

Dalam kegiatan inti, guru dan siswa melakukan beberapa kegiatan sebagai berikut:

##### **Eksplorasi**

- Guru menyampaikan pengertian teks *recount*.
- Guru menjelaskan materi dan ciri kebahasaan dari teks *recount*.
- Guru menggunakan beragam pendekatan pembelajaran, media dan sumber belajar lain.
- Guru membagi siswa kedalam beberapa kelompok.
- Guru memberikan bahan baca yang sesuai dengan materi.

##### **Elaborasi**

- Guru meminta siswa untuk memahami isi bacaan yang telah diberikan.
- Siswa mendiskusikan materi tersebut bersama dengan teman satu kelompoknya.
- Guru meminta siswa untuk membuat pertanyaan terkait materi yang sedang dipelajari.
- Guru menunjuk salah satu siswa sebagai wakil dari kelompoknya untuk menjelaskan hasil temuannya didepan kelas.
- Guru memberikan siswa kesempatan untuk mengklarifikasi materi yang sedang dibahas yaitu dengan bertanya tentang materi yang masih dianggap sulit sehingga tidak dapat dipecahkan dalam kelompok.
- Guru memberikan siswa tugas soal latihan secara individual.
- Guru meminta siswa menyimpulkan materi yang sedang dibahas.

##### **Konfirmasi**

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahpahaman terkait materi yang telah dipelajari.

#### **c. Kegiatan Penutup**

- Guru bersama siswa menyimpulkan materi yang telah dipelajari.
- Penugasan.
- Salam Penutup

## **I. Material**

### **1. Definition of Recount Text**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

### **2. Generic Structure of Recount**

- Orientation: Introducing the participants, place and time.
- Events: Describing series of event that happened in the past
- Reorientation: It is optional. Stating personal comment of the writer to the story.

### **3. Language Feature of Recount**

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

### **4. Text**

#### **GOING TO YOGYAKARTA**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temple in Prambanan. There are three big temples, the Brahma, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temples is being renovated. On Friday morning, we went to Yogya Kraton. We spent about two hours there.

We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed. We left for Jakarta by Wisata bus.

## **Q. Penilaian Hasil Pembelajaran**

1. Teknik : Tertulis
2. Bentuk : Pilihan Ganda

3. Instrument : *Answer the following questions based on the text!*

- 1) The text above mainly discusses about .....

  - a) The writer's trip to Yogyakarta
  - b) The writer's experience at Yogyakarta Kraton
  - c) The writer's first visit to Prambanan
  - d) The writer's impression about Borobudur

- 2) The structure of the first paragraph is called .....

  - a) Events
  - b) Description
  - c) re-orientation
  - d) Orientation

- 3) When did the writer go to Yogyakarta?

  - a) On Wednesday
  - b) On Thursday
  - c) On Friday morning
  - d) On Saturday

- 4) Which of the following statement is TRUE?

  - a) The writer visited the temple in Prambanan
  - b) The writer came to school on time together
  - c) His father was late to ride him
  - d) His bag was left at home

- 5) Which of the following statement is TRUE according to the text?

  - a) The writer didn't sleep a wink at that night
  - b) The writer fell down the stairs
  - c) The writer went to Yogya Kraton
  - d) The writer had breakfast before leaving for school

- 6) What was the temple close?

  - a) Brahma tample
  - b) Syiwa tample
  - c) Wisnu tample
  - d) Borobudur tample

- 7) How many times the writer spent in the Yogya Keraton?

  - a) Two hours

- b) One hours
  - c) Three hour
  - d) Four hour
- 8) Why did the writer and friends feel lucky to the guide?
- a) Because the guide was very kind
  - b) Because the guide was arrogant
  - c) Because the guide was friendly
  - d) Because the guide was diligent
- 9) "...we were led by a smart.." The underlined word is similar in meaning to...
- a) Diligent
  - b) Kindness
  - c) Clever
  - d) Stupid
- 10) What did the writer do after going to the Borobudur tample?
- a) Going to the Yogya Kraton
  - b) Going to the Brahma tample
  - c) Going to the Syiwa tample
  - d) Going to back Jakarta

c. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 10
2. Jumlah skor perolehan  $10 \times 10 = 100$
3. Skor maksimal = 100
4. Nilai siswa =  $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$

e. Rubrik Penilaian

Uraian	Skor
Jawaban benar	10
Jawaban kurang tepat	0
Jawaban salah	0

**Metro, Januari 2018**

**Collaborator (English Teacher)**

**Researcher**

**Suryadi, S.Pd.**  
**NIP. 19590613 198103 2 006**

**Mauizotul Hasanah**  
**St.N 13107637**



## **OBSERVATION GUIDANCE**

In this research, the researcher use observation to know the condition of students in learning process. The researcher observe the students reading comprehension based on the analytical reading score.

Five point above will help the researcher to observe the students reading comprehension. From that point the reseracher will know the weakness of the students in reading.

## **DOCUMENTATION GUIDANCE**

1. Documentation about the historical of SMP Negeri 1 Metro Kibang East Lampung
2. Documentation about the condition of the teachers and official employees in SMP Negeri 1 Metro Kibang East Lampung
3. Documentation about the organization structure of SMP Negeri 1 Metro Kibang East Lampung
4. Documentation about condition of insfrastructure of SMP Negeri 1 Metro Kibang East Lampung
5. Documentation about the condition of the students in SMP Negeri 1 Metro Kibang East Lampung
6. Documentation about the sketch of location SMP Negeri 1 Metro Kibang East Lampung

## OBSERVATION SHEET OF TEACHER ACTIVITIES

Meeting :

Day/Date :

Researcher Activities	Good	Enough	Less
1. Pre-teaching a. Preparing the lesson plan b. Preparing the reciprocal teaching technique that will be used to learning process c. Ability in opening the learning process			
2. While teaching a. Informing the objective of learning b. Explaining recount text as a material c. Dividing the group of students d. Explaining steps of reciprocal teaching technique e. Guide the students to follow the lesson f. The teacher gives a text for each groups g. The students discuss about the text h. The students summarise the text i. The students prepare the question generating j. The students write the elusive of the text for clarification k. The teacher ask each groups to presentation in the front of class l. Motivate the students to ask m. Giving exercise for the students and asking the students read the recount text before answer the questions.			
3. Post-teaching a. Concluding the result of learning b. Close the learning activity			
Tick (√) for each positive effect.			

**Collaborator (English Teacher)**

**Researcher**

Suryadi, S.Pd.  
NIP. 19590613 198103 2 006

Mauizotul Hasanah  
St.N 13107637

## Observation Sheet of Students' Activities in Cycle 1

**School : SMP N 1 Metro Kibang East Lampung**

**Class : VIII G**

**Date : 05 Februari 2018**

No	Name	Indicator			
		Pay attention of the teacher explanation	Understanding the material	Active in the class	The students able to the task
1	Anang Setiawan	√			
2	Andri Setiawan	√			
3	Anggun Nadila Putri	√			√
4	Anggun Nadila Putri			√	
5	Bagas Saputra		√		
6	Dadang Suryanto	√			√
7	Dea Erviana				√
8	Dicki Pratama	√			
9	Dio Saputra Ramanda			√	
10	Lidya Dwi Devita Sari				√
11	Lulu Agustina			√	
12	Miftahus Surur	√			
13	Muhamad Kohar			√	
14	Nabela Setianingrum			√	
15	Nabila vebriyanti			√	
16	Nanda Ilham Kuswara				√
17	Puspita Sari				√
18	Rani	√			

19	Ranova Salsabella	√			
20	Rika Adi Sanjaya			√	
21	Selvia Anjelika				√
22	Seto Murdiantoro	√			
23	Thomas Ardika		√		
24	Tika Maharani			√	
25	Tri Yulianingsih			√	
26	Yoviti Alfianto	√			
<b>Total</b>		<b>10</b>	<b>2</b>	<b>9</b>	<b>5</b>
<b>Percentage %</b>		<b>38%</b>	<b>8%</b>	<b>35%</b>	<b>19%</b>

Note :  $\leq 50\%$  = Not Active

$\geq 50\%$  = Active

**The students Mark Criteria :**

1. Pay attention of the teacher explanation
2. Understanding the material
3. Active in the class
4. The students able to the task

**Scoring :**

Mark 1, with percentage 20%= low

Mark 2, with percentage 40%= enough

Mark 3, with percentage 60%= good

Mark 4, with percentage 80%= very good

Mark 5, with percentage 100%= excellent

**Observation Sheet of Students' Activities in Cycle 2**

**School : SMP N 1 Metro Kibang East Lampung**

**Class : VIII G**

**Date : 16 Februari 2018**

No	Name	Indicator			
		Pay	Understan	Active	The

		attention of the teacher explanation	ding the material	in the class	students able to the task
1	Anang Setiawan		√		
2	Andri Setiawan		√		
3	Anggun Nadila Putri		√		
4	Anggun Nadila Putri		√		
5	Bagas Saputra		√		
6	Dadang Suryanto		√		
7	Dea Erviana		√		
8	Dicki Pratama		√		
9	Dio Saputra Ramanda		√		
10	Lidya Dwi Devita Sari				√
11	Lulu Agustina				√
12	Miftahus Surur			√	
13	Muhamad Kohar				√
14	Nabela Setianingrum	√			
15	Nabila vebriyanti	√			
16	Nanda Ilham Kuswara				√
17	Puspita Sari				√
18	Rani			√	
19	Ranova Salsabella		√		
20	Rika Adi Sanjaya				√
21	Selvia Anjelika				√
22	Seto Murdiantoro		√		
23	Thomas Ardika			√	

24	Tika Maharani				√
25	Tri Yulianingsih				√
26	Yoviti Alfianto		√		
<b>Total</b>		<b>2</b>	<b>14</b>	<b>3</b>	<b>7</b>
<b>Percentage %</b>		<b>8%</b>	<b>54%</b>	<b>11%</b>	<b>27%</b>

Note :  $\leq 50\%$  : Not Active

:  $\geq 50\%$  : Active

**The students Mark Criteria :**

1. Pay attention of the teacher explanation
2. Understanding the material
3. Active in the class
4. The students able to the task

**Scoring :**

Mark 1, with percentage 20%= low

Mark 2, with percentage 40%= enough

Mark 3, with percentage 60%= good

Mark 4, with percentage 80%= very good

Mark 5, with percentage 100%= excellent

Nama :

Kelas :

### Pre-Test Instrument

**Direction:**

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

### Vacation to Surabaya

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

1. What is the topic of the text above?
  - a. My vacation
  - b. Vacation to Surabaya
  - c. Vacation with family
  - d. Vacation to foreign country
2. What is the main idea from the second paragraph ?
  - a. The writer went to the Surabaya for vacation
  - b. The writer have lose the bus
  - c. The writer tried to call his/her friend
  - d. The writer feel so ashamed
3. What did the first writer do when her/his bus was not there ?
  - a. The writer tried to calle her/his friend
  - b. The writer only could pray and hope
  - c. The writer went to the store
  - d. The writer asked the waitress about the bus
4. What did the writer do when the bus stop for rest in Lamongan?
  - a. The writer bought some souvenirs
  - b. The writer drank some cold lemonade
  - c. The writer went to the toilet



- d. The writer got off the bus to get a cup of ginger tea
5. What did the writer feel when the bus is not there?
- Ashamed
  - Shocked and confused
  - Sad and Angry
  - Disappointed
6. How many friend that the writer had to join the vacation?
- One
  - Two
  - Three
  - Four
7. ...*The bus was not there. It had gone!*  
The word *it* in paragraph three refers to?
- The writer
  - The writer's friend
  - The bus
  - The waitress
8. What did the writer do after get a cup of ginger tea ?
- Tried to call my friend
  - Walked to my seat
  - Drank some cold lemonade
  - Went to the toilet
9. What did the writer do when the bus is back?
- Went to the toilet
  - Feel my face turn red
  - Walked to his/her seat
  - Tried to call my friend
10. *When we arrived in Lamongan,....*  
The word *we* in the first paragraph refers to?
- The bus and cell-phone
  - Small restaurant
  - Cold lemonade and cup of ginger tea
  - My friend and I

Nama :

Kelas :

**CYCLE I**  
**Post-Test Instrument I**

**Direction:**

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

**GO CAMPING**

The weather was very clear. My family and I decided to go camping last holiday. Father prepared the tent and other equipment. Mother prepared the cooking and eating utensils. I took my fishing rod and my brother brought his sport equipment. When everything was ready, we left for the camping site in countryside.

There were many campers when we arrived at the camping site. Unfortunately, the good location near the river had been occupied by other campers so we had to look for another place. Finally, we found a good place little bit further. It was near a big tree. After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river.

In the evening, father made a fire. Mother cooked the fish we caught. I could say that it was the best fish I had ever tasted. Sleeping in the tent was a very wonderful experience. I woke up early in the morning. I felt fresh. Then I accompanied my brother playing ball. In the afternoon, we went back home.

- 11) What is the topic of the text?
  - e) Going to camp
  - f) My holiday
  - g) My trip my adventure
  - h) Go camping
  
- 12) What is the kind of the text above ?
  - e) Narrative text
  - f) Recount text
  - g) Report text
  - h) Descriptive text
  
- 13) What did the writer do before going to the camp ?
  - e) Prepared to took the fishing rod
  - f) Prepared the tend
  - g) Prepared the eating utensils
  - h) Prepared to brought the sport equipment
  
- 14) What is the main idea from the second paragraph?

- e) The writer prepared to go camping with family
  - f) The writer did not have a good location in the near river
  - g) The writer cooked the fish with her mother
  - h) The writer had a new experience when slept in the tent
- 15) Where did the writer and his family set up their tent?
- e) Near the river.
  - f) Near the big tree.
  - g) At the back of the river.
  - h) Far away from other campers.
- 16) What is the purpose of the text above?
- e) To describe a camping site.
  - f) To give instruction how to set up the tent.
  - g) To retell the writer's past camping experience.
  - h) To inform people the new camping site.
- 17) What is the writer and his father's hobby?
- e) Camping.
  - f) Cooking.
  - g) Fishing.
  - h) Playing ball.
- 18) "...the river had been occupied by..." The underlined word is similar in meaning to...
- e) Inhabited
  - f) Authorized
  - g) Bought
  - h) Grabbed
- 19) Who is the chef that cook the fish in the story ?
- e) Mother
  - f) Brother
  - g) Father
  - h) Writer
- 20) What did the writer do after woke up early in the morning ?
- e) Fishing
  - f) Cooking
  - g) Playing ball
  - h) Setting up the tent

**Nama** :

**Kelas** :

**CYCLE II**  
**Post-Test Instrument II**

**Direction:**

**9. Write your name on your answer sheet!**

- 10. Read the text before and answer the question carefully!**  
**11. You may not cheat with your friends!**  
**12. Check your answer before submitting!**
- 

### GOING TO YOGYAKARTA

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temple in Prambanan. There are three big temples, the Brahma, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temples is being renovated. On Friday morning, we went to Yogya Kraton. We spent about two hours there.

We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed. We left for Jakarta by Wisata bus.

11) The text above mainly discusses about .....

- e) The writer's trip to Yogyakarta
- f) The writer's experience at Yogyakarta Kraton
- g) The writer's first visit to Prambanan
- h) The writer's impression about Borobudur

12) The structure of the first paragraph is called .....

- e) Events
- f) Description
- g) re-orientation
- h) Orientation

13) When did the writer go to Yogyakarta?

- e) On Wednesday
- f) On Thursday
- g) On Friday morning
- h) On Saturday

14) Which of the following statement is TRUE?

- e) The writer visited the temple in Prambanan
- f) The writer came to school on time together
- g) His father was late to ride him
- h) His bag was left at home

15) Which of the following statement is TRUE according to the text?

- e) The writer didn't sleep a wink at that night
- f) The writer fell down the stairs
- g) The writer went to Yogya Kraton
- h) The writer had breakfast before leaving for school

16) What was the temple close?

- e) Brahma temple
- f) Syiwa temple
- g) Wisnu temple
- h) Borobudur temple

17) How many times the writer spent in the Yogya Keraton?

- e) Two hours
- f) One hours
- g) Three hour
- h) Four hour

18) Why did the writer and friends feel lucky to the guide?

- e) Because the guide was very kind
- f) Because the guide was arrogant
- g) Because the guide was friendly
- h) Because the guide was diligent

19) "...we were led by a smart." The underlined word is similar in meaning to...

- e) Diligent

- f) Kindness
- g) Clever
- h) Stupid

20) What did the writer do after going to the Borobudur temple?

- e) Going to the Yogya Kraton
- f) Going to the Brahma temple
- g) Going to the Syiwa temple
- h) Going to back Jakarta

## OBSERVATION SHEET OF PRE TEST

No	Name	Score	Note
1	Anang Setiawan	20	Incomplete
2	Andri Setiawan	20	Incomplete
3	Anggun Nadila Putri	30	Incomplete
4	Anggun Nadila Putri	20	Incomplete
5	Bagas Saputra	50	Incomplete
6	Dadang Suryanto	30	Incomplete
7	Dea Erviana	50	Incomplete
8	Dicki Pratama	10	Incomplete
9	Dio Saputra Ramanda	40	Incomplete
10	Lidya Dwi Devita Sari	50	Incomplete
11	Lulu Agustina	0	Incomplete
12	Miftahus Surur	10	Incomplete
13	Muhamad Kohar	40	Incomplete
14	Nabela Setianingrum	0	Incomplete
15	Nabila vebriyanti	40	Incomplete
16	Nanda Ilham Kuswara	30	Incomplete
17	Puspita Sari	60	Incomplete
18	Rani	20	Incomplete
19	Ranova Salsabella	60	Incomplete
20	Rika Adi Sanjaya	20	Incomplete
21	Selvia Anjelika	50	Incomplete
22	Seto Murdiantoro	20	Incomplete
23	Thomas Ardika	10	Incomplete
24	Tika Maharani	10	Incomplete
25	Tri Yulianingsih	10	Incomplete
26	Yoviti Alfianto	20	Incomplete
	<b>Total</b>	<b>720</b>	
	<b>Average</b>	<b>27,69</b>	
	<b>High Score</b>	<b>60</b>	
	<b>Low Score</b>	<b>0</b>	

### OBSERVATION SHEET OF POST TEST 1

No	Name	Score	Note
1	Anang Setiawan	70	<b>Complete</b>
2	Andri Setiawan	60	Incomplete
3	Anggun Nadila Putri	70	<b>Complete</b>
4	Anggun Nadila Putri	70	<b>Complete</b>
5	Bagas Saputra	80	<b>Complete</b>
6	Dadang Suryanto	60	Incomplete
7	Dea Erviana	70	<b>Complete</b>
8	Dicki Pratama	40	Incomplete
9	Dio Saputra Ramanda	60	Incomplete
10	Lidya Dwi Devita Sari	70	<b>Complete</b>
11	Lulu Agustina	80	<b>Complete</b>
12	Miftahus Surur	60	Incomplete
13	Muhamad Kohar	70	<b>Complete</b>
14	Nabela Setianingrum	80	<b>Complete</b>
15	Nabila vebriyanti	70	<b>Complete</b>
16	Nanda Ilham Kuswara	50	Incomplete
17	Puspita Sari	60	Incomplete
18	Rani	80	<b>Complete</b>
19	Ranova Salsabella	60	Incomplete
20	Rika Adi Sanjaya	40	Incomplete
21	Selvia Anjelika	70	<b>Complete</b>
22	Seto Murdiantoro	60	Incomplete
23	Thomas Ardika	50	Incomplete
24	Tika Maharani	50	Incomplete
25	Tri Yulianingsih	50	Incomplete
26	Yoviti Alfianto	60	Incomplete
	<b>Total</b>	<b>1620</b>	
	<b>Average</b>	<b>62,30</b>	
	<b>High Score</b>	<b>80</b>	
	<b>Low Score</b>	<b>40</b>	



## OBSERVATION SHEET OF POST TEST 2

No	Name	Score	Note
1	Anang Setiawan	80	Complete
2	Andri Setiawan	80	Complete
3	Anggun Nadila Putri	90	Complete
4	Anggun Nadila Putri	100	Complete
5	Bagas Saputra	100	Complete
6	Dadang Suryanto	70	Complete
7	Dea Erviana	90	Complete
8	Dicki Pratama	60	Incomplete
9	Dio Saputra Ramanda	80	Complete
10	Lidya Dwi Devita Sari	80	Complete
11	Lulu Agustina	80	Complete
12	Miftahus Surur	60	Incomplete
13	Muhamad Kohar	60	Incomplete
14	Nabela Setianingrum	90	Complete
15	Nabila vebriyanti	80	Complete
16	Nanda Ilham Kuswara	60	Incomplete
17	Puspita Sari	90	Complete
18	Rani	90	Complete
19	Ranova Salsabella	90	Complete
20	Rika Adi Sanjaya	70	Complete
21	Selvia Anjelika	90	Complete
22	Seto Murdiantoro	70	Complete
23	Thomas Ardika	60	Incomplete
24	Tika Maharani	60	Incomplete
25	Tri Yulianingsih	60	Incomplete
26	Yoviti Alfianto	70	Complete
	<b>Total</b>	<b>2010</b>	
	<b>Average</b>	<b>77,30</b>	
	<b>High Score</b>	<b>100</b>	
	<b>Low Score</b>	<b>60</b>	

## Observation Sheet of Pretest

No	Name	Score	Note
1	Anang Setiawan	20	Incomplete
2	Andri Setiawan	20	Incomplete
3	Anggun Nadila Putri	30	Incomplete
4	Anggun Nadila Putri	20	Incomplete
5	Bagas Saputra	50	Incomplete
6	Dadang Suryanto	30	Incomplete
7	Dea Erviana	50	Incomplete
8	Dicki Pratama	10	Incomplete
9	Dio Saputra Ramanda	40	Incomplete
10	Lidya Dwi Devita Sari	50	Incomplete
11	Lulu Agustina	0	Incomplete
12	Miftahus Surur	10	Incomplete
13	Muhamad Kohar	40	Incomplete
14	Nabela Setianingrum	0	Incomplete
15	Nabila vebriyanti	40	Incomplete
16	Nanda Ilham Kuswara	30	Incomplete
17	Puspita Sari	60	Incomplete
18	Rani	20	Incomplete
19	Ranova Salsabella	60	Incomplete
20	Rika Adi Sanjaya	20	Incomplete
21	Selvia Anjelika	50	Incomplete
22	Seto Murdiantoro	20	Incomplete
23	Thomas Ardika	10	Incomplete
24	Tika Maharani	10	Incomplete
25	Tri Yulianingsih	10	Incomplete
26	Yoviti Alfianto	20	Incomplete
	<b>Total</b>	<b>720</b>	
	<b>Average</b>	<b>27,69</b>	
	<b>High Score</b>	<b>60</b>	
	<b>Low Score</b>	<b>0</b>	

## Observation Sheet of Post test 1

No	Name	Score	Note
1	Anang Setiawan	70	<b>Complete</b>
2	Andri Setiawan	60	Incomplete
3	Anggun Nadila Putri	70	<b>Complete</b>
4	Anggun Nadila Putri	70	<b>Complete</b>
5	Bagas Saputra	80	<b>Complete</b>
6	Dadang Suryanto	60	Incomplete
7	Dea Erviana	70	<b>Complete</b>
8	Dicki Pratama	40	Incomplete
9	Dio Saputra Ramanda	60	Incomplete
10	Lidya Dwi Devita Sari	70	<b>Complete</b>
11	Lulu Agustina	80	<b>Complete</b>
12	Miftahus Surur	60	Incomplete
13	Muhamad Kohar	70	<b>Complete</b>
14	Nabela Setianingrum	80	<b>Complete</b>
15	Nabila vebriyanti	70	<b>Complete</b>
16	Nanda Ilham Kuswara	50	Incomplete
17	Puspita Sari	60	Incomplete
18	Rani	80	<b>Complete</b>
19	Ranova Salsabella	60	Incomplete
20	Rika Adi Sanjaya	40	Incomplete
21	Selvia Anjelika	70	<b>Complete</b>
22	Seto Murdiantoro	60	Incomplete
23	Thomas Ardika	50	Incomplete
24	Tika Maharani	50	Incomplete
25	Tri Yulianingsih	50	Incomplete
26	Yoviti Alfianto	60	Incomplete
	<b>Total</b>	<b>1620</b>	
	<b>Average</b>	<b>62,30</b>	
	<b>High Score</b>	<b>80</b>	
	<b>Low Score</b>	<b>40</b>	

## Observation Sheet of Post test 2

No	Name	Score	Note
1	Anang Setiawan	80	Complete
2	Andri Setiawan	80	Complete
3	Anggun Nadila Putri	90	Complete
4	Anggun Nadila Putri	100	Complete
5	Bagas Saputra	100	Complete
6	Dadang Suryanto	70	Complete
7	Dea Erviana	90	Complete
8	Dicki Pratama	60	Incomplete
9	Dio Saputra Ramanda	80	Complete
10	Lidya Dwi Devita Sari	80	Complete
11	Lulu Agustina	80	Complete
12	Miftahus Surur	60	Incomplete
13	Muhamad Kohar	60	Incomplete
14	Nabela Setianingrum	90	Complete
15	Nabila vebriyanti	80	Complete
16	Nanda Ilham Kuswara	60	Incomplete
17	Puspita Sari	90	Complete
18	Rani	90	Complete
19	Ranova Salsabella	90	Complete
20	Rika Adi Sanjaya	70	Complete
21	Selvia Anjelika	90	Complete
22	Seto Murdiantoro	70	Complete
23	Thomas Ardika	60	Incomplete
24	Tika Maharani	60	Incomplete
25	Tri Yulianingsih	60	Incomplete
26	Yoviti Alfianto	70	Complete
	<b>Total</b>	<b>2010</b>	
	<b>Average</b>	<b>77,30</b>	
	<b>High Score</b>	<b>100</b>	
	<b>Low Score</b>	<b>60</b>	

## The Firts Meeting





**The Second Meeting**



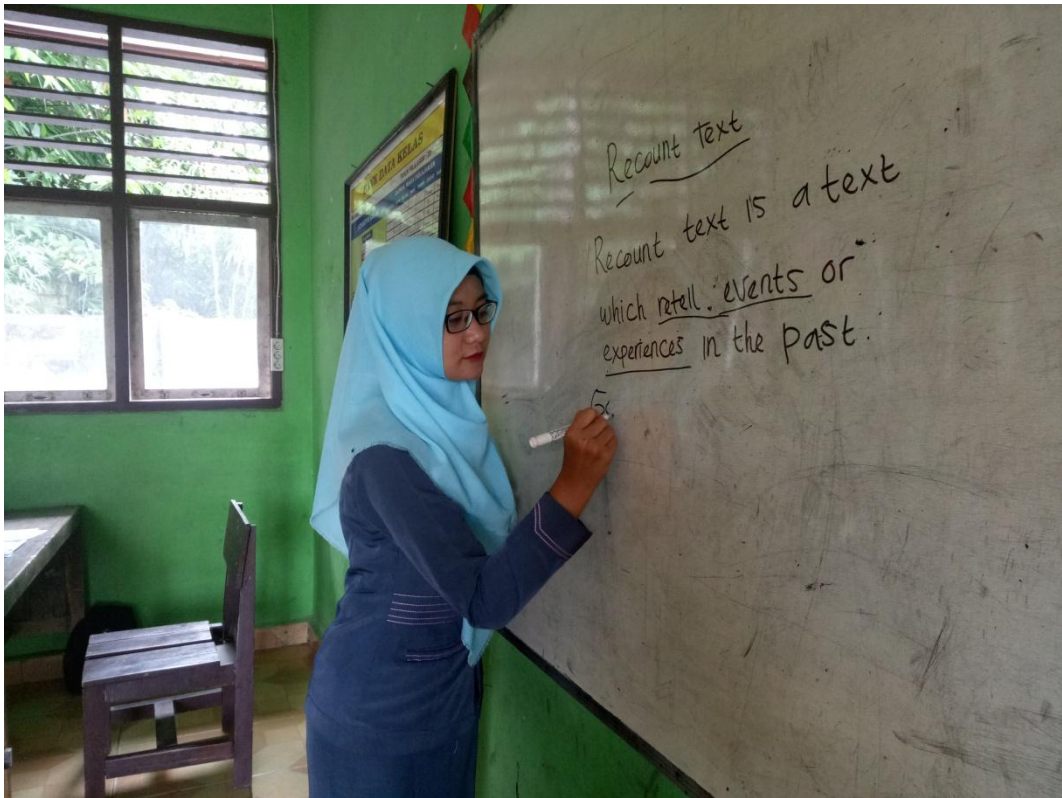


**The Third Meeting**





**The Fourth Meeting**







**The Sixth Meeting**



## CURRICULUM VITAE



The complete name of the researcher is Mauizotul Hasanah. She was born in Pekon Balak Padang Cahya, Balik Bukit, Liwa Lampung Barat, January 09<sup>th</sup>, 1995. She is the third child of happy couple namely Mahsin and Sarumi Hapshah. She lives in Jl. Semangka No.19 Yosomulyo 21C Metro Pusat Kota Metro to finish her study.

The researcher had studied at The Elementary School for 6 years in SD Negeri 01 Padang Cahya. Then she continued his studying in Junior High School for 3 years in MTs Negeri 01 Liwa. After that she took the Vocational High School at MA Darul A'mal Metro for 3 years and finished her studying in 2013. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department in 2013 until now.