IMPROVING STUDENTS’ READING COMPREHENSION USING RECIPROCAL TEACHING
(A Classroom Action Research at the Eighth Grade of SMPN 13 Surakarta in the Academic Year of 2010/2011)

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A THESIS

Submitted to the Teacher Training and Education Faculty Sebelas Maret University of Surakarta as the Partial Fulfilment of the Requirements for the Undergraduate Degree of Education

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TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2011
ABSTRACT


The aims of this research are to describe the way reciprocal teaching can be implemented to improve reading comprehension and to describe the key aspects of reciprocal teaching when it is implemented in reading class.

This research was conducted at SMPN 13 Surakarta from February to April 2011 through classroom action research. The subject of the research was the students of class VIII D. There were 33 students consisting of 14 boys and 19 girls. The procedure of this research consisted of identification, planning, action, observation and reflection. This research was applied in two cycles. There were two types of data in this research namely qualitative and quantitative data. Qualitative data were obtained by making notes, diaries, interviews and photograph of all the activities in the process of teaching and learning to find out students’ improvement in reading. Quantitative data was got from the students’ scores of pre-test and post-test that was analyzed by descriptive statistics.

The result of the research showed that 1) Reciprocal teaching could improve the students’ reading comprehension in digesting the narrative text. In implementing the technique, students read the text strategically; the teacher monitored the students’ activity patiently and gave help as much as needed. The improvement of students’ reading comprehension could be seen that the mean score of the pre-test was 38.06, the mean score of post test of the first cycle was 59.09 and the mean score of the second post test was 68.33, and 2) the key aspects of reciprocal teaching which were found were interesting reading topic, teachers monitoring and students’ interaction. The key aspects which occurred dominantly during the reciprocal teaching and learning process were able to enhance the students to understand what had been read. In addition, reciprocal teaching could make students more active and motivated in joining reading class, be brave to give and share their idea, improve leadership, increase co-operation and have greater initiative in doing the task.
DEDICATION

This thesis is dedicated to those who support her in gaining a better future:

- For her beloved father and mother
- For her beloved sisters and brother
- For her best friend, Ii

commit to user
MOTTO

- Do the best and the rest is on God
- Kebahagiaan diperoleh karena perjuangan dan keyakinan
- Selalu berfikir optimis meskipun dalam sumber badai
- Kesulitan sesuah apapun akan terasa ringan dengan adanya senyuman dari orang yang terpercaya
- Bukan emas permata yang mempercantik anda melainkan akhlaq yang mulia dan kekayaan anda adalah etika anda.
ACKNOWLEDGMENT

Alhamdulilahi’r-Rahman, all praises and thanks just to Alloh SWT, WHO has given HIS blessing and HIS help so that the writer can accomplish her thesis as a partial requirement for achieving the graduate degree of English Education, Teacher and Training Education Faculty of Sebelas Maret University.

In the process of accomplishing this thesis, the writer received support, assistance and help from many peoples. Therefore, she would like to express her deepest gratitude and appreciation to:

1. The Dean of the Teacher Training and Education Faculty for approving this thesis.
2. The Head of the Art and Language Education Department who has given the permission to write this thesis.
3. The Head of English Department of Teacher Training and Education Faculty for giving the writer permission to write this thesis.
4. Dr. Abdul Asib, M. Pd. The writer’s first consultant for his valuable guidance, advice and suggestions during the writing process of this thesis.
5. Hefy Sulistyawati, S.S. the writer’s second consultant for her valuable guidance, advice and suggestions during the writing process of this thesis.
6. Kristiandi, S.S. as the lecturer for his valuable guidance, advice and suggestions during the writing process of this thesis.
7. Her family, H. Ahmad Zaelani Jayan and Hj. Khusnul Khotimah, her sisters and brother, Elni, Pipit and Dayat for their love, support, pray and trust and everything given to the writer.
8. The Headmaster of SMPN 13 Surakarta for her permission to do the research.
9. Dra. Sri Lestari as the teacher of the eighth class for her helped in doing the research.
10. The students of class VIII D SMPN 13 Surakarta for good cooperation and participation during the research.

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11. Her friends in ‘Kos Ceria’, Ii, Mb Din, Mb Wi, Chandra, Mz Mul, Bu Ida for love, friendship, togetherness and beautiful day.


14. The writer also thanks to everyone who helped her in accomplishing this thesis.

Hopefully, this thesis will be useful for the readers. The writer accepts gratefully every suggestion, criticism and comment from those who concern with this thesis.

Surakarta, July 2011

The writer
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CHAPTER 1
INTRODUCTION

A. Background of the Study

Learning English means learning four language skills. Based on the KTSP curriculum of Junior High School 2006, the ultimate objective of English instruction is to develop the English communicative competence namely listening, speaking, reading and writing. The ultimate goal of English instruction is emphasized on developing the students’ communicative competence.

In language teaching, reading is one of the four language skills taught. Harmer (1998: 68) says that getting students to read English text is an important part of teacher’s job. In the first place, many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Reading text also provide good models for English writing and provide opportunity to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and text. Lastly, a good reading text can introduce interesting topics and fascinating lesson. Based on these reasons, reading has an important role in language learning course.

Reading is an important means of introducing the child to the surrounding world. Through reading the child can view ever-widening horizons and explore ever-new areas in the world of things, people, and events just from printed media. Deboer and Dallman (1964: 17) state that reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. It can be said that reading is a series of action in which reader should activate his knowledge and capability of interpretation in order to get meaning of the text. It is also supported by Burns (1984: 20) who states that reading is the interpretation of the meaning of printed symbol. He explains that if a person does not derive meaning from a passage, he or she has not been reading even if the person has pronounced every word correctly.
Based on the reason above, comprehending the meaning of text is very important to know the purpose of the text written.

The objective of all readers is, or should be, comprehension of what they read. Comprehension is the main act or power of understanding. Aebersold and Field (1997: 15) state that the meaning that one reader gets from a text may be different from other readers that read same text. This variation occurs because of influences on the reader by the family, community and cultural environment and because of individual differences in motivation, aptitude, and other personal characteristics. Therefore, reading is not only comprehensive skills, but also on the reader’s experience and prior knowledge.

Reading comprehension especially in foreign language is difficult. It involves more than decoding symbols into sounds, the students must derive meaning from the printed page. This will be a barrier to students in learning to read and also reduce students’ enjoyment and interest in reading. Consequently, it also affects learning situation. De Boer and Dallman (1964: 28) state that one cannot learn well in reading or anything else, if he is distracted by anxieties, frustrations and the sense of failure. This complexity makes students feel uninterested in joining reading class. Therefore, a teacher should acknowledge and treat her students the way they are in order to create good atmosphere in the teaching learning and process in classroom that is warm, friendly and relaxed.

Teachers are supposed to be creative on developing their teaching technique to create good atmosphere, improve the students’ reading comprehension and make the English lesson more exciting. The teacher has to be able to make interesting materials and use appropriate technique for the students in the teaching and learning process. The influence of applying interesting material and appropriate technique in teaching reading can make the students to be motivated in joining the class and improving their comprehension in reading.

Based on the pre-observation in the teaching learning process in SMPN 13 Surakarta especially of the eighth grade, the writer found a problem that
occurred in students reading comprehension. In accordance with the result of pre-test, the researcher found the mean score of students’ reading comprehension was 3.8 whereas the KKM (Kriteria Ketuntasan Minimal) is 6.00. So, the result of the students’ English test shows that the students’ reading comprehension was low and it was below the KKM.

In reading comprehension, the students had difficulties in understanding word meanings, identifying the detail information and main idea of the text. Consequently, they were unable to understand and interpret meaning from an English text as the main purpose of teaching reading. For instance, when the English teacher asked to the students to identify the main idea, detail information and reference of each paragraph, the students seemed confused to determine them. The students also had inadequate vocabulary mastery. They did not know the meaning of new word they found in the text. Moreover, the students wrote in the questionnaire that some of them felt bored with the lesson and they wanted to have more attractive reading lesson. In fact, having motivation to read and learn is very crucial for them to improve their ability in reading comprehension.

During the pre-observation, it was noticed that there were some causes which made students to have low reading comprehension as follows;

1. Teacher mostly based her teaching on a certain book (Lembar Kegiatan Siswa). There were no various sources used and various activities done during the lesson. In the reading class, students still showed inefficient reading habits because they only read the text and answered the tasks in reading material merely by matching the words and the sentences in the tasks with the words and the sentences in the text without knowing what the text is about. As a result, the reading lesson became monotonous and boring.

2. Students were not motivated and interested in joining reading class. Only few students had great willingness to answer the questions and gave attention to the lesson. Some of them were chatting while teacher was explaining the material. As result the students could not do their
task completely. It happened because of their motivation in reading English text was low and they had inefficient reading habits. Therefore they could not answer the questions based on the text which included detail information, reference and main idea.

3. The students were not engaged in the learning activities. There were little opportunities for unconfident students to get involved in lesson. Only the active students could follow the activities during reading lesson.

The use of an appropriate technique and interesting reading material which can make students to be active in class must be considered in order to make them familiar with the task and to build their ability to interpret the meaning of the text. It is in line with William (1984:36) who states that an ideal starting point for motivating learners is to discover their wants, needs and interest and then select texts and devise activities that are appropriate. To make students more creative and interested in reading the material, the better reading text given to the students must be motivating, interesting and meaningful for the students. It can stimulate them to enjoy and learn better.

According to the problems above, in this research, it is very important to provide an alternative technique to improve students' reading comprehension. The writer proposes the way of teaching English reading comprehension by using reciprocal teaching. Reciprocal teaching is an instructional activity in the form of dialogue between teachers and students regarding the segments of text that is built on four strategies that good readers use to comprehend text; predicting, clarifying, questioning and summarizing (Palincsar and Brown, 1984). Predicting occurs when students hypothesize what will be discussed next in the text, students must activate the relevant background knowledge that they already possess regarding the topic. Clarifying is particularly important when working with students who have a history of comprehension difficulty. Questioning is the strategy in which students generate questions about what they are reading. Summarizing provides opportunity to identify and integrate the most important information of the text. Text can be
summarized across sentences, paragraphs and passage as a whole. In the process of reciprocal teaching, students work in groups; discuss material (reading text). They work together to construct meaning and check one another for comprehension and possible misunderstanding and they become increasingly flexible in how they apply the strategies they have learned.

The strategy training allows them to gain more self-confidence and motivation to read and even expertise as they apply the four strategies to a variety of text. The predicting strategy makes students activate their prior knowledge in order to construct hypotheses of what will be discussed in the text. By attempting to clarify the sources of their difficulties, students become familiar with a range of potential comprehension blocks in text. Questioning important information in the text helps students distinguish between important information and detail. While constructing summary encourages them to see the text as a coherent whole.

The interaction between students during the process of reciprocal teaching in discussion of the text increases cooperation and greater initiative. Furthermore, it can improve their leadership skills as they play the role as discussion leaders. Moreover, it also can increase students’ awareness of the target language when they debate ideas and interpretation during the process of using that language.

Based on the description above, the writer chooses and determines the research entitled “IMPROVING STUDENTS’ READING COMPREHENSION USING RECIPROCAL TEACHING (A Classroom Action Research at the Eighth Grade of SMPN 13 Surakarta in the Academic Year of 2010/2011).

B. Problem Limitation

In this research, the problem will be focused on how to improve students’ reading comprehension at the eighth grade of SMPN 13 Surakarta through a certain technique that is reciprocal teaching.

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C. Problem Formulation

The problems are formulated in the research as follows:

1. How can reciprocal teaching be implemented in improving reading comprehension?
2. What are the key aspects of implementing reciprocal teaching in reading class?

D. Objectives of the Study

The objectives of the study in the research are:

1. To describe how reciprocal teaching can be implemented in reading comprehension.
2. To describe the key aspects when reciprocal teaching is implemented in reading class.

E. Benefits of the Study

The result of the study can give the following benefits:

1. For the students
   a) Students can gain more self-confidence and motivation to read and even expertise as they apply the four strategies to a variety of text.
   b) The interaction between students during the process of reciprocal teaching in discussion of the text increase cooperation and greater initiative.
   c) Students will be encouraged to communicate and share the idea with their classmate and also with their teacher. Therefore, the atmosphere of teaching learning will be more interesting and enjoyable.

2. For the teachers
   a) They can use reciprocal teaching technique as an alternative technique in teaching reading.
   b) This study can give a contribution to other teachers to innovate learning strategy, especially utilizing reciprocal teaching. Therefore
they can improve both teaching learning activity and students’ learning achievement.

3. For the institution of education
   The reciprocal teaching technique can enrich the teaching technique and it also can be used for other subject material in order to increase the students’ learning achievement and learning performance.

4. For the researcher
   The result of the study can give the valuable experience for her to conduct a better action research in the future.
CHAPTER II
REVIEW ON RELATED LITERATURE

A. Review on Reading Comprehension

1. The Definition of Reading

There are many definitions given to the term of reading. The following are the definitions of reading proposed by some experts. According to William (1984: 11), reading is a process of obtaining meaning from written text. While Burns (1984: 20) states that reading is the interpretation of the meaning of printed symbols. A person has not reading if she or he does not derive meaning from a passage; even if the person has pronounced every word correctly. Therefore, getting meaning from written passage is very important especially for the young learners who study foreign language.

Further, Silberstain (1994: 6) states that reading is an active process in which the reader worked intensively, interacting with the text in order to create meaningful discourse. It is supported by Harmer (1998: 70) who states that reading is an incredibly active occupation. It is not a passive skill. Readers have to understand what the words mean. Moreover, Grellet (1981: 8) states that reading is an active skill; it constantly involves guessing, predicting, checking and asking oneself questions. It can be said that reading is an active skill which the readers should work intensively in order to obtain the meaning of the text.

According to Burns (1984: 21) who states that the interaction between a reader and written language through which reader tries to reconstruct the writer’s message is closely related. While Heilman (1967:3) states that reading involves more than mechanical process of correctly pronouncing words, it involves recognizing the meaning and the interaction between the reader and the printed symbol which all are influenced by the reader’s attitudes, knowledge and past experience. It means that reading needs the interaction between reader and written text which is influenced by background knowledge of field.
From the definitions of reading above, it can be concluded that reading is an active process to obtain meaning from the written text. Readers should bring their knowledge of the language, knowledge of the writing system and ability to interpret the meaning of the text.

The objective of all readers is comprehension of what they read (Burns, 1984: 148). It was supported by Hornby (1995: 235) who states that comprehension is the main act or power of understanding. Further, Deboer and Dallman (1964: 17) state that reading is an activity that involves the comprehension and interpretation of ideas symbolized by written or printed language.

Reading comprehension can be defined as a thought process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purpose (Kennedy, 1981: 192). It can be said that reading cannot be separated from comprehension. In understanding and interpreting the written symbols, one must comprehend the text based on their own needs and purpose.

Furthermore, Aehersold and Field (1997: 15) state that the meaning that one reader gets from a text may be different from other readers that read the same text. This variation occurs because of influences on the reader by the family, community and cultural environment and because of individual differences in motivation, aptitude, and other personal characteristics. Therefore, reading is not only comprehensive skills, but also on the reader’s experience and prior knowledge.

From the explanation above, it can be concluded that reading is an activity that needs comprehension and interpretation of written language in which readers must be aware of an idea, understand it in terms of their experiential background and interpret it in relation to their own needs and purpose.
2. Purposes and Ways of Reading

Reading without purpose will be useless. Reader must have the purpose of reading to understand the reading passage. Wallace (1996: 6-7), classifies the purposes of reading based on the personal reasons are as follows.

a. Reading for survival

Reading for survival is some kinds of reading in response to our environment. Indeed some reading is almost literally a matter of life and death. For instance; ‘stop’ signs for motorists. For other special groups such as parents’ survival, reading might involve the ability to read instructions on baby food and safety regulations on toys.

b. Reading for learning

Reading for learning is expected to be exclusively school related. Reading is intended to support learning activity that takes place in academic contexts.

c. Reading for pleasure

Reading for pleasure is done for its own sake-readers. It is written originally to offer enjoyment.

There are some ways of reading as stated by Grellet (1981: 4), the brief explanations are as follows.

a. Skimming

Skimming is quickly running one-eyes over a text to the gist of the text. The reader skims in order to satisfy a very general curiosity about the text and not to find the answer to particular questions.

b. Scanning

Scanning is quickly going through a text to find a particular piece of information. It requires an overall view of the text.

c. Extensive reading

Extensive reading is reading longer text, usually for one’s own pleasure. This is fluency activity, mainly involving global understanding.
d. Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

3. The important factors affecting Reading comprehension for young learners’

According to Burns (1984: 34), there are six important factors of reading for young learners’, namely: experiential background, language facility, interest in reading, social and emotional development, physical development and cognitive development. The brief explanations are as follows:

a. Experiential Background

Experiential background is essential for success in reading because learners must be familiar with the concept and vocabulary they will see in written text in order to gain the meaning. Experience is the foundation for building vocabulary. Through their experience, young learners gain an understanding of ideas and concept. Later, they will understand more of what they read because they can relate their experiences to the symbols on the printed page.

b. Language Facility

Listening and speaking skills are essential for effective communication. Because the concept and vocabulary derived from listening and speaking are the basis for effective reading and writing. Language facility is enhanced when teacher and parents give their complete attention to children while they read to them, look at the picture with them or listen to the stories about pictures and activities which they have engaged.

c. Interest in Reading

Reading activity requires an interest. In order to develop interest in learning to read, young learners need to be exposed to language and literature. They need to experience the delight that comes from
listening and responding the stories, to handle book and examine pictures and to see reasons for reading in their daily activity.

d. Social and Emotional Development
Individual and group communication and participation are important factors in social and emotional development. Communication experience should be structured so that young learners feel adequate and secure and can develop desirable attitude toward themselves and others.

e. Physical Development
Good health, good vision and good hearing are most essential for learning to read. The young learners need to make fine visual discrimination (to see likeness and differences) is obvious and suggest the usefulness of early activities involve form and shapes (such as picture puzzle) and later activities that involve letter recognition (words beginning and ending alike and so on).

f. Cognitive Development
Young learners’ intelligent is vital in learning to read. Theory of cognitive development asserted that thought comes before language and that language is a way of representing thought.

It can be concluded that a teacher should provide a task which can be understood by learners. Giving them social interaction with their peers to facilitate cognitive, social, emotional, and moral development is needed to make the learners comprehend with what has been read.

4. Problems in Reading Comprehension
Comprehending written material is difficult unless ones realizes that every sentence has meaning, understand the structural pattern of sentences and recognize the use of punctuation in establishing thought. DeBoer and Dallman (1964: 132) say that the teacher must understand the causes of difficulties in comprehension if she wants to help individuals comprehend what they read. Moreover, knowledge of the causes may help the teacher to prevent the
occurrence of serious deficiencies. The problems that cause difficulties in comprehension are as follows.

a. Limited intelligence
   There is a substantial correlation between intelligence and reading ability. Ability to comprehend in reading is limited by the conceptual load that his mental ability enables him to carry.

b. Undesirable physical factors
   Surroundings, lighting, temperatures, and uncomfortable chairs may interfere with comprehension.

c. Word recognition
   Methods of teaching that concentrate on the recognition of individual words to the exclusion of meanings derived from connected discourse may cause for deficiencies in comprehension.

d. Overemphasis in oral reading
   Oral reading can have either a desirable or detrimental effect of comprehension. Oral reading which is not done well can have undesirable effect on comprehension. Overemphasis in reading also makes young learners so self-conscious while reading to others because their concentration may be on how rather than on what they read.

e. Insufficient background for reading a selection
   Lack of an experience background is essential to the understanding of the concepts involved in reading material and of the words used in an additional limitation to comprehend.

f. Failure to adjust reading techniques to reading purpose and type of reading material
   Good reading comprehension requires a flexible approach to the printed page. The need is for veracity in adapting the reading method to the reading purpose and to the nature of the material read.
5. Skills of Reading Comprehension

A teacher needs to know the various skills to understand a young learner’s problems in reading comprehension and to plan an effective developmental program in reading in order to make up the ability to comprehend what is read as stated by De Boer and Dalmman (1964: 134). According to the reader’s purpose, the skills are:

a. reading to find main idea
b. reading to select significant details
c. reading to answer questions
d. reading to arrive at generalization
e. reading to predict outcome
f. reading to follow direct
g. reading to evaluate critically
h. reading graphs, tables, charts and maps

After understanding the skills of reading based on the reader’s purpose, teacher has a guidance to plan the way to make students comprehend what is read by them.

6. Questioning Techniques on Reading Comprehension Skills

There are seven major types of questions that have been found to be useful in guiding questions, namely main idea questions, detail questions, vocabulary questions, sequence questions, inference questions, evaluation questions, and
creative response questions (Burns, 1984: 203). The brief explanations are as follows:

a. Main Idea questions
   Asking students to identify the central theme of the selection

b. Detail questions
   Asking students for bits of information conveyed by the material

c. Vocabulary questions
   Asking students for the meaning of words used in the selection

d. Sequence questions
   Asking students to require knowledge of events in order of occurrence

e. Inference questions
   Asking students for information that is implied or not directly stated in the material

f. Evaluation Questions
   Asking students for judgements about the material

g. Creative response questions
   Asking students to beyond the material and create new ideas based on the ideas they have read

The types of the questions above can be used by a teacher as the guidance to construct the reading comprehension test items. In this research, the researcher used the types of questions to construct pre and post test.

7. Units of Reading Comprehension

According to Burns (1984: 151), the basic comprehension units in reading are words, sentences, paragraphs and whole selection. The brief explanations are as follows.

a. Comprehending words (Vocabularies)
   Vocabulary development is an important component of comprehension skill. Students comprehend the printed page only to understand the specific meaning of essential word used by the author.
b. Comprehending sentences

Student may find complicated sentences difficult to understand, so they need to know ways to attack them or derive the meaning. By asking who, what, where and why questions (detail information) can help students identifying a noun to which pronoun refers (reference) and good punctuation which represent pauses and pitch changes that would occur if the passage were read aloud can be applied as some ways to increase sentence comprehension.

c. Comprehending paragraphs

Paragraphs are group of sentence that serve a particular function within a whole selection or passage. They may be organized around main idea or topic. Understanding their functions, their general organization and the relationship between the sentences in a paragraph is important to reading comprehension.

d. Comprehending whole selection

The entire selections consist of words, sentences and paragraphs and that understanding of whole selections depends upon understanding the smaller units. Teacher may use a number of strategies to help students understand whole selection, including, the cloze procedure, semantic webbing, listening-reading transfer lesson and story grammar activities.

8. Construct

Reading is an active process to obtain meaning from the written text. Readers should bring their knowledge of the language, knowledge of the writing system and ability to interpret to get meaning from the text.

In other word, reading is an activity that needs comprehension and interpretation of written language in which readers must be aware of an idea, understand it in terms of their experiential background and interpret it in relation to their own needs and purpose. In the teaching and learning process, a teacher must understand and help the students to solve the causes of
students’ difficulties in comprehending the text. Moreover, knowledge of the causes may help the teacher to prevent the occurrence of serious deficiencies.

After knowing the problems, a teacher should understand the skills of reading based on the reader’s purpose; they can be used as a guidance to plan the way how to make students comprehend what is read by them.

The basic comprehension units in reading are words, sentences, paragraphs, and the whole selection. In this study, the indicators of reading comprehension that should be achieved by students are:

a. the ability to identify word meanings in the text, such as synonym and antonym.
b. the ability to identify detail information and reference of a text
c. the ability to identify the main idea of the text
B. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1994: 7). It can be concluded that teaching is a process of helping and guiding students to learn and develop their knowledge.

In English language teaching, getting students to read English text is an important part of the teacher’s job as stated by Harmer (1998: 68). He argues that students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. He adds that reading provide rich exposure to language in use. Some of the languages stick in their minds as part of the language acquisition and if the reading text especially interesting and engaging, acquisition is likely to be even more successful. Furthermore, reading text also provide good model for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Then, reading texts provide opportunities to study language: vocabulary, grammar, punctuation and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be springboard for well rounded, fascinating lesson. From that statement, it can be assumed that teaching reading especially to read English text is better to started earlier. Through reading, learner can practice language in order to re-use it in writing and also to make a sense of text in order to extract the information they read.

According to Burns (1984: 20), there are twelve principles of teaching reading, as follows.

1. Reading is a complex act with many factors that must be considered
2. Reading is the interpretation of the meaning of printed symbols
3. Learning to read is continuing process
4. There is no one correct way to teach reading
5. Students should be taught word recognition skills that allow them to unlock the pronunciations and meanings of unfamiliar words independently.

6. The teacher should diagnose each student’s reading ability and use the diagnosis as a basis for planning instruction.

7. Reading and the other language arts are closely interrelated.

8. Reading is an instruction within the educational program.

9. The students need to see why reading is important.

10. Enjoyment of reading.

11. Readiness for reading.

12. Reading should be taught in a way that allows each child to experience success.

According to William (1996: 37), there are three main phases that were needed in teaching reading activity:

1. Pre-Reading
   A teacher who starts the lesson in this way is likely to motivate the learners. The phase of pre-reading tries to introduce and arouse interest in the topic, motivate the learners by giving a reason for reading, and provide some language preparation for the text.

2. While-Reading
   The aims of this phase is to help learners understand the writer’s purpose, text structure and to clarify the content of the text. While-reading work should begin with general or global understanding of the text, and then move to smaller units such as paragraphs, sentences and words. The learners may ask to find the answers to questions given at the text.

3. Post-Reading
   The aims of this phase are; consolidate or reflect upon what has been read and relate the text to the learners’ own knowledge, interest and views. Post-reading may also include any reactions to the text and the
while-reading work, for example, learners say whether they liked it and found it useful or not.

The three phases approach respects and makes use of the student’s own knowledge of language and uses this as a basis of involvement, motivation and progress. It also leads to integration of the skills in coherent manner, so that reading session is not simply isolated.

From the explanation above, it can be concluded that teaching reading is a process of helping and guiding students to learn and develop their knowledge to make a sense of text in order to extract the information they read.
C. Review on Reciprocal Teaching

1. Definition of Reciprocal Teaching

Reciprocal teaching is an instructional procedure designed to enhance students’ comprehension of the text. The procedure was designed by Anne Marrie Palincsar, from Michigan state University and Anne Brown, from the University of Illinois. Reciprocal teaching is characterized by: 1) a dialog between students and teacher, each taking a turn in the role of dialogue leader, 2) ‘reciprocal’ means interaction where one person acts in response to the other, 3) structured dialogue using four strategies: questioning, summarizing, clarifying and predicting.

Palincsar (1986) states that Reciprocal teaching refers to an instructional activity that takes place in the form of dialogue between teachers and students regarding segment of the text. Reciprocal teaching provides students with four specific reading strategies that actively and consciously were used in analyzing a text; clarifying, predicting, questioning and summarizing. The purpose of reciprocal teaching is to facilitate the group effort between teacher and students as well as among students in a task of bringing meaning of the text.

According to A. L Brown and Palinscar in Ormrod (2003: 460), reciprocal teaching is an approach to teaching reading through which students learn effective reading-to-learn strategies by observing and imitating what their teacher and fellow students do. The teacher and several students meet in a group to read a piece of text, occasionally stopping to discuss and process the text aloud.

Furthermore, reciprocal teaching is a major instructional strategy that helps readers interact personally with the text and construct meaning as they increase their ability to ask questions, clarify hard parts, make predictions and summarize what they are reading (Slavin, 1997: 280).

In conclusion, reciprocal teaching is an instructional teaching technique which facilitates students and teacher to bring the meaning by using four
strategies; predicting, clarifying, questioning and summarizing which are used to analyze the text.

2. Strategies of Reciprocal Teaching

The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text (Palincsar: 1986). Each step was selected for the following purpose.

a. Predicting

Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disapprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

b. Clarifying

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).
c. Questioning

**Questioning** reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.

d. Summarizing

**Summarizing** provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

In conclusion, each of these strategies was selected as a means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they understand what they read.

### 3. Process of Reciprocal Teaching in Reading Classroom

There are several things a teacher should take before getting involved in the reciprocal teaching process (Department of education, 2007). First, the teacher must be familiar with the text so that he can provide a brief and focused introduction. When appropriate, the teacher links the text being read to current context areas. This will give added purpose of the learner’s reading. Then, teacher should model the strategies and support learners in using them.
It’s absolutely essential for the teacher to regularly monitor the learners used the strategies. In this case, the teacher plays his role as a facilitator; monitoring the students’ activity, keeping students on track and helping them over the obstacles. The information gained through monitoring can be used by the teacher as a guide to the further support and practice needed by the learners.

Doing this technique, the teacher firstly leads the dialogue, modelling each of the four strategies in relation to the first paragraph of the text. The students participate by asking the teacher to clarify difficulties, by agreeing or disagreeing with the teacher in stating main ideas, by suggesting modifications to the summary and by adding their own predictions about the content of the next paragraph of the text.

According to Slavin (1997: 282), there are some procedures that are used in reciprocal teaching sessions, the brief explanation as follows.

a. Pass out the passage for the day
b. Explain that you will be teacher for the first segment
c. Instruct the students to read silently whatever portion of the passage you determine is appropriate. At the beginning, it will be easiest to work paragraph by paragraph.
d. Model the strategies
e. Invite the students to make comments regarding your teaching and the passage
f. Assign the next segment to read silently. Choose one student to act as a teacher.
g. Coach the students teacher through the activities as necessary. Encourage the other students to participate in dialogue, but always give the students teacher opportunity to go first and lead the dialogue. Be sure to give the students teacher plenty of feedback and praise for his or her participation.
h. As the training days go by, try to remove yourself. Your role will continue to be monitoring, keeping students on track and helping
them over obstacles. Throughout the training, continue to take your turns as a teacher, modelling at least once a session.

4. Benefits of Reciprocal Teaching

By implementing reciprocal teaching, learners will make substantial gains in their comprehension skills (Department of education, 2007). The benefits of reciprocal teaching that learners get are:

a. greater knowledge of the topic
b. improved skills
c. more positive attitudes when extracting, organizing and recording information
d. improved leadership
e. increased co-operation and greater initiative

The strategy training allows them to gain more self-confidence and motivation to read and even expertise as they apply the four strategies to a variety of text. The predicting strategy makes students activate their prior knowledge in order to construct hypotheses of what will be discussed in the text. By attempting to clarify the sources of their difficulties, students become familiar with a range of potential comprehension blocks in the text. Questioning important information in the text helps students distinguish between important information and detail. While constructing summary encourages them to see the text as a coherent whole.

The interaction between students during the process of reciprocal teaching in discussion of the text increase cooperation and greater initiative. Furthermore, it can improve their leadership skills as they play the role as discussion leaders. Moreover, it also can increase students’ awareness of the target language when they debate ideas and interpretation during the process of using that language.
D. Rationale

Reading is a process of obtaining meaning from written text. The objective of all reader is comprehension of what they read. Reading comprehension can be defined reading is an activity that needs comprehension and interpretation of written language in which readers must be aware of an idea, understand it in terms of their experiential background and interpret it in relation to their own needs and purpose.

Based on the pre-observation, the eighth grade students of SMPN 13 still have difficulties in comprehending English text because they do not have adequate grammar and vocabulary mastery for understanding them. Moreover, they also have low motivation and feel uninterested in joining reading class. Motivation, that is wanting to read, wanting to learn, is crucial as stated by William (1984: 36). Therefore, giving motivation, help and responsibility for all students in doing the discussion were occurred dominantly during the teaching and learning process in order to enhance the students to understand what has been read. Because of the problems above, they have difficulties in understanding word meanings, identifying detailed information of a text, identifying main idea of the text. Consequently they are unable to understand and interpret meaning from an English text as the main purpose of teaching reading.

To overcome the problems above, applying an appropriate teaching technique where students become active and interested in joining the reading class should be done by the teacher. The writer suggests using Reciprocal teaching as the technique of teaching reading in order to overcome those problems. Reciprocal teaching is an instructional teaching technique which facilitates students and teacher to bring the meaning by using four strategies; predicting, clarifying, questioning and summarizing which are used to analyze the text. Each of these strategies was selected as a means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they understand what they read.
The interaction between students in group discussion during the process of reciprocal teaching can increase cooperation and greater initiative to finish the task. It is in line with Kessler (1992: 38), by doing interaction; students get more opportunities to talk, practice and better retention of new information and ideas. Furthermore, reciprocal teaching is a major instructional strategy that helps readers interact personally with the text and construct meaning as they increase their ability to ask questions, clarify hard parts, make predictions and summarize what they are reading.

Students involved in the reciprocal teaching process tend to learn the art of checking their own understanding of the material, which they have encountered. They do this by generating questions, clarifying concepts and summarizing important information from the text. The ultimate purpose of reciprocal teaching is to help students actively bring meaning to the written word, with or without a teacher. The reciprocal teaching strategies not only assist reading comprehension but also provide opportunities for students to monitor their own learning and thinking processes. The structure of the dialogue and interactions of the group members in reciprocal teaching system requires all of the students to participate fosters healthy relationships and helps to create an ideal learning atmosphere. The reciprocal teaching system benefits for slow learners and above average students in understanding the text.

Considering the explanation above, it is assumed that reciprocal teaching technique which is based on four strategies; predicting, clarifying, questioning and summarizing can improve the students’ reading comprehension.

E. Action Hypothesis

Based on the above rationale, the hypothesis is: the use of Reciprocal Teaching Technique can improve the reading comprehension of the eighth grade students of SMPN 13 Surakarta in the academic year of 2010/2011.
CHAPTER III
RESEARCH METHODOLOGY

A. Setting of Research

This research was conducted at the Eighth grade students of SMP Negeri 13 Surakarta. It is located in Jl. Jenderal Urip Sumoharjo 49 Surakarta. It was built in 1979 and has two floors. Its location is close to the shopping complex so that it affects to the teaching and learning process. There is a gate in front of the school to prevent other people from freely entering the school. There are some rooms which include 12 classrooms, teacher and headmaster’s room, a computer room, a library, a mosque, toilets, a cafeteria, an administration room and a yard. This research was conducted from February to April 2011.

B. Subject of Research

The subject of the research was the VIIIID class of SMPN 13 Surakarta. There were 33 students consisting of 14 boys and 19 girls. Most of them come from suburban area and medium level of Economic status. They always wear uniform and obey the law.

The students of VIII D class have average in achievement. They have difficulties in comprehending English text. In the teaching and learning process, the girls are more active and enthusiastic in following the lesson than boys. Some of boys tend to be lazy and are not motivated especially who sit at the backside. The high scores of test are mostly gotten by the girls.

C. Research Method

The research method used in this method is action research. There are various definitions of action research stated by some experts. Carr and Kemmis as quoted by Burns (1999: 30) gives the definitions of action research as follows:

Action research is simply a form of self reflective enquiry undertaken by participants in a social situation (including education) in order to improve the rationality and justice of their own and educational practices their
understanding of these practices, and the situation in which practices are carried out.

Meanwhile, Johnson and Christensen (2000:7) state that action research is a form of applied research focused on solving local problems that practitioners face. It can be conducted by teachers, administrators, counsellors and other educational professionals that involve diagnosing a local problem, planning and carrying out a research study, developing new knowledge based on the research and implementing the research findings to solve or improve local problem. Mills’ point of view (2000: 6) states that action research is any systematic inquiry conducted by teacher researcher, principals, school counsellors or other stakeholders in teaching learning environment to gather information about the ways how their particular schools operate, how they teach and how well their students learn.

Based on several definitions stated by some experts, it can be concluded that action research is process of diagnosing a local problem, planning and carrying out a research study, developing new knowledge based on the research and implementing the research findings which was conducted by teachers, administrators, counsellors and other educational professionals to solve or improve local problem.

Burns (1999: 30) states some characteristic of action research taken from some experts’ definition as follows.

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Change in practice is based on the collection of information or data which provides the impetus of change.

In this study, the writer used classroom action research. This research was aimed to improve the quality of teaching and learning process. In this case, the
The writer wants to improve students’ reading comprehension of Eighth grade students of SMP Negeri 13 Surakarta by implementing reciprocal teaching through a classroom action research.

D. The Procedures of Action Research

This action research used a model developed by Kemmis and McTaggart in Burns (1999:32). There are four steps in action research, namely planning, action, observation and reflection. The procedures of action research in this research are as follows.

1. Identifying the problem
   The researcher conducted pre-observation before implementing the study. It was aimed to identify the problem happening during the teaching and learning process.

2. Implementing the action research
   Based on Kemmis and Taggart, action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: planning, action, observation and reflection (Burns, 1999:32). These moments are the fundamental steps in a spiralling process through which participants in an action research undertake to:
   a. Planning
      In this step, the researcher developed a plan of critically informed action to improve what is already happening. The researcher made lesson plans about certain topic, material, media, time, schedule and instrument for observation. The topic of reading comprehension in lesson plan was based on the syllabus and curriculum. The reading material that the researcher used was narrative text because it is one of the text types that are taught in 8th grade of junior high school for second semester. In this research, the researcher asked questions to activate background knowledge in order to attract the student knowledge about the material that would be discussed. Time and schedule of this research were confirmed with the situation in the
school. Researcher did the research on Monday and Wednesday. The researcher used photograph, questionnaire, interview, research diaries, and field notes for instrument of observation.

b. Action

The researcher acted to implement the plan. The researcher constructed lesson plan as teacher guidance in teaching based on syllabus and curriculum and prepared material in the form of worksheet which contains some tasks, and other instrument which related to the research. The material used was narrative text. The researcher conducted two cycles. At first cycle, the researcher conducted five meetings and the second cycle researcher conducted four meetings. The step of implementing stage was divided into three sections. Those were opening section by greeting students and checking student attendance list, main activity section which covered four strategies of reciprocal teaching (predicting, clarifying, questioning and summarizing), helping students used the strategies, managing the group discussion, checking students comprehension of the text discussed and closing section by reviewing the lesson.

c. Observing

The researcher observed the effect of the critically informed action in the context in which it occurred. In this step, the writer as the practitioner implemented reciprocal teaching strategies in the teaching and learning process. English teacher as the observer observed students’ understanding, students’ participation, students’ activity and in the teaching learning process. The result of the observation was recorded on observation sheet as the data.

d. Reflection

The researcher recited the result of the activities which occurred in the classroom as the reflection of the action after carrying out the teaching process using reciprocal teaching. She evaluated the process and the result of the implementation of reciprocal teaching in the reading class.
It is a basic to make further plan that was conducted in the next meeting. It was also used to answer the hypothesis that has been proposed by the writer before the action was carried out.

3. Doing evaluation

In order to make sure whether there was an improvement of the students’ reading comprehension or not, the researcher gave the students tests. Then, the writer found the mean score. To know whether there was a significant difference between the students’ achievement before and after the action, the non-independent t-test is used. By analyzing the test result, the writer could find whether there was an improvement of the students’ reading comprehension or not.

E. The Technique of Collecting Data

In collecting the data, the researcher used observational and non-observational techniques as suggested by Burns (1999: 78), the brief explanations are as follows.

1. Observational Technique

The researcher observed students’ classroom behaviours and action during reading class. Making notes, diaries, interviews, questionnaires and photograph of all the activities in the process of teaching and learning reading comprehension through reciprocal teaching.

2. Non-observational Technique

Non-observational technique was applied to observe personal or individual accounts of events to ‘self-report’ under research. The researcher used the result of reading test to obtain the data.
F. The Technique of Analyzing the Data

The collected data were analyzed by qualitative and quantitative ways. The qualitative data were analyzed through five stages suggested by Burns (1999:157), the brief explanation is as follows.

1. Assembling the data
   The first step is assembling the data that have been collected over period of the research. The data are from field notes, research diaries and questionnaire.

2. Coding the data
   Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Comparing the data
   Comparison can be made to see whether themes or pattern are repeated or develop across different data techniques. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

4. Building interpretation
   This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concept and developing the theories about why particular patterns of behaviour, interaction or attitudes have emerged. The researcher may need to come back to the data several times of pose questions, rethink the connections and develop the explanation of the bigger picture underpinning the research.

5. Reporting outcome
   A final stage involves presenting an account of the research or others. A major consideration is to ensure that the report sets out the major process of the research and the finding and outcomes are well supported with example from the data.

  commit to user
The quantitative data analyses were used to analyze data from the result of the pre-test and post-test in two actions. In analyzing the test score of the written test, a descriptive statistics technique was used to find the mean score of the students. The data from the written test were analyzed in order to prove whether teaching reading using reciprocal teaching can overcome the students problems in reading comprehension or not.

The mean of the pre-test and post-test can be calculated with the formula as follows:

$$\bar{x} = \frac{\sum x}{N} \quad \text{and} \quad \bar{y} = \frac{\sum y}{N}$$

In which:
- $\bar{x}$ = mean of pre-test scores
- $\bar{y}$ = mean of post-test scores
- $N$ = the number of students
CHAPTER IV
THE RESULT OF THE STUDY

The aims of the research are to describe the way reciprocal teaching can be implemented in improving reading comprehension and the key aspects of reciprocal teaching when it is implemented in reading class. This chapter presents the implementation of reciprocal teaching technique and it is divided into two sections: the first section is the process of the research and the second one is research findings and discussion.

Table 4.1. The Whole Process of the Research

| Problem | Students encountered difficulties in comprehending English text |
| Solution | Teaching reading using reciprocal teaching |
| Students | Eighth grade of VIII D class |

I. Pre research
   a. Observation - Identifying the problems during TL process
   b. Pre-test - Identifying the students’ reading ability
   c. Interview - Identifying teacher’s difficulties in teaching reading
   d. Questionnaire - Identifying students difficulties in learning reading

II. Research Implementation

| Cycle 1 | Preparing lesson plan, preparing material in the form of worksheet contains some tasks and other instrument related to the research, helping students use the strategies by modelling the steps and arranging the group discussion. |
| Planning | b. Action |
| 1. M1 and M2 | - Introducing and modelling reciprocal teaching steps to analyze text, giving motivation to read. |
| 2. M3 and M4 | - Introducing, modelling and asking group discussion to report the analyzing of narrative text by using reciprocal teaching steps, giving more motivation. |
| c. Observing | - S: Students seemed uncomfortable working in group, the class was so noisy, and students were passive, confused and still wrong in applying reciprocal teaching steps. |
| | - T: explaining the steps and helped the students’
A. Process of the Research

1. Introduction

In conducting the research, the researcher worked collaboratively with the English teacher of SMPN 13 Surakarta that was Drs. Sri Lestari (SL). Before conducting the research, the researcher (AN) told him that she would conduct action research. SL asked AN to give more explanation about action research (AR) and the technique that would be used namely reciprocal teaching (RT). Teacher (SL) seemed enthusiastic when she heard about the technique because she had not understood it yet. After getting more understanding about AR and RT, SL
permitted AN to conduct the research in her classroom that was VIIID. SL agreed to work together with AN because she wanted to know her students’ improvement through the research. Teacher (SL) was the observer while the researcher (AN) was the practitioner.

2. Research Implementation

The implementation of teaching reading comprehension using reciprocal teaching technique consisted of two cycles. The first cycle consisted of four meetings for delivering material and one meeting for post test, while the second cycle consisted of three meetings for delivering material and one meeting for post test. Each meeting took 80 minutes. Narrative text was used as teaching material. Every cycle consisted of four fundamental steps in action research that was planning, action, observing and reflecting. The brief description of each cycle was presented in the following parts.

Cycle 1

Table 4.2 The Implementation of Cycle 1

<table>
<thead>
<tr>
<th>The implementation of cycle 1</th>
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<tbody>
<tr>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td>- Understanding narrative text</td>
</tr>
<tr>
<td>- Making lesson plan, preparing material in the form of worksheet that contains some tasks and other instrument related to the research, helping students use the strategies by modelling the steps and arranging the group discussion.</td>
</tr>
<tr>
<td>- Giving a task in every meeting</td>
</tr>
<tr>
<td><strong>Action</strong></td>
</tr>
<tr>
<td>- First meeting – second meeting</td>
</tr>
<tr>
<td>➢ Introducing and modelling reciprocal teaching steps</td>
</tr>
<tr>
<td>➢ Using predicting, clarifying, questioning and summarizing steps in analyzing text</td>
</tr>
<tr>
<td>➢ giving motivation to read and helped difficulties</td>
</tr>
<tr>
<td>- Third meeting – fourth meeting</td>
</tr>
<tr>
<td>➢ Introducing, modelling and asking group discussion to report the analyzing of narrative text by using reciprocal teaching steps</td>
</tr>
<tr>
<td>➢ Giving more motivation and helped difficulties</td>
</tr>
<tr>
<td>- Fifth meeting</td>
</tr>
<tr>
<td>➢ Conducting post test 1</td>
</tr>
</tbody>
</table>
Observing
- First meeting – third meeting
  ➢ S: Students seemed uncomfortable working in-group, the class was so noisy, and students were passive, confused and still wrong in applying reciprocal teaching steps.
- Fourth meeting
  ➢ Students started enjoy working in-group and gave more attention for teacher’s explanation
  ➢ T: explaining the steps and helped the students’ difficulties patiently

Reflecting
- Long text made students to be confused and not motivated to finish task; discussion was dominated by leader and students were shy and hesitated to report the result of discussion in front of class.

1) Identifying the problem

The researcher conducted pre-observation before implementing the study. It was aimed to identify the problem happening during the teaching and learning process. She found that the learning situation in reading class was monotonous. The English teacher mostly based her teaching on a certain book (LKS). The teacher used to ask the students to read the text loudly together, translated the text and answered the questions. Only few students had great willingness to answer the questions and gave attention to the lesson. Only the active students could follow the activities during reading lesson. Some of them were chatting while teacher was explaining the material. As result they could not do their task completely. They only answered the task in reading material with the word and sentences in the text without knowing what the text is about.

In addition, the students wrote in the questionnaire that some of them felt bored with the lesson and they wanted to have more attractive reading lesson. Whereas having motivation to read and learn is very crucial for them to improve their ability in reading comprehension. They also stated that they did not know the meaning of the new word they found in the text. They had inadequate vocabulary mastery. It happened because of their motivation in reading English text was low and they had inefficient reading habits. Therefore they could not answer the questions based on the text which included detail, reference and main idea.
2) Planning the Action

Based on the fact that is proven by pre-test result and the result of observation, it could be concluded that students had difficulties in understanding reading text. The use of an appropriate technique and interesting reading material must be considered in order to solve the problems and to improve the students’ reading comprehension. The chosen technique was reciprocal teaching which is built on 4 steps: predicting, clarifying, questioning, and summarizing. Students were given the explanation about reciprocal teaching and the procedure in implementing the steps to comprehend the text.

In implementing this technique, the researcher made lesson plan as teacher guidance in teaching based on syllabus and curriculum and prepared material in the form of worksheet that contains some tasks, and other instruments that were relating to the research. In cycle 1, students were given the narrative text entitled ‘The Prince and His Best Friend’ was taken from English in Focus for the first meeting, ‘A Countryman and Snake’ was taken from Scaffolding for the second meeting, ‘The Legend of Banyuwangi’ was taken from Scaffolding as third meeting and ‘The Two friends and The Bear as the Fourth meeting. In each meeting, students worked in a group which consisted of 4 students. They were grouped based on their pre-test score and based on observation when AN taught reading. She also gave a task in each meeting using reciprocal teaching to analyze the narrative text. At the end of the cycle, AN gave test to know the students improvement in understanding the narrative text. The step of implementing stage was divided into three sections. Those were opening section by greeting students and checking student attendance list, main activity section which covers four strategies of reciprocal teaching (predicting, clarifying, questioning and summarizing), helping students used the strategies, managing the group discussion, checking students comprehension of the text discussed and closing section by reviewing the lesson.
3) **Implementing the Action**

The researcher (AN) implemented the action for cycle 1 in four meetings. Each meeting was focused on understanding narrative text by using reciprocal teaching. AN Implemented the plan and SL as the collaborator observed the teacher’s and students’ activities and interaction in the classroom. The activities in implementing the action could be described as follows;

a) **First meeting (Monday, February 28th, 2011)**

(1) Opening

The lesson started at 11:30, AN and collaborator entered the classroom. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side.

Meanwhile, students were still noisy and seemed not motivated to learn English. AN smiled and asked the leader to lead the class to prepare the lesson. AN looked at all students intensively and greeted them friendly. After greeting, AN checked students’ attendance list, only one student did not follow the lesson; DP. The total number of students was 33. After that, AN asked students some questions about reading. One of the students answered, ‘We read because we want to know something’, ‘read to find the meaning and main idea’. AN said that their answer were correct. To make the students more active in the class, she motivated them by giving suggestion how important of reading.

(2) Main Activity

Before starting the lesson, AN activated students’ background knowledge about the topic of the lesson today that was ‘The Prince and His Best Friend’, she asked about the meaning of ‘Friendship’. ID said ‘Persahabatan merupakan hubungan pertemanan yang terjalin dengan baik’, while DW added ‘Teman selalu siap bersama dalam suka dan duka’. AN said that their answers were correct and categorized into one of steps of reciprocal teaching technique that is predicting. Then,
AN explained the steps of reciprocal teaching as a technique that will be used in teaching and learning process.

After that, AN told to the students the activity on that day, that was cooperative learning through some strategies of reciprocal teaching to comprehend the content of the text. Then, AN asked students to work in groups. There were eight groups, each group consisted of four students. She had decided the leader and the members of each group based on the result of pre-test. Students moved and gathered with their group. Teacher distributed two copies of worksheets for each group. After all students got the worksheet and gathered with their group, AN started the lesson.

AN modelled the steps of reciprocal teaching; predicting by asking students to look at the title that was ‘Prince and His Best Friends’, she said ‘have you ever heard the word prince, where did he stay?’. TI answered ‘prince biasanya tinggal di istana yang indah dan banyak cewe-cewe cantik yang mengiringinya’. All students laughed and AN tried to handle the situation which became so noisy. Then AN gave the example of what the text was about based on the title. AN asked students to listen while she was reading the first paragraph. After reading first paragraph, she asked students to find the unfamiliar words. ANF who was the leader of group 1 mentioned ‘adored, servant’ and the others mentioned ‘kind, palace and Aristocrat’. AN and students together found the meaning of the words in Indonesian. AN explained the steps when students found the difficult words included in second steps of reciprocal teaching that was clarifying.

The next steps was questioning, AN asked students, ‘have you ever made questions dealing with the text which have been discussed?’ All students said that they never made questions; they just answered the questions based on the text. AN explained how to make questions by using WH-questions. Then, AN gave an example how to generate a questions in paragraph 1 that was, ‘What kind of person was Prince
Jonathan?’ and ‘How many friend did Prince Jonathan have?’.

Group 2 whose leader was DW raised her hand and answered the questions, ‘prince Jonathan is kind young man, loved and adored by his people and he had two friend, they were peter piper and franklin greedy. AN said, ‘good answer DW’s group’. While DW’s group answered the questions, TW’s group were chatting and hit each other. AN moved to them and asked them to repeat DW’s group answered. They only kept silent and AN said ‘ayo perhatikan pelajaran, TI seharusnya kamu bisa menghandle anggota groupmu’. TI answered, ‘ya miss’. Then AN continued the lesson and summarized the first paragraph.

After modelling the first paragraph, AN asked students about their understanding, ‘is there any questions in applying technique of reciprocal teaching to comprehend the first paragraph?’ All students said, ‘No. Miss’. AN asked group 1 and 5 to analyze the second paragraph; group 2 and 6 analyzed the third paragraph; group 3 and 7 analyzed the fourth paragraph and the last paragraph was analyzed by group 4 and 8. While students did the task, AN was monitoring their work. Five minutes had been run, they seemed still confused. Then, AN asked each leader of the group to come together in front of the class. AN explained the steps of reciprocal teaching that will be used in comprehending the text again and the leaders’ duty after completing the task. Each leader’s of group came back and shared it with their members.

While AN monitored their work, there were some students who asked about how to determine main idea and how to summarize the paragraph. AN explained the way of finding main idea and constructed the summary briefly to them. It had passed 10 minutes, AN asked the group 1 and 5 to report their work. The leader’s of group 1 and 5 stood up, they reported their work including find the meaning of difficult words, find main idea, generate questions and summarize the second paragraph. They reported it as if they were teacher as AN did when
modelling. However, they still seemed to have difficulties in generating questions. The time showed 12.45; it meant that five minutes again, the lesson would be ended. There were six groups who did not report their work. AN decided that it would be discussed in the next meeting.

(3) Closing

This part showed how the teacher closed the meeting. She reflected the result of learning activities. Some students followed their teacher’s instruction and some of them talked to each other. Even there were some students who were ready with their bag on their shoulders. She remembered that the next meeting would use reciprocal teaching technique again. The leader’s of each group should know how to guide his friend in applying the steps of reciprocal teaching. AN said, ‘Any questions?’ the students answered, ‘No, miss’. ‘Ok, if there is no question, I will close the lesson for today, thank you for your attention. See u on Wednesday, Assalamualaikum and good-bye.

b) Second meeting (Wednesday, March 2nd, 2011)

In this meeting, AN did not play as leader in learning process. She had modelled the four steps of Reciprocal teaching and she hoped that the students could apply them in the discussion. AN continued the last material; there were six groups who reported their discussion yet. For this meeting, SL could not accompany me as the collaborator so AN replaced her with her friend; IA. The steps were opening, main activity and closing. They would be explained as follows;

(1) Opening

The lesson started at 09.15, AN and collaborator entered the classroom. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side. AN look at all students intensively and greeted them friendly. After greeting, AN checked students’ attendance list, there were three students did not
follow the lesson; DA, YI and RH. AN informed student that she would continue the last material, they had to report their discussion. The students seemed ready to join the lesson. Directly, they joined with their group members.

(2) Main Activity

AN began the lesson by giving some questions about previous lesson they had studied to activate their memories of reciprocal teaching steps and remembered how to apply them (predicting, clarifying, questioning and summarizing) in the discussion. For details explanation, it can be described as follows;

‘Prediction should come as you read the title or headline or other predictions might happen when you read headings or subtitle, when the author of the story asks question, or when character in story did something. Then, while reading the story you were confused about information or get unfamiliar word. You could look the word before it and relate it or you could take look in the dictionary. After you have predicted and clarified, you should create questions which the answers are on the text and the last you should make summary. In reporting your discussion, the leader should be able act as a teacher’.

AN asked to the students again, ‘Do you understand?’ Students answered, ‘Yes, miss’. Ok let’s start our lesson today, group 2 and 5, Are you ready for reporting your discussion?’ The leaders’ of group 2 and 5 stood up and started the discussion. First, the leader of group 2 read the second paragraph and asked all of the students to repeat after him. The leader of group 5 found the unfamiliar word; ‘through, walk, forest, suddenly, blockaded, gate, trapped’ and asked to the students to find the meaning. After that, she translated the second paragraph into Indonesian. The members of group 2 answered and the members of other groups also tried to answer. Then, the leader of group 2 asked some questions related to the second paragraph; ‘Who was trapped in
the house? Where were they trapped?’ and what is the main idea of paragraph 2? Last the leader of group 5 tried to summarize the second paragraph and made prediction what will be discussed in the third paragraph. The students seemed enthusiastic and the class was so noisy because of the discussion. Then, the discussion was continued by group 3 and 6, they analyzed the third paragraph. Each of the leaders stood up to report their discussion. The unfamiliar word they found were terrified, immediately, surrender, hostage, scared, and quietly. The questions which arrived are ‘why the prince decided not to surrender and why peter suspicious about franklin’s behaviour?’ DW answered the first questions; because he realized that he would become a hostage for the bandits to ask ransom for his father. SE who was the leader of group 3 summarized ‘franklin was very terrified and asked the prince to surrender immediately but peter was not afraid. So he quietly made up a plan for him and the prince to escape and she also made a prediction that the fourth paragraph will discuss about the way prince and peter escape. The leader of group 3 seemed ready to act as the teacher, she also asked students to give attention to her while she was explaining. AN sat on the chair and listened to her explanation. Students were serious and gave applause when she had finished. The discussion of paragraph 4 and 5 were reported by group 4 and 8. They still got difficulties and felt nervous when reporting the discussion.

After all groups had finished reporting the discussion. AN took a turn as the teacher again. She said that she was pleased by the performing of all groups in reporting the discussion. Then, she said that she would continue the lesson. She gave some questions related to the topic; ‘Have you ever been hurt by your friend? Will you forgive him?. Some students answered; ING, ‘pernah miss, tergantung kesalahannya miss, nanti dipikir lagi mau dimaafin apa ga’, while TI answered ‘aq juga pernah miss malahan hampir berkelahi, tapi akhirnya saling memaafkan’. ‘thank you students for the answer,
sudah menjadi hal yang wajar dalam berteman pasti ada saat kita tidak saling satu pendapat dan akhirnya dapat melukai satu diantara kita, tapi kita juga harus segera menyadari dan menjalin hubungan baik lagi.’

Then, AN distributed the worksheet, the students still sat with their group. The narrative text for today was shorter than before. She asked students to look at the title and made a prediction, ‘According to your opinion, what does the story tell about?’ IM said, ‘kayaknya cerita tentang ular dan seorang petani miss’. KS said, mungkin hubungan pertemanan antara ular dan petani’. ND said, ‘permusuhan antara ular dan petani’. AN said, ‘ok, to know what the text is about, now analyze the text by using four steps of reciprocal teaching, if you encounter some difficulties, you can ask to me’. AN walked around the room to know the students’ activity and listen to the students respond and interaction and in doing the discussion.

During the discussion, the members of group 7 seemed tired and laid their head on the table. AN came closer and asked them, ‘have you finished your discussion?’ PN as the leader said ‘not yet, miss’. ‘do your work, and I hope you can act as teacher for this discussion’. PN said, ‘saya ga bisa miss. saya masih bingung’. AN said,’langkah-langakanya seperti tadi saat kalian menganalisa text Prince and his best friend’. PN said, ‘yes miss’. Time showed 10.20, AN asked the group whom was ready to report the discussion. All the groups were not ready so AN modelled the steps of reciprocal teaching again in doing the task. AN and students worked together in finding the meaning of unfamiliar words, translated the whole text in Indonesian and generated questions. Last, AN asked students to summarize the content of the text.

(3) Closing

Having finished all the activities on the day, AN closed the class by saying thanks for the students attention and cooperation. She
reminded the students to prepare the nesx meeting and finally she said assalamualaikum, good-bye.

c) Third meeting (Monday, 7th March, 2011)

In this meeting, AN was accompanied by IA as the collaborator. The activities consisted of three parts, they were opening, main activity and closing. The detailed information would be explained, as follows;

(1) Opening

The lesson started at 11.30. AN and collaborator entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side. AN looked at all students intensively and greeted them friendly. After greeting, AN checked students’ attendance list, there were four students did not follow the class; TI, IAR, NO and RH. Before starting lesson, AN reviewed the material of the last meeting.

(2) Main Activity

AN began the lesson by giving questions about previous lesson they had studied to activate their memories of reciprocal teaching steps and remembered how to apply them (predicting, clarifying, questioning and summarizing) in the discussion. AN asked students to work in groups again. There were 7 groups for this meeting. The leader and members of the group had been determined by AN. Some students refused to join with their teammates. AN explained the reason and they move to their groups.

After grouping, AN distributed the worksheet. Each group got two copies. To activate students’ background knowledge about the material, AN asked about the definition of legend and mentioned the legend they ever known. Then, AN asked students to look at the title of the text ‘The legend of Banyuwangi’. FR said, ‘Ceritanya tentang asal muasal Banyuwangi’. After that, AN asked students to read the first
paragraph. Then, AN continued to apply reciprocal teaching steps to remind the students prior knowledge. After reading the text, AN asked, ‘Do you understand with the text have been read?’ Some students said, ‘we don’t know the meaning of ruler, prime minister, want, to be’. AN and students found the meaning of them by looking at the dictionary. In generating the questions by using WH-questions, AN asked about the people, place and detail. Last, AN made a summary.

Next, AN asked students to analyze the second and third paragraph. The class was so noisy when they were discussing. AN walked around and watched their discussion. The students still used Indonesian. During the activities, AN moved to each group to observe and gave more explanation to the students when they were confused in finding the main idea, getting the meaning of unfamiliar word, identifying the detail which is used in constructing summary or they were still wrong in applying reciprocal teaching procedure.

When AN checked the activities of group 3 whose leader was SE. She divided the duty of each member to find difficult word in dictionary, to find main idea and to generate questions and the last made a summary. They were engaged in doing the worksheet. While in group 1, AN saw that only the leader did the task. So she came a near and asked why they did not do their work together. Some of them said that they were still confused in finding main idea and construct a summary. AN gave explanation how to do that. After getting more explanation, they started to make discussion again.

AN saw that almost all students did their own job in their group. The leader of each group also seemed serious in asking their members to do their work. The class was so noisy. AN asked students to give their attention to her. She asked the leader of each group to report their discussion. Each of leaders just stood up in their group. The discussion started. AN just stand and looked at them intensively. During the discussion, there were two group who active in reporting the
discussion. The other seemed shy and hesitated to share their idea. AN asked each group to collect their discussion in a piece of paper.

(3) Closing

After all groups collected the result of their discussion and time was up, AN closed the class by saying thanks for the students attention and cooperation. AN reminded the students to prepare the next meeting and finally she said Assalamualaikum, good-bye.

d) Fourth Meeting (Wednesday, 9th March, 2011)

In this meeting, AN was accompanied by IA as the collaborator. The activities consisted of three parts, they were opening, main activity and closing. The detailed information would be explained, as follows;

(1) Opening

The lesson started at 09.15, AN and collaborator entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side. AN looked at all students intensively and greeted them friendly. After greeting, AN checked students’ attendance list, there were one student did not follow the class; RN. Before starting lesson. There were two students who came late to the class. The class began so noisy. Before reviewing the last material, AN asked them to give their attention and kept silent.

(2) Main Activity

AN began the lesson by asking the students to mention the steps of reciprocal teaching. SE answered, ‘predicting, clarifying, questioning and summarizing’. After that, AN said that during her teaching, she would use reciprocal teaching technique. To activate the students’ background knowledge, AN asked students some questions related to topic that would be discussed; ‘Have you ever been terrified of something’’. KS said that she was terrified if she did not have friend, while TI said that he was terrified if his parents scolded at him. Then
AN asked to students, ‘What kind of animal which is very terrifying for them?’ Some of students said, ‘snake, worm, dog, lion and rhinoceros, etc’. AN asked, ‘have you ever seen a bear?’. ND said that he had seen a bear in television, it was big, black and very terrifying’.

Then, AN asked students to work in the same groups as before. Students moved to have a sitting with their group. There were 8 groups. After they were sitting with their groups, AN distributed two copies for each group. She asked students to look at the title. Based on the title of the text, could you predict the content of the text? DW said, ‘cerita tentang dua sahabat dan seekor beruang’. While NS said, ‘persahabatan antara dua orang teman dan beruang’. AN said to students to prove their discussion, she and students should read the text. As usual AN read the first paragraph and asked students to listen to her. After reading, AN asked students to find the unfamiliar word and underlined them. Then, they had to find the meaning of them and translated in Indonesian to make them easy in understanding the main point of the text that would be used as guidance in generating questions and constructing summary.

As usual, AN walked around to know the students interaction when doing the task. AN monitored the group 7, the unfamiliar words they found were crossing, imagine, pretended, climb, attack, ground, managed. They still encountered in generating the questions, they wrote some WH-questions incomplete questions. They wrote, what are john and james going when bear chased and who chased john and james. In determining the main idea, group 7 stated that the main idea of paragraph 1 and 2 were at first sentence and paragraph three was in the last sentence.

The last was making summary of the text. AN asked students to sum up the text based on the main information which could represent the whole text coherently. The leader of each group had to report it in front of the class. The group who was ready had to report and they
would get score. The time showed 10.15. They seemed in hurry constructing summary. Some minutes later, AN checked their work and almost all groups finished their task.

After all groups finished the task, AN asked group 7 to report their work in front of the class. The leader of the 7th group was NS. He reported the work. When NS reported their group discussion, the others group, which was pointed by NS, had to give answer and comment. They also could ask some questions to NS. Firstly, NS read the text. Then, he tried to get the meaning of difficult word by asking to his friend. In case, he had found it with his group. After that, NS stated some questions that were generated based on the text. RH asked question to NS, ‘What did james do when the bear smelled him over?, and what John and James see who were crossing a forest?. For the second questions, NS felt confused what did the question meant. RH stated in Indonesian, apa yang john dan james lihat saat melewati hutan?. NS answered, ‘they saw a bear’. After generating questions, NS summed up the text. The summary of this text was, John and James who were crossing a forest hit a huge black bear. John managed to climb up the tree but james fell to the ground and pretended to be dead. (3) Closing

After NS reported their group discussion, the bell was rang. AN closed the class by saying thanks for the students attention and cooperation. She reminded the students to prepare that the next meeting, there would be a test on Monday, 14th march 2011. They had to study hard and read the materials that had been given. Finally, She said Assalamualaikum, good-bye.

e) Fifth Meeting, 14th March 2011

In the fifth meeting, Post-test 1 was conducted. The total number of item was 30. AN used multiples choice for the test which were made based on the blueprint. This test was conducted to know the students’
achievement in comprehending text after they have been trained by using reciprocal teaching.

4) Observing or Monitoring the Action

In this step, the researcher (AN) has implemented reciprocal teaching strategies in the teaching and learning process. It was very important to observe students’ understanding, participation, and activities when strategies of reciprocal teaching were implemented in the classroom at every meeting during cycle 1.

In the first meeting of observation, it seemed strange for the students when they worked in group. They never worked in group before so the class became so noisy. Some students were so busy with their own activity, it could be seen there were students who did not give attention well to the teacher. AN often warned them to be silent and asked them to give more attention when she was explaining the material. The students also seemed confused when they should implement reciprocal teaching steps in doing their work. They asked AN to use Indonesian when she was explaining the steps of reciprocal teaching. When students worked in group, just several students really worked and discussed with their teammates. Some of them said that they were still confused and did not bring dictionary. So they did not finish the entire task. Although each group should analyze one paragraph, just two groups finished their task and reported it.

In the second meeting, AN asked students to continue reporting the previous material. She wanted to know the students’ understanding of material and their participation during teaching and learning process. The students seemed shy and hesitated to share their idea. It was just one group that really understood the steps of reciprocal teaching technique. Therefore, AN modelled the reciprocal teaching steps again in analyzing a short text in order to make them understood what they have to do in applying reciprocal teaching to analyze the text. She asked students to give more attention.

In the third meeting, AN changed the group members. Some students refused to join with their new teammates. AN gave some reasons and students finally accepted it. The class started to be noisy. In this meeting, AN modelled the steps
of reciprocal teaching again in analyzing the first paragraph. The narrative text was shorter than before. Students gave more attention and seemed enthusiastic. During the activities, AN moved to each group to observe and gave more explanation to the students when they were confused in doing the task. Some students said that they were still confused in finding main idea and constructing summary. After finishing the task, AN asked students to collect their work in a piece of paper.

In the fourth meeting, the students seemed enjoy doing the discussion with their teammates. AN as usual modelled the reciprocal teaching steps for the first paragraph. For this meeting, AN asked students to generate questions. They still encountered difficulty in generating the questions, they wrote some incomplete WH-questions. AN gave more explanation in how to generate questions with appropriate tenses. AN walked around to know the students interaction when doing the task. Some students also said that they encountered difficulty in constructing summary. Therefore, AN gave explanation in constructing summary. There was one group who reported the discussion and the other groups gave their comment. The class became alive. AN felt so pleased with the last meeting of cycle 1. She informed that the next meeting would be a test. She asked students to study the material that had been learned.

In the fifth meeting, post-test 1 was conducted to know the improvement of students reading comprehension after applying reciprocal teaching technique. The mean score of post-test 1 was 59.09. In accordance with the result of pre-test score that was 38.06; it showed that there was an improvement in students’ reading comprehension after applying reciprocal teaching as the technique of teaching reading.

5) Reflecting the Observation

Based on the observation, the researcher and observer had the reflection on several positive results and weaknesses during the implementation of reciprocal teaching technique in the first cycle.
In the first meeting, the students seemed strange when they should work in-group and applied the strategies of reciprocal teaching. They always asked the researcher to give more explanation what they should do with the task. They also seemed uncomfortable with their new teammates that were determined by the researcher. Long text made them confused and not motivated to finish their task. In discussing the task, there were students who were passive so the discussion was only dominated by the leader. Nevertheless, in the following meeting, the researcher provided a short text and always modelled the strategies before doing the task. They seemed more enthusiastic in giving attention for the explanation and felt enjoy doing the task in-group so that the class became so noisy. They still had difficulties in finding main ideas, generating questions, and constructing a summary. Not all students were active because there were students who still kept calm and did not give their opinion in the discussion. However, the class situation became more alive because researcher always got closer and gave them motivation to learn.

According to the result of observation in first cycle, researcher concluded that the steps of reciprocal teaching were suitable for the students’ reading comprehension. By implementing this technique, students were helped to find main ideas, detail, unfamiliar word and reference. Although they still have difficulties in finding main idea, generating question (detail and reference), they seemed enjoying following the discussion. The leader of the group also had higher responsibility to make their members comprehend what were being discussed. They were still shy and hesitated in sharing their ideas when they reported their discussion result and acted as a teacher so it was needed to conduct cycle 2.

Based on the reflection of cycle 1, the focus of cycle 2 is on making students able to find the main idea, generate questions and construct summary. Motivating them to learn and giving them responsibility to finish the task also should be created. Hopefully, a better improvement of students’ reading comprehension would be reached.
Cycle 2  

**Table 4.3 The Implementation of Cycle 2**

<table>
<thead>
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<th>The implementation of cycle 1</th>
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<tbody>
<tr>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td>- Preparing lesson plan, rearranging the students’ placement in-group, determining the material, explaining the understanding of reciprocal teaching and making a scenario of activities.</td>
</tr>
<tr>
<td><strong>Action</strong></td>
</tr>
</tbody>
</table>
| - First meeting – second meeting  
  ➢ Explaining the steps and modelling, rearrange the member, making a scenario of activities, analyzing the text, reporting the discussion  
  ➢ Giving more motivation and helped difficulties |
| - Third meeting  
  ➢ Explaining the steps, analyzing the text, reporting the discussion, giving more motivation and helped.  
  ➢ Giving more motivation and helped difficulties |
| - Fourth meeting  
  ➢ Conducting post test 2 |
| **Observing**                 |
| - First meeting – third meeting  
  ➢ S: enjoying work in group, gave more attention, brave to make questions and giving comment, some students felt difficult in questioning and summarizing, almost students did and finished the task, reporting the discussion clearly, more alive.  
  ➢ T: explaining the steps and helping students patiently, giving short text and giving more motivation, get closer to the students |
| **Reflecting**                |
| - Students worked cooperatively and had self-confidence in reporting the discussion, |

1) **Identifying the Problem**

In cycle 1, the researcher (AN) found some problems. Students still had difficulties in finding main idea, generating questions and constructing summary. They also were shy and hesitated in sharing their idea when they reported their discussion result and acted as a teacher. In discussing the material which was given by the researcher, the leader dominated the discussion and the other members were passive.
2) Planning the Action

The researcher (AN) realized that students still had difficulties in finding main idea, generating questions and constructing summary in cycle 1. Therefore, she arranged the action plan for cycle 2 to solve those problems.

The action plan guided AN in implementing the action. AN made a lesson plan as teacher guidance in teaching based on syllabus and curriculum and prepared material in the form of worksheet that contains some tasks, and other instruments that were related to the research. The learning action plan for cycle 2 was arranged, as follows;

a) Researcher rearranged the students’ placement in group. She placed an active and clever student in each group to be a leader. The leader had responsibility to assist their friends in understanding narrative text and reporting their discussion.

b) Researcher determined the materials that would be conducted in cycle 2. Students were given the narrative text entitled, ‘The old Grandfather and His Grandson’ for the first meeting and ‘A Stupid man and His Cows” for the second meeting and ‘Roro Anteng and Jaka Seger’ for the last meeting

c) Researcher explained the understanding of reciprocal teaching steps and the features of narrative text to make the students easier in finding main idea, generating question and made summary.

d) Researcher made scenario of learning activities by using reciprocal teaching. The researcher asked each group to report their discussion in each meeting. The leader of each group should be able to act as teacher in reporting the discussion. To avoid leader domination, AN asked every group to divide the entire task for all the member of the group.

In the teaching and learning process, AN tried to give motivation, guided the students to learn patiently and changed the researcher’s role as facilitator who was ready to help students.
3) Implementing the Action

In this cycle, the actions were divided into three steps: opening, main activity and closing. Those steps were conducted in three meeting. The fourth meeting was carried out to give a post test to know the result of implementing reciprocal teaching for students’ reading comprehension. AN Implemented the plan and IA as the collaborator observed the teacher’s and students’ activities in the classroom. The activities in implementing the action could be described, as follows;

a) First Meeting (Wednesday, 16th March, 2011)

In this meeting, AN was accompanied by IA as the collaborator. The activities consisted of three parts, they were opening, main activity and closing. The detailed information would be explained as follows;

(1) Opening

The lesson started at 09.15, AN and collaborator entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side. AN looked at all students intensively and greeted them friendly. After greeting, AN checked students’ attendance list. After that, AN said that for several meeting, the students learnt in group discussion which had been determined by teacher and they should report it in front of the class. She also said that every group had a leader who had responsibility to make all members understood and assist their members’ difficulty. To make the members to be active in doing the task, the leader had to divide the entire task for all the member of the group.

(2) Main Activity

AN began the lesson by asking the students to mention the steps of reciprocal teaching. DW answered, ‘predicting, clarifying, questioning and summarizing’. After that, AN said that during teaching and learning process, the students should use reciprocal teaching technique in analyzing the text. To activate the students’ background knowledge,
AN asked students some questions related to topic that would be discussed; ‘How important is a family for you and do you love your grandfather?’ IM said ‘keluarga sangat penting miss dan saya sudah tidak mempunyai kakek’. While UK said, ‘saya masih mempunyai kakek dan nenek, kita tinggal bersama, saya sangat menyayangi mereka’. After students answered the questions, AN wrote the title of the text that was ‘The Old Grandfather and his Grandson’. She gave students question, ‘what do you think about the title?’. ET said that from the title she predicted the relationship between the old grandfather and his grandson. While SB said, ‘cerita petualangan kakek dan cucunya’. All students were laughed when listening sukma’s answered.

Then, AN asked student to join with the group that had been determined by her. She also asked the leader of each group to get the copies of material. After all students got the material, AN continued to apply reciprocal teaching to remind students the steps of reciprocal teaching. AN read the first paragraph, students should listen to her. Then, together they clarified the word, sentences and phrase. After that, they have to translate the first paragraph and generated questions by using WH-question; found the main idea and last make summary.

The first paragraph had been discussed together. There were still 4 paragraph had been discussed yet. AN asked group 1 and 5 to analyze second paragraph. Group 2 and 6 had to analyze third paragraph. Group 3 and 7 analyzed fourth paragraph and the last group 4 and 8 had to analyze fifth paragraph. In doing the task, the students should apply reciprocal teaching steps was like the first paragraph. AN asked students, ‘Do you understand?’ ‘yes miss’. ‘If you are confused, you can ask to me’.

While students analyzed the text, AN did her role as facilitator by walking around and observing their discussion. She helped students who had difficulties. The leader of each group divided the task for the
entire group’s member. They worked cooperatively. AN moved to group 3, the leader of that group said, ‘miss kita kan nanti menganalisa paragraph ke empat, terus group 7 juga, berarti pas maju nanti ber dua miss?’. AN answered that when the leader of group 3 and 7 reported the discussion, they shared their answer together and the other groups had to give comment. AN also asked to them, ‘have you understood the way in generating questions?’. The leader said, ‘kita akan membuat pertanyaan nanti miss pas udah mengartikan biar kita tahu maksudnya’. AN said, ‘Ok, students go ahead’.

After clarifying the unfamiliar word and generating questions, students made summary of each paragraph. AN moved around the class and checked the students' work. Students in group 2 and 6 just rewrote the story in making the summary. Therefore, AN gave explanation to them that they have to write just the main information which represented the paragraph. One sentence was ok. The students understood the explanation.

After all group had finished their task. They should report the result in front of the class. The second paragraph was reported by group 2 and 5. The leader of each group came forward. Group 2 read the paragraph, the leader was ANF; she read loudly. Then the leader of group 5; NS translated the meaning. After that, ANF asked some questions to NS and the other group. NS could answer and he asked the questions too. ANF made summary and NS tried to predict what will be discussed in the third paragraph. The class was so noisy because they were engaged in discussion. The discussion continued, all the groups have reported. Group 8 summed up the text, ‘once upon a time there was a very old grandfather. His son and his son’s wife were annoyed by this. One day the old grandfather could not hold the bowl because his hands were too weak. His son’s wife scolded at him. The little grandson made a little trough for his mother and father to eat...’
from when he was big. Since then, they always let him eat there. If he spilled a little, they did not say anything’.

(3) Closing

After all groups reported the result of their discussion, AN reviewed the material by asking some questions related to the text and gave moral lesson to the students that they should love their family. The bell was rang. AN closed the class by saying thanks for the students attention and cooperation. AN reminded the students to prepare the next meeting and finally she said assalamualaikum, goodbye.

b) Second Meeting (Monday, 21st March, 2011)

In this meeting, AN was accompanied by IA as the collaborator. The activities consisted of three parts, they were opening, main activity and closing. The detailed information would be explained, as follows;

(1) Opening

The lesson started at 11.30, AN and collaborator entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the backside. AN looked at all students intensively and greeted them friendly. After greeting, AN checked students’ attendance list. After that, AN reviewed the previous lesson by asking some questions related to their understanding of narrative text and used WH-questions in generating question.

(2) Main Activity

AN began the lesson by asking some students about the steps of reciprocal teaching which has not been understood clearly. KS asked, ‘tahapan Questioning and Summarizing miss.. masih bingung cara membuat pertanyaan dan meringkas’. AN gave explanation, ‘In generating questions you will used WH-question, we analyzed the narrative text so we used past tenses. While in summarizing, we just
write the main information which represents the text. Do you understand?’, ‘yes miss’.

Afterwards, I started the lesson. That day students were given short story of narrative text was entitled ‘A Stupid Man and His cows’. To activate students’ background knowledge, AN asked some questions, ‘Students, Have you ever played foolish thing? And what was that?’ RC said, ‘pernah miss, buang gas sembarang tempat’. All students were laughed and looked at RC. TI added, ‘saya juga pernah miss, lagi jalan tiba-tiba jatuh padahal banyak orang’.

Then, AN asked student to join with the group that had been determined by her. She also asked the leader of each group to get the copies of material. After all students got the material and there were 8 groups. AN asked students to read the material in their group and applied reciprocal teaching in analyzing the text. That day they should analyze the text which consisted of three paragraphs.

For this meeting AN just explained the steps of reciprocal teaching and did not model the steps of reciprocal teaching in the text. She just walked around to observe and helped students who were confused or felt difficult in analyzing the text. AN also asked the leader to be responsible for helping the group members comprehend what was read. He and his teammates have to point out when something was unclear in the text; unknown words and unclear phrase and sentences (Clarifying). They also have to think of important questions; detail information in the text that main idea will answer (Questioning) and ask to another group to answer the questions when the leader discussed as a teacher in class. Last, leader summarizes the most important information and predicts what will be discussed in the next paragraph (predicting).

Students cooperatively did their task, AN gave 30 minutes to finish the task and after that they should report it in front of the class. The class became so noisy because of the discussion. Students seemed
active to do the task because the time was limited. First, they underlined the unfamiliar word and found the meaning of them in dictionary. Then, they translated into Indonesian. After that, they found the main idea and tried to generate question by using WH-Questions. In that activity, AN moved around and some students asked for help. The next step was summarizing, they could summarize the text quickly because they had known the main information of the text.

The collaborator reminded me in conducting main activity was finished. The time showed 12.25, the rest time for reporting was 25 minutes. Because there were three paragraphs, AN asked three group to report their discussion together in front of the class. The groups were group 2, 3 and 7. Each group had responsibility to report one paragraph. Therefore, group 2 reported first paragraph, group 3 reported second paragraph and group 7 reported the last paragraph. AN asked the others group to give full attention. In generating questions, they were better than previous meeting. They have known the use of WH-question in complete question.

(3) Closing

After all groups reported the result of their discussion, AN reviewed the material by asking some questions related to the text and gave moral lesson to the students that they have to be careful in doing everything, so they would not get embarrassed. The bell was rang. AN closed the class by saying thanks for the students attention and cooperation. AN reminded the students to prepare the next meeting and finally she said assalamualaikum, good-bye.

c) Third Meeting (Wednesday, 23rd March, 2011)

In this meeting, AN was accompanied by IA as the collaborator. The activities consisted of three parts, they were opening, main activity and closing. The detailed information would be explained, as follows;
(1) Opening

The lesson started at 09.15, AN and collaborator entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side. AN looked at all students intensively and greeted them friendly. After greeting, AN checked students’ attendance list. After that, AN reviewed the previous lesson by asking some questions related to their understanding of narrative text.

(2) Main Activity

AN began the lesson by giving some questions about previous lesson in order to activate their memories of reciprocal teaching steps and remembering them in how to apply the steps (predicting, clarifying, questioning and summarizing) in the discussion. AN asked students to work in groups again. There were 8 groups for this meeting. The leader and members of the group had been determined by AN.

The students did not refuse to join with their teammates; they were getting the habit of learning together. AN asked to each leader to get the copies of material from her. AN asked students only to look at the title that was, ‘Roro Anteng and Jaka Seger’. Some of them said that they never read it before. FR said, ‘mungkin ini legenda ya miss tentang roro anteng dan jaka seger’. AN answered, ‘yes, that was right, can you predict what is the story about?’. CY said, ‘kisah percintaan paling miss’. All students were laughed.

All students have gotten the material, AN explained that they should analyze the text in group, each leader that have been chosen by AN had responsibility to help the teammates understood the material and reported it in front of the class after finishing the task. Certainly, they should apply reciprocal teaching steps. AN said that there were four paragraphs in the text. Each group should analyze one paragraph.
In applying the first step, the students started to find the meaning of unfamiliar word, phrases and sentences. AN walked around to observe their work. After clarifying, they tried to translate into Indonesian. They work cooperatively and the class became so noisy. Then, they continued to generate questions and found main idea.

The last step was summarizing, all students did it quickly because they just summed up one paragraph. They had finished the entire task well. Then AN asked them to report their discussion in front of the class. AN asked four leader to report together in front of class. That day, they seemed to have high self-confidence in reporting the discussion. The class so noisy, so AN asked each leader to write down the questions on whiteboard. The others group tried to answer and give comment. Some students tried to correct the complete questions. The students seemed enthusiastic.

(3) Closing
After all groups reported the result of their discussion, AN reviewed the material by asking some questions related to the text and summed up the text. The bell was rang. AN closed the class by saying thanks for the students attention and cooperation. AN reminded the students to study all the materials in cycle 1 and 2 because next meeting there would be a test. Finally she said assalamualaikum, good-bye.

d) Fourth Meeting (Monday, 4th April, 2011)
In the fourth meeting, Post-test 2 was conducted. The total number of item was 30. AN used multiple choice for the test which made based on the blueprint. This test was conducted to know the students’ achievement in comprehending text after they have been taught by using reciprocal teaching.
4) Observing or Monitoring the Action

Observing or monitoring the action was carried out during the implementation of the action in cycle 2. All students activities were observed by AN as the researcher and AI as the observer. In general, the teaching and learning process was better than cycle 1.

In the first meeting, AN rearranged the group members and the students did not refuse, they directly moved to their new teammates. The students enjoyed working in group. When AN explained the material and the steps of reciprocal teaching, students were active to give the attention and they seemed not shy to ask questions when they did not understand. AN also gave explanation to the leader of each group in order to make them know their responsibilities in making their group members understand what had been read. In summarizing, AN asked each group to summarize a paragraph in the text. Therefore they could do it easily and quickly. In reporting the discussion, there were some students who had high self-confidence to act as a teacher. AN always gave motivation to the students in order to make them be active in the class and she also helped students by giving more explanation when the students felt confused.

In the second meeting, as usual AN activated the students’ background knowledge by asking some questions and explained the steps of reciprocal teaching. There was one student who actively asked AN some questions. She said that she still had difficulties in generating questions and summarizing, AN answered and explained the way of generating WH-questions and how to make a summary. She explained and wrote down on the whiteboard. All students gave their attention. In that meeting she also gave a short text. Students should apply reciprocal teaching steps in doing the task. AN gave limited time, students seemed in a hurry in doing the task and the class was so noisy because of their discussion. The leader of each group also had divided the task to each member. Therefore, they could finish the task and reported in front of the class. In generating the questions, there were some groups who started to write complete questions and used appropriate tenses.
In the third meeting, the students seemed enjoy working in-group although AN always rearranged the members of group in each meeting. In that last meeting, AN did not model the text, she just gave explanation about the steps of applying reciprocal teaching in analyzing the text. Each group had responsibility to analyze one paragraph. Each leader and group’s members seemed cooperatively in doing the task. In reporting the discussion, AN asked four leaders to come in front of the class to report the discussion. The class was noisy, AN joined with other groups that had not reported the discussion yet. The discussion was done well by the students; the leader of each group had understood their task. They could easily answer the question and summarize the text.

In the fourth meeting, a post-test 2 was conducted to know the improvement of students reading comprehension after applying reciprocal teaching technique. The mean score of the post-test 2 was 68.33. In accordance with the result of post-test 1 score that was 59.09; it showed that there was an improvement in students’ reading comprehension after applying reciprocal teaching as the technique of teaching reading.

5) Reflecting the Observation

Based on the observation, the researcher and observer had the reflection during the implementation of reciprocal teaching technique in the second cycle. Generally, students’ reading comprehension improved; it was proved by the result of post test 2.

The researcher patiently explained the reciprocal teaching strategies in every meeting. Students gave more attention to teacher’s explanation; students also became more active in class; students enjoyed working in group discussion; students’ responsibility were increased, especially of those who became the leaders and the students worked cooperatively and had greater initiative in doing the task. Moreover, the students could apply the steps of reciprocal teaching in analyzing the text; students could find the main idea of each paragraph; students could generate questions from the text which include detail and reference and they could summarize the text.
During the implementation of reciprocal teaching, the researcher found that there were some key aspects which influenced students’ reading comprehension.

a. Interesting reading text

Applying four strategies of reciprocal teaching in analyzing the text, students should be engaged in teaching learning activities. Therefore, an interesting reading text was provided in order to make the students motivated to discuss the task.

b. Teacher’s monitoring

Giving help, motivation and responsibility for all students in doing the discussion were done to make students comprehend the content and meaning of the text.

c. Students’ interaction

The interaction among students in group discussion during the process of reciprocal teaching in the discussion of the text increased cooperation and greater initiative to finish the task.

Working in group in implementing reciprocal teaching technique and reporting the discussion in front of the class made the class so noisy. So teacher should repeat the explanation patiently, handled the class and made students finish the task. Finally they could do the task well and the indicators of reading comprehension: finding main idea, finding detail and reference and also finding synonym and antonym could be achieved by students which was supported by the implementation of reciprocal teaching strategies in reading class. From the result of reflection, AN concluded that reciprocal teaching was an appropriate technique to improve students reading comprehension. Therefore, she decided to stop the research in SMPN 13 Surakarta.
B. Research Findings and Discussion

1. Findings

The data that came from observation, field notes, teaching diary and the result of test of this research were analyzed by the researcher. The researcher (AN) found several findings to answer the problems of the research, which are 1) how can reciprocal teaching be implemented in improving reading comprehension? And 2) what are the key aspects of implementing reciprocal teaching in reading class? The findings during the implementation of the action were as follows:

a. The Improvement of the Students’ Reading Comprehension

The students’ activities during reading class before AN implemented the action was dominated by teacher. Almost all activities in teaching English used LKS. Students said that they were bored. Then, AN conducted reciprocal teaching as technique of teaching reading. In implementing reciprocal teaching to analyze the text, there are four steps that students have to do, namely predicting, clarifying, questioning and summarizing.

The researcher patiently explained the reciprocal teaching strategies in every meeting. Students gave more attention to teacher’s explanation. In every meeting of the first cycle, AN always implemented the strategies to analyze the text in the first paragraph in order to make the students be familiar with the strategies of reciprocal teaching. In the second cycle, AN started to reduce the explanation but she was ready to help when students encountered the difficulties in implementing the strategies to analyze the text.

To make students to be active in class, AN provided interesting reading material. She always asked students to work in group discussion. In predicting steps, AN always activated the students’ background knowledge by asking some questions. This step made them to be active in sharing their idea before knowing the content of the text and made the situation of the class to be alive because of their idea. While in clarifying step, students had to be active in getting the meaning of unfamiliar words.
Students found the word by looking at dictionary. This step added their new vocabularies. Next step was questioning, students had to generate questions. It actively grew their comprehension to the text that had been read. In this step, there were some students who got difficulties in generating questions, AN patiently explained the way in using WH-question. Students followed the instruction and finally some of them could do their task well. In summarizing step, students initially just wrote the text again. Therefore, in cycle two, the researcher focused in questioning and summarizing steps. The students had to be able to use WH-question which includes detail and reference. While summarizing step made students to be aware to differentiate between detail and main information. 

This step provided the opportunity to identify and integrate the most important information in the text. After getting more explanation from AN, they started to make summary based on the main information that was got from the text. By doing some steps of reciprocal teaching in reading class, AN saw that students were active and motivated to do the task which was given by her.

During the implementation of reciprocal teaching, students enjoyed working in group discussion; students’ responsibility increased, especially those who became the leaders and students worked cooperatively and had greater initiative in doing the task. Moreover, the students could apply the steps of reciprocal teaching in analyzing the text, students could find the main ideas of each paragraph; students could generate the question from the text which includes detail and reference, and students could summarize the text.

b. The key aspects of implementing reciprocal teaching in teaching reading

To make students to be active in class and felt interested to read is important job for teacher. During the implementation of reciprocal teaching which consisted of four strategies, the researcher found that there
were some key aspects which influenced students’ reading comprehension as follows.

1) Interesting reading text

Applying four strategies of reciprocal teaching in analyzing the text, students should be engaged in teaching learning activities. Therefore, an interesting reading text was provided in order to make the students motivated to discuss the task.

2) Teacher’s monitoring

Giving helped, motivation and responsibility for all students in doing the discussion were done to make students comprehend the content and the meaning of the text.

3) Students’ Interaction

The interaction between students in group discussion during the process of reciprocal teaching in discussion of the text increase cooperation and greater initiative to finish the task.

In addition, AN had to be more patient in giving the explanation to the students because it was a new technique for students. AN explained to students more about the topic and the steps of reciprocal teaching that should be applied in analyzing the text. She also had to be closer and motivated students to learn. AN acted as if she was their friend. In group discussion, AN always asked the leader to be responsible in helping the group members’ comprehend the text. She also asked to divide the entire task to groups’ work. In conclusion, to make students enjoyed reading a text, the researcher should give motivation and help them if they felt confused with the steps. Moreover, the researcher also had to be closer to their students as if she was their friends.

The researcher also found that there was an improvement to students’ reading comprehension after conducting post test in every cycle. The result of post-test in cycle 1 was 59.09 and post-test 2 was 68.33. This result showed that the students score was higher than KKM (Kriteria
Ketuntasan Minimal) of the English score of SMPN 13 Surakarta that is 60.

Based on the explanation above, it can be concluded that the action hypothesis is accepted. Teaching reading using reciprocal teaching can improve students’ reading comprehension.

2. Discussion

After describing the implementing reciprocal teaching as a technique of teaching reading for understanding a narrative text in teaching and learning process, it can be found that reciprocal teaching can improve students’ reading comprehension. Reciprocal teaching strategies provide students with the opportunity to be active, enjoy the learning material and understand what has been learn. Moreover, it can also improve their motivation to learn English. In general, the way and the key aspects of applying reciprocal teaching as a teaching technique can be classified as follows.

a. The Improvement of the Students’ Reading Comprehension

The implementation of reciprocal teaching provides the students to read strategically. Based on Palinscar’s theory (1986) that is served in Chapter 11, it is stated that Reciprocal teaching has four steps that students have to do in analyzing text, namely: predicting, clarifying, questioning and summarizing. Reciprocal teaching also facilitates the group effort between teacher and students in the task of bringing meaning of the text. In relation to the observation in teaching and learning process and interview to some students, these steps made them to be easier in comprehending the text. They had an opportunity to explore the text and they were active in analyzing the text in group discussion.

This technique is new for the students especially for reading class. Therefore, there are several things that the researcher should take into account before getting involved in the reciprocal teaching process (http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/reciprocalmore.pdf), first, the teacher must be familiar with the text so that she
could provide a brief and focused introduction. She also should provide interesting material. When it was needed, the teacher links the text being read to current context areas. This will give added purpose of the learner’s reading. Then, teacher should model the strategies and support learners in using them. It is absolutely essential for the teacher to regularly monitor the learners in using the strategies. In this case, the teacher plays his role as a facilitator; without directly evaluating and correcting the students play their role in group interactions. The teacher also should be patient in guiding the students at every meeting until they really understood about this technique.

Before reading, the researcher always activated students’ background knowledge to predict about what would be discussed in the text. Burns (1984: 34) states that experiential background is essential for success in reading because children must be familiar with the concept and vocabulary they will see in written text in order to gain the meaning. While in clarifying step, students had to be active in getting the meaning of unfamiliar words. Students found the word by looking at dictionary. This step added their new vocabularies. Next step was questioning; students had to generate questions. It actively grew their comprehension to the text that had been read.

The researcher always divided students into some groups; each group had a leader. The interaction between students during the process of reciprocal teaching in discussion of the text increase cooperation and greater initiative and finally they could finish the task well. Furthermore, it can improve their leadership skills as they play the role as discussion leaders. She also rearranged the group members in every meeting. She did it to make all students to be active in reading class. Students seemed still confused so the researcher conducted cycle two. In cycle two, the researcher focused in questioning and summarizing steps. The students had to be able in using WH-question. Summarizing provides the opportunity to identify and integrate the most important information in the
text. It is in line with Hornby, (1995: 235), who states that comprehension is the main act of understanding. Students who completely mastered and applied the steps of reciprocal teaching properly could understand the content of the text.

Based on the score of post test 2 which the mean score was 68.33, it showed that the score was higher than the KKM (Minimum Passed Grade) of SMPN 13 Surakarta, that is 60. It can also prove that the steps of reciprocal teaching can improve students’ reading comprehension.

b. The key aspects of implementing reciprocal teaching in teaching reading

According to De Boer and Dallman (1964: 28) state that one cannot learn well in reading or anything else, if he is distracted by anxieties, frustrations and the sense of failure. This complexity makes students feel uninterested in joining reading class. Therefore, a teacher should acknowledge and threat her students the way they are in order to create good atmosphere in the teaching learning and process in classroom that is warm, friendly and relaxed.

During the implementation of reciprocal teaching, the researcher found that there were some key aspects which influenced students’ reading comprehension as follows.

1. Interesting reading text

Applying four strategies of reciprocal teaching in analyzing the text, students should be engaged in teaching learning activities. Therefore, a good reading text was provided in order to make the students to be motivated to discuss the task. It is in line with Harmer (1998: 68) who says that good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and fascinating lesson.

2. Teacher’s monitoring

Motivation, that is wanting to read, wanting to learn, is crucial as stated by William (1984: 36). Giving motivation, help and

commit to user
responsibility for all students in doing the discussion were done to make students comprehend the content and meaning of the text.

3. Students’ interaction

The interaction between students in group discussion during the process of reciprocal teaching in discussion increased cooperation and greater initiative to finish the task. By doing interaction students get more opportunities to talk, practice and better retention of new information and ideas (Kessler, 1992: 38).

In addition, the aspects which influence the implementation of reciprocal teaching technique in reading class are: teacher should be more patient in giving the explanation of strategies and apply the steps to analyze the text. The researcher also tried to be closer and motivated students to read. In group discussion, the leader should be responsible in making their group members comprehended the text and divide the entire task to groups’ work. As stated by Ormrod (2004: 460), they work together to construct meaning and check one another for comprehension and possible misunderstandings, and they are increasingly flexible in how they apply the strategies they have learned. The benefits that can be taken by applying reciprocal teaching based on (http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/reciprocal_ore.pdf) are: greater knowledge of the topic, more positive attitudes when extracting, organizing and recording information, improved leadership, increased co-operation and greater initiative. In conclusion, the key aspects of reciprocal teaching were found during the process of teaching learning and those could improve students’ reading comprehension.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on Pallinscar theory, reciprocal teaching is an instructional teaching technique which facilitates students and teacher to bring the meaning of a text by using four strategies; predicting, clarifying, questioning and summarizing which are used to analyze the text. The implementation of reciprocal teaching provides the students to read strategically.

There are several finding that are found during the research. In accordance with the result of pre-research observation, the problems of comprehending the text came from the teacher and students themselves. It could be seen that the activities during reading class before implementing the action was dominated by teacher. The learning situation was monotonous. Therefore, students had difficulties in comprehending English text. They also had low motivation and felt uninterested in joining reading class. However, the problems above can be solved after applying reciprocal teaching as the technique of teaching reading. Students were more active in joining reading class and they had higher motivation to study. Moreover, they were easier in comprehending the text because they did it strategically. It can be seen from the result of their test. The mean score of pre-test and post-test of the first cycle to the next cycle showed the improvement.

Based on the result of the research above, it can be concluded that:

1. Teaching students by reciprocal teaching can improve the students’ reading comprehension in digesting the narrative text. In implementing the technique, students read the text strategically by using some steps namely predicting, clarifying, questioning and summarizing. Teacher also monitors and facilitates the group effort in discussing the task of bringing meaning of the text patiently and gives help as much as needed.
2. The key aspects of reciprocal teaching which influenced students’ reading comprehension during the research are:
   a. Interesting reading text
      Applying four strategies of reciprocal teaching in digesting the text, students should be engaged in teaching learning activities. Therefore, an interesting reading text was provided in order to make the students motivated to discuss the task.
   b. Teacher’s monitoring
      Giving helped, motivation and responsibility for all students in doing the discussion were done to make students comprehend the content and the meaning of the text.
   c. Students’ interaction
      The interaction between students in group discussion during the process of reciprocal teaching in discussion of the text increase cooperation and greater initiative to finish the task.

In addition, the benefits that can be taken by applying reciprocal teaching are: greater knowledge of the topic, more positive attitudes when extracting, organizing and recording information, improved leadership, increased cooperation and greater initiative.

B. Implication

Applying an appropriate technique in the teaching and learning process is very important to improve students’ reading comprehension. The result of the research showed that reciprocal teaching can improve student reading comprehension, especially for the eighth grade students of SMPN 13 Surakarta. The four strategies of reciprocal teaching, predicting; clarifying; questioning and summarizing help them to comprehend the narrative text. Firstly, they make predictions of the text by answering the questions or looking at the title. Next, they read the text and clarify the difficulties. Then, they collaborate to generate questions based on the text. Finally, they make summarizing to conclude the main information of the text coherently.
In the teaching and learning process using reciprocal teaching, students seemed active and motivated in applying those strategies. In other words, they are personally and actively involved in the learning experience. Through this technique, the students personally learn from the other students who learn the same thing. They discuss the material, share the idea, get responsibility to report the discussion and have higher self confidence. Teacher also actively monitors the students’ activity and helps them to cover the difficulties. Teacher and students cooperatively engage in the learning experience, this situation makes the students easier in comprehending the material they learn.

C. Suggestion

The researcher proposes some suggestion after conducting the research by using reciprocal teaching technique to improve students reading comprehension, those are:

1. For the Students
   The students must always be motivated to learn English. They also must be brave and active in applying reciprocal teaching technique strategies to comprehend a text. Never be shy and hesitated in sharing the idea and learn as much as possible.

2. For English Teacher
   Reciprocal teaching can be used by the teacher as an alternative teaching technique in teaching reading. In applying reciprocal teaching, the teacher should provide interesting reading topic; be patient in monitoring students’ activity during reading class and support the interaction between students in class.

3. For the Institution of Education
   The institution must give more attention to students reading comprehension by providing some interesting reading materials and special training for teachers in understanding new technique namely reciprocal teaching.
4. For the Researcher
   The result of the study can give the valuable experience for her to conduct a better action research in the future after graduating her study.

5. For the Other Researcher
   The researcher hopes that other researcher can apply this technique in other field of study.


http://www.buzzle.com/articles/reciprocal-teaching-strategies.html. It was retrieved on 20 May 2011 at 15.00.

Appendices
# APPENDIX 1

## RESEARCH SCHEDULE

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activity</th>
<th>Time</th>
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| 1.  | 24<sup>th</sup> November 2010 | - Interview to the English Teacher  
- Pre-Observation and Questionare completion | - 08.20-09.00  
- 09.15-10.35 |
| 2.  | 23<sup>rd</sup> February 2011 | Pre-test                                      | 09.15-10.35  |
| 3.  | 28<sup>th</sup> February 2011 | First Meeting of Cycle 1                     | 11.30-12.50  |
| 4.  | 2<sup>nd</sup> March 2011    | Second Meeting Cycle 1                       | 09.15-10.35  |
| 5.  | 7<sup>th</sup> March 2011    | Third Meeting Cycle 1                        | 11.30-12.50  |
| 6.  | 9<sup>th</sup> March 2011    | Fourth Meeting Cycle 1                       | 09.15-10.35  |
| 7.  | 14<sup>th</sup> March 2011   | Post-Test of cycle 1                         | 11.30-12.50  |
| 8.  | 16<sup>th</sup> March 2011   | First Meeting of Cycle 2                     | 09.15-10.35  |
| 9.  | 21<sup>st</sup> March 2011   | Second Meeting of Cycle 2                    | 11.30-12.50  |
| 10. | 23<sup>rd</sup> March 2011   | Third Meeting of Cycle 2                     | 09.15-10.35  |
| 11. | 4<sup>th</sup> April 2011    | Post- Test Cycle 2 and Interview to Students | 09.15-10.45  |
APPENDIX 2

PRE RESEARCH OBSERVATION

Time : Wednesday, November 24th 2010
       (09.15-10.35)
Topic : Recount Text
Object : Teaching and learning process lead by Drs. Sri Lestari (SL)
Observer : Atik Nur Aeni (AN)

The Description of Setting

The class used in this research was VIII D. It is located on the first floor. There were 18 tables and 37 chairs, one whiteboard, some pictures, and timetable inside the class.

The Description of Teaching and Learning Process

The lesson started at 09.15. SL taught reading for VIIID. The text that would be discussed was recount text. Before coming to the class, SL had prepared some books and LKS that were used as teaching material. SL and I entered the class. She greeted the students and asked me to sit at the backside. After greeting and checking the attendance list, she asked students to open LKS at page 41. The title of the reading text was ‘Travelling’. Before starting the lesson, she asked about what was the meaning and travelling. Then, SL asked students to look at the picture at task 1 and answered the questions. Just some students answered and the rest of them were chatting. They seemed not focus and motivated in joining reading class. SL tried to handle the class and asked students to give attention. Continued to task 2, SL read the text loudly and asked students to listen carefully. After reading the text, SL asked students to read the text together and underlined the difficult word found in the text. She asked one student to write down the difficult word on the whiteboard. The class was so noisy. SL tried to get the meaning of the unfamiliar words by asking some questions to the students to activate their knowledge. There were some students who wanted to answer the
questions. The rest of them were still chatting and disturbing the others. After that, SL and students together translated the whole text in Indonesian and asked to answer task 3. She asked some students to write down the answer on the whiteboard. After finishing the task, SL asked me to come in front of the class and introducing myself. After that, I asked students to answer the question are based on their experience in following reading class.
APPENDIX 3

INTERVIEW WITH THE TEACHER

Time : Wednesday, November 24th 2010  
(08.20-09.00 AM)

Place : Teacher’s room in SMPN 13 Surakarta

Interviewer : Atik Nur Aeni (AN)

Interviewee : Drs. Sri Lestari (SL)

Before doing the research, the researcher (AN) interviewed SL as the English Teacher of SMPN 13 Surakarta. It was conducted in order to know the problems were faced by students in comprehending reading text and the process of teaching and learning English. It took 40 minutes. SL welcomed the researcher nicely and she knew about purpose of this interview.

AN : ‘Selamat pagi ibu’.
SL : ‘Selamat pagi mbak, Sudah menunggu lama ya?’
AN : ‘Ya Ibu, tidak apa-apa, maaf saya sudah mengganggu waktu ibu.’
SL : ‘Ya..ndak apa-apa, untuk hari ini jam ke 3 saya tidak mengajar, ada yang bisa saya bantu?’
AN : ‘Begini Ibu, saya mau mengajukan beberapa pertanyaan mengenai proses pembelajaran Bahasa Inggris di sekolah ini, khususnya pengajaran reading.’
SL : ‘Ya silakan mbak.’
AN : ‘Langsung aja ya Ibu. Bagaimana proses pengajaran Bahasa Inggris di sekolah ini, khususnya untuk kelas VIII?
SL : ‘Dalam pengajaran reading saya selalu membakerikan pre reading activity, kemudian membaca bacaan, mencari dan mengartikan kata-kata yang sulit dan setelah itu mengerjakan latihan..karena saya sesuaikan dengan kemampuan siswa’

AN : ‘Kemudian, alat atau media apa yang sering digunakan untuk mengajar reading?’

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SL  : ‘Saya seringnya menggunakan LKS mbak. Setiap murid wajib memiliki’.

AN  : ‘Bagaimana kemampuan siswa dalam memahami teks, khususnya teks dalam Bahasa Inggris?’

SL  : ‘Kemampuan mereka dalam memahami bacaan Bahasa Inggris masih kurang, kurang sekali penguasaan kosakatanya. Mereka susah untuk disuruh menghafal, sehingga kurang sekali pemahaman mereka’.

AN  : ‘Kemudian bagaimana minat/ motivasi siswa untuk mengikuti pembelajaran Bahasa Inggris, dalam hal ini saat mereka diajar reading?’

SL  : ‘Minat mereka terhadap Bahasa Inggris tergolong sedang, hanya sebagian saja yang mau belajar fokus di kelas, sebagian dari mereka khususnya anak laki-laki sering tidak mau memperhatikan dan rame sekali’

AN  : ‘Diperlukan usaha yang keras untuk menghandle mereka ya bu..’

SL  : ‘Ya memang keadaan siswa di sekolah ini seperti itu mbak..’

AN  : ‘Untuk nilai hasil ketuntasan belajar Bahasa Inggris di sekolah ini berapa bu?’

SL  : ‘Kalau Bahasa Inggris 60 mbak.’

AN  : ‘Berdasarkan kemampuan dan minat siswa yang kurang, kiat atau trik apa yang digunakan oleh ibu untuk mengatasi hal tersebut?’

SL  : ‘Saya sering memberi tugas dan reward berupa nilai untuk memancing mereka agar aktif dalam mengikuti pelajaran Bahasa Inggris’.

AN  : ‘Baik bu. Bolehkah saya minta ijin ikut ke kelas untuk mengadakan observasi?’

SL  : ‘Ya mbak nanti ikut saya saja. Setelah istirahat saya ada jam mengajar di kelas VIII D’.

AN  : ‘Baik ibu. Terimakasih’.

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APPENDIX 4

INTERVIEW WITH THE STUDENTS

Time : Monday, April 4th, 2011
       (08.20-09.00 AM)
Place : VIII D class of SMPN 13 Surakarta
Interviewer : Atik Nur Aeni (AN)
Interviewee :
1. Dina Wahyu (DW)
2. Nando Deri Prajaka (NDP)
3. Seri Eta (SE)
4. Toni Irawan (TI)

After doing the research, the researcher interviewed some students in the last meeting to know their respond after implementing reciprocal teaching as the technique in teaching reading.

1. Interview with Dina Wahyu (DW)
   - AN : Menurut pendapat kamu, mempelajari Bahasa Inggris itu sulit atau mudah?
   - DW : Lumayan mudah karena saya suka minum.
   - AN : Selama saya mengajar, saya selalu menggunakan Reciprocal Teaching sebagai teknik mengajar yang terdiri dari 4 tahapan, Bagaimana pendapat kamu setelah saya mengajar menggunakan teknik tersebut?
   - DW : Menurut saya, teknik tersebut lebih mempermudah saya mengetahui isi bacaan.
   - AN : Bagaimana dengan belajar secara bekelompok?
   - DW : Saya jadi bisa berkerja secara bersama untuk sesuatu yang tidak saya ketahui.
   - AN : Secara keseluruhan, Apakah menurut kamu Bahasa Inggris itu penting untuk dipelajari?
2. Interviewed with Nando Deri Prajaka (NDP)

- AN : Bagaimana pendapat kamu setelah saya mengajar Bahasa Inggris di kelas VIII D menggunakan reciprocal teaching?
- NDP : Saya masih merasa sulit memahami maksud bacanya.
- AN : Dalam hal atau tahapan apa?
- NDP : Summary masih kurang mampu. tapi saya masih punya keinginan untuk bisa.
- AN : oke, tetep semangat belajar ya, pasti kamu bisa.

3. Interviewed with Seri Eta (SE)

- AN : Bagaimana minat kamu mempelajari Bahasa Inggris sekarang?
- SE : sekarang saya lebih tertarik dan menyenangkan
- AN : Dengan adanya grup diskusi atau kelompok, Apakah dapat membantu kamu dalam memahami bacaan?
- SE : Yak karena bisa lebih mudah dalam mengaerjakan karena dengan adanya pembagian tugas kelompok
- AN: Saya sering menunjuk kamu sebagai ketua kelompok dan maminta kamu mempresenataikan hasil diskusi, bagaimana pendapat kamu?
- SE: pada awalnya saya malu, akan tetapi setelah beberapa pertemuan saya tetap jadi ketua saya menjadi semakin percaya diri.
- AN : Oke SE, semangat belajar ya.. Terimakasih.

4. Interviewed with Toni Irawan (TI)

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- AN : Bagaimana pendapat kamu tentang teknik mengajar yang saya terapkan dalam membantu meningkatkan kemampuan reading?
- TI : Saya jadi bisa lebih mengerti atau memahami isi bacaan
- AN : Menurut pendapat kamu, Bagaimana teks bacaan yang saya berikan?
- TI : Menarik karena ada gambaranya
- AN : Kesulitan apakah yang masih kamu hadapi dalam mempelajari reading?
- SE : menerjemahkan miss
- AN : Oke, secara keseluruhan Apakah sekarang kamu lebih menyukai Bahasa Inggris?
- TI : Iya miss, saya suka
- AN : Terimakasih TI.

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APPENDIX 5

The Photographs

These photos had been collected during the process of teaching and learning in reading class by using reciprocal teaching in SMPN 13 Surakarta.

a. Students of SMPN 13 Surakarta
b. Modeling the strategies of reciprocal teaching
c. Students works in a group to do the task by using reciprocal teaching strategies
d. Monitoring the students’ group discussion in applying four strategies of reciprocal teaching
e. Reporting the result of group discussion
f. Students did post test cycle 1 and 2
APPENDIX 6

LESSON PLAN (CYCLE I)

Name of School : SMPN 13 Surakarta
Subject : English
Class/Semester : VIII D/II
Meeting : 1st
Time Allotment : 2 x 40 minutes

A. Standard Competence
Understand the meaning of short simple essay in the form of narrative text to interact with surrounding.

B. Basic Competence
1. Reading aloud functional texts and short essays of narrative text with acceptable pronunciation, pitch and intonation which is related to the surrounding.
2. Responding the meaning of short functional written text accurately, fluently and acceptably in the form of narrative text related to the surrounding.

C. Indicator
1. Identifying detail information
2. Identifying reference
3. Identifying synonym
4. Identifying antonym
5. Identifying main idea

D. Instructional Goal
At the end of teaching learning process of reading comprehension, students are able to:
1. Find detail information
2. Find reference
3. Find synonym
4. Find antonym
5. Find main idea

E. Material
1. Main Material: Narrative Text
2. Source

F. Teaching and Learning activity

1. Technique: Reciprocal Teaching Technique
2. Activity

<table>
<thead>
<tr>
<th>Allocated time</th>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Opening</td>
<td>a. Greeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Checking students’ attendance</td>
</tr>
<tr>
<td>5’</td>
<td>Main activity</td>
<td>i. Teacher questions to activate students’ background knowledge according to the theme of the text for the day. For example: ‘What is the meaning of friendship for you?’ Teacher shows some pictures based on the theme of the day and teacher asks students to guess what they will discuss next.</td>
</tr>
<tr>
<td>10’</td>
<td></td>
<td>j. Teacher divides students into some groups; one group consists of four students. One of them becomes the leader and teacher distributes the text to the students and explains that she will teach them by using reciprocal teaching.</td>
</tr>
<tr>
<td>10’</td>
<td></td>
<td>k. Teacher asks students to read only the title of the text to predict the content of the text. Then Teacher reads the first paragraph and models the four strategy of reciprocal teaching, clarifying, questioning, summarizing and predicting. After that, teacher invites students to answer the questions</td>
</tr>
<tr>
<td>20’</td>
<td></td>
<td>l. Teacher asks each group to read silently the next paragraph by using the four strategies. The leader is responsible for helping the small group comprehend what was read. He and his teammates have to point out when something was unclear in the text; unknown words and unclear phrase and sentences (Clarifying). They also have to think and generate of important questions; those are detail, reference and main idea (Questioning) and</td>
</tr>
<tr>
<td>25’</td>
<td></td>
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<tr>
<td>ask to another group to answer the questions when the leader discussed as a teacher in class. Last, leader summarizes the most important information and predicts what will be discussed in the next paragraph (predicting).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Teacher asks the leader of each group to report the discussion in front of the class and ask other groups answer and give the comment for each leader performing.</td>
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<td></td>
</tr>
</tbody>
</table>

| 5’ | Closing | Review the material |

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LESSON PLAN (CYCLE I)

Name of School  : SMPN 13 Surakarta
Subject   : English
Class/Semester  : VIII D/II
Meeting   : 2\textsuperscript{nd}
Time Allotment  : 2 x 40 minutes

A. Standard Competence
Understand the meaning of short simple essay in the form of narrative text to interact with surrounding.

B. Basic Competence
1. Reading aloud functional texts and short essays of narrative text with acceptable pronunciation, pitch and intonation which is related to the surrounding.
2. Responding the meaning of short functional written text accurately, fluently and acceptably in the form of narrative text related to the surrounding.

C. Indicator
1. Identifying detail information
2. Identifying reference
3. Identifying synonym
4. Identifying antonym
5. Identifying main idea

D. Instructional Goal
At the end of teaching learning process of reading comprehension, students are able to:
1. Find detail information
2. Find reference
3. Find synonym
4. Find antonym
5. Find main idea

E. Material
1. Main Material: Narrative Text
2. Source
F. Teaching and Learning activity

1. Technique: Reciprocal Teaching Technique
2. Activity

<table>
<thead>
<tr>
<th>Allocated time</th>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 7’             | Opening       | a. Greeting  
b. Checking students’ attendance  
c. Review the last meeting  |
| 5’             | Main activity | a. Teacher asks questions to activate students’ background knowledge according to the theme of the text for the day. For example: have you ever been hurt by your friend? And will you forgive him/her? and teacher asks students to guess what they will discuss next.  
b. The members of the group still same as the first meeting. Teacher distributes the text to the students  |
| 10’            |               | c. Teacher asks students to read only the title of the text to predict the content of the text (predicting). Teacher explains she will use reciprocal teaching as the technique of teaching which consists of four strategies; predicting, clarifying, questioning and summarizing like she has modeled in the previous lesson.  |
| 20’            |               | d. Teacher asks each group to read silently the short text by using the four strategies. The leader is responsible for helping the small group comprehend what was read. He and his teammates have to point out when something was unclear in the text; unknown words and unclear phrase and sentences (Clarifying) and ask to another group to answer the questions when the leader discussed as a teacher in class. They also have to think and generate of important questions; those are detail, reference and main idea (Questioning) Last, leader summarizes the most important information of the text (summarizing).  |
| 25’            |               | e. Teacher asks the leader of each group to report the
<table>
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<tr>
<th>Time</th>
<th>Section</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>discussion in front of the class and ask other group answer and give the comment for each leader performing.</td>
</tr>
<tr>
<td>8'</td>
<td>Closing</td>
<td>Review the material</td>
</tr>
</tbody>
</table>
LESSON PLAN (CYCLE I)

Name of School : SMPN 13 Surakarta
Subject : English
Class/Semester : VIII D/II
Meeting : 4th
Time Allotment : 2 x 40 minutes

A. Standard Competence
Understand the meaning of short simple essay in the form of narrative text to interact with surrounding.

B. Basic Competence
1. Reading aloud functional texts and short essays of narrative text with acceptable pronunciation, pitch and intonation which is related to the surrounding.
2. Responding the meaning of short functional written text accurately, fluently and acceptably in the form of narrative text related to the surrounding.

C. Indicator
1. Identifying detail information
2. Identifying reference
3. Identifying synonym
4. Identifying antonym
5. Identifying main idea

D. Instructional Goal
At the end of teaching learning process of reading comprehension, students are able to:
1. Find detail information
2. Find reference
3. Find synonym
4. Find antonym
5. Find main idea

E. Material
1. Main Material: Narrative Text
2. Source
### F. Teaching and Learning activity

1. Technique: Reciprocal Teaching Technique
2. Activity

<table>
<thead>
<tr>
<th>Allocated time</th>
<th>Stage</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>5’</td>
<td>Opening</td>
<td>a. Greeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Checking students’ attendance</td>
</tr>
<tr>
<td>5’</td>
<td>Main activity</td>
<td>a. Teacher questions to activate students’ background knowledge according to the theme of the text for the day. For example: ‘Have you ever heard the legend of banyuwangi?’ Teacher asks students to guess what they will discuss next.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The members of the group still same as the first meeting. Teacher distributes the text to the students</td>
</tr>
<tr>
<td>10’</td>
<td></td>
<td>c. Teacher asks students to read only the title of the text to predict the content of the text (predicting). Teacher explains she will use reciprocal teaching as the technique of teaching which consists of four strategies; predicting, clarifying, questioning and summarizing.</td>
</tr>
<tr>
<td>25’</td>
<td></td>
<td>d. Teacher asks each group to read silently the text by using the four strategies. The leader is responsible for helping the small group comprehend what was read. He and his teammates have to point out when something was unclear in the text; unknown words and unclear phrase and sentences (Clarifying). They also have to think and generate of important questions; those are detail, reference and main idea (Questioning) and ask to another group to answer the questions when the leader discussed as a teacher in class. Last, leader summarizes the most important information and predicts what will be discussed in the next paragraph (predicting).</td>
</tr>
<tr>
<td>25’</td>
<td></td>
<td>e. Teacher asks the leader of each group to report the discussion in front of the class and ask other group answer and give the comment for each</td>
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<tr>
<td></td>
<td>leader performing.</td>
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<td>------</td>
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</tr>
<tr>
<td>5’</td>
<td>Closing</td>
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<tr>
<td></td>
<td>Review the material</td>
<td></td>
</tr>
</tbody>
</table>

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LESSON PLAN (CYCLE I)

Name of School : SMPN 13 Surakarta
Subject : English
Class/Semester : VIII D/II
Meeting : 4th
Time Allotment : 2 x 40 minutes

A. Standard Competence
Understand the meaning of short simple essay in the form of narrative text to interact with surrounding.

B. Basic Competence
1. Reading aloud functional texts and short essays of narrative text with acceptable pronunciation, pitch and intonation which is related to the surrounding.
2. Responding the meaning of short functional written text accurately, fluently and acceptably in the form of narrative text related to the surrounding.

C. Indicator
1. Identifying detail information
2. Identifying reference
3. Identifying synonym
4. Identifying antonym
5. Identifying main idea

D. Instructional Goal
At the end of teaching learning process of reading comprehension, students are able to:
1. Find detail information
2. Find reference
3. Find synonym
4. Find antonym
5. Find main idea

E. Material
1. Main Material: Narrative Text
2. Source
### F. Teaching and Learning activity

1. Technique: Reciprocal Teaching Technique
2. Activity

<table>
<thead>
<tr>
<th>Allocated time</th>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Opening</td>
<td>a. Greeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Checking students’ attendance</td>
</tr>
<tr>
<td>5’</td>
<td>Main activity</td>
<td>a. Teacher questions to activate students’ background knowledge according to the theme of the text for the day. For example: ‘Have you ever been terrified of something, what is that?’ Teacher shows some pictures based on the theme of the day and teacher asks students to guess what they will discuss next.</td>
</tr>
<tr>
<td>5’</td>
<td></td>
<td>b. The members of the group still same as the first meeting. Teacher distributes the text to the students</td>
</tr>
<tr>
<td>10’</td>
<td></td>
<td>c. Teacher asks students to read only the title of the text to predict the content of the text (predicting). Teacher explains she will use reciprocal teaching as the technique of teaching which consists of four strategies; predicting, clarifying, questioning and summarizing.</td>
</tr>
<tr>
<td>25’</td>
<td></td>
<td>d. Teacher asks each group to read silently the text by using the four strategies. The leader is responsible for helping the small group comprehend what was read. He and his teammates have to point out when something was unclear in the text; unknown words and unclear phrase and sentences (Clarifying). They also have to think and generate of important questions; those are detail, reference and main idea (Questioning) and ask to another group to answer the questions when the leader discussed as a teacher in class. Last, leader summarizes the most important information and predicts what will be discussed in the next paragraph (predicting).</td>
</tr>
<tr>
<td>25’</td>
<td></td>
<td>e. Teacher asks the leader of each group to report the discussion in front of the class and ask other</td>
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</tr>
<tr>
<td></td>
<td>group answer and give the comment for each leader performing.</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>Closing</td>
<td>Review the material</td>
</tr>
</tbody>
</table>
LESSON PLAN (CYCLE II)

Name of School : SMPN 13 Surakarta
Subject : English
Class/Semester : VIII D/II
Meeting : 1st
Time Allotment : 2 x 40 minutes

A. Standard Competence
Understand the meaning of short simple essay in the form of narrative text to interact with surrounding.

B. Basic Competence
1. Reading aloud functional texts and short essays of narrative text with acceptable pronunciation, pitch and intonation which is related to the surrounding.
2. Responding the meaning of short functional written text accurately, fluently and acceptably in the form of narrative text related to the surrounding.

C. Indicator
1. Identifying detail information
2. Identifying reference
3. Identifying synonym
4. Identifying antonym
5. Identifying main idea

D. Instructional Goal
At the end of teaching learning process of reading comprehension, students are able to:
1. Find detail information
2. Find reference
3. Find synonym
4. Find antonym
5. Find main idea

E. Material
1. Main Material: Narrative Text
2. Source
### F. Teaching and Learning activity

1. Technique: Reciprocal Teaching Technique
2. Activity

<table>
<thead>
<tr>
<th>Allocated time</th>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Opening</td>
<td>a. Greeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Checking students’ attendance</td>
</tr>
<tr>
<td>5’</td>
<td>Main activity</td>
<td>a. Teacher questions to activate students’ background knowledge according to the theme of the text for the day. For example: ‘How important is a family for you and do you love your grandfather?’ Teacher shows some pictures based on the theme of the day and teacher asks students to guess what they will discuss next.</td>
</tr>
<tr>
<td>10’</td>
<td></td>
<td>b. The members of the group still same as the first meeting. Teacher distributes the text to the students</td>
</tr>
<tr>
<td>25’</td>
<td></td>
<td>c. Teacher asks students to read only the title of the text to predict the content of the text (predicting). Teacher explains she will use reciprocal teaching as the technique of teaching which consists of four strategies: predicting, clarifying, questioning and summarizing.</td>
</tr>
<tr>
<td>25’</td>
<td></td>
<td>d. Teacher asks each group to read silently the text by using the four strategies. The leader is responsible for helping the small group comprehend what was read. He and his teammates have to point out when something was unclear in the text; unknown words and unclear phrase and sentences (Clarifying). They also have to think and generate of important questions; those are detail, reference and main idea (Questioning) and ask to another group to answer the questions when the leader discussed as a teacher in class. Last, leader summarizes the most important information and predicts what will be discussed in the next paragraph (predicting).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Teacher asks the leader of each group to report the</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>5'</td>
<td>Closing</td>
<td>Review the material</td>
</tr>
</tbody>
</table>

Discussion in front of the class and ask other group answer and give the comment for each leader performing.
LESSON PLAN (CYCLE II)

Name of School : SMPN 13 Surakarta
Subject : English
Class/Semester : VIII D/II
Meeting : 2nd
Time Allotment : 2 x 40 minutes

A. Standard Competence
  Understand the meaning of short simple essay in the form of narrative text to interact with surrounding.

B. Basic Competence
  1. Reading aloud functional texts and short essays of narrative text with acceptable pronunciation, pitch and intonation which is related to the surrounding.
  2. Responding the meaning of short functional written text accurately, fluently and acceptably in the form of narrative text related to the surrounding.

C. Indicator
  1. Identifying detail information
  2. Identifying reference
  3. Identifying synonym
  4. Identifying antonym
  5. Identifying main idea

D. Instructional Goal
  At the end of teaching learning process of reading comprehension, students are able to:
  1. Find detail information
  2. Find reference
  3. Find synonym
  4. Find antonym
  5. Find main idea

E. Material
  1. Main Material: Narrative Text
  2. Source
### F. Teaching and Learning activity

1. Technique: Reciprocal Teaching Technique
2. Activity

<table>
<thead>
<tr>
<th>Allocated time</th>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Opening</td>
<td>a. Greeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Checking students’ attendance</td>
</tr>
<tr>
<td>5’</td>
<td>Main activity</td>
<td>a. Teacher questions to activate students’ background knowledge according to the theme of the text for the day. For example: ‘Have you ever played a foolish thing?’ Teacher shows some pictures based on the theme of the day and teacher asks students to guess what they will discuss next.</td>
</tr>
<tr>
<td>5’</td>
<td></td>
<td>b. The members of the group still same as the first meeting. Teacher distributes the text to the students</td>
</tr>
<tr>
<td>10’</td>
<td></td>
<td>c. Teacher asks students to read only the title of the text to predict the content of the text (predicting). Teacher explains she will use reciprocal teaching as the technique of teaching which consists of four strategies; predicting, clarifying, questioning and summarizing.</td>
</tr>
<tr>
<td>25’</td>
<td></td>
<td>d. Teacher asks each group to read silently the text by using the four strategies. The leader is responsible for helping the small group comprehend what was read. He and his teammates have to point out when something was unclear in the text; unknown words and unclear phrase and sentences (Clarifying). They also have to think and generate of important questions; those are detail, reference and main idea (Questioning) and ask to another group to answer the questions when the leader discussed as a teacher in class. Last, leader summarizes the most important information and predicts what will be discussed in the next paragraph (predicting).</td>
</tr>
<tr>
<td>25’</td>
<td></td>
<td>e. Teacher asks the leader of each group to report the discussion in front of the class and ask other group answer and give the comment for each</td>
</tr>
<tr>
<td>5'</td>
<td>Closing</td>
<td>Review the material</td>
</tr>
</tbody>
</table>

commit to user
LESSON PLAN (CYCLE II)

Name of School : SMPN 13 Surakarta
Subject : English
Class/Semester : VIII D/II
Meeting : 3rd
Time Allotment : 2 x 40 minutes

A. Standard Competence
Understand the meaning of short simple essay in the form of narrative text to interact with surrounding.

B. Basic Competence
1. Reading aloud functional texts and short essays of narrative text with acceptable pronunciation, pitch and intonation which is related to the surrounding.
2. Responding the meaning of short functional written text accurately, fluently and acceptably in the form of narrative text related to the surrounding.

C. Indicator
1. Identifying detail information
2. Identifying reference
3. Identifying synonym
4. Identifying antonym
5. Identifying main idea

D. Instructional Goal
At the end of teaching learning process of reading comprehension, students are able to:
1. Find detail information
2. Find reference
3. Find synonym
4. Find antonym
5. Find main idea

E. Material
1. Main Material: Narrative Text
2. Source
F. Teaching and Learning activity

1. Technique: Reciprocal Teaching Technique
2. Activity

<table>
<thead>
<tr>
<th>Allocated time</th>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 5’             | Opening | a. Greeting  
b. Checking students’ attendance |
| 5’             | Main activity | a. Teacher questions to activate students’ background knowledge according to the theme of the text for the day. For example: ‘Have you ever heard the story of mount Bromo?’ Teacher shows some pictures based on the theme of the day and teacher asks students to guess what they will discuss next  
b. The members of the group still same as the first meeting. Teacher distributes the text to the students  
c. Teacher asks students to read only the title of the text to predict the content of the text (predicting). Teacher explains she will use reciprocal teaching as the technique of teaching which consists of four strategies; predicting, clarifying, questioning and summarizing  
d. Teacher asks each group to read silently the text by using the four strategies. The leader is responsible for helping the small group comprehend what was read. He and his teammates have to point out when something was unclear in the text; unknown words and unclear phrase and sentences (Clarifying). They also have to think and generate of important questions; those are detail, reference and main idea (Questioning) and ask to another group to answer the questions when the leader discussed as a teacher in class. Last, leader summarizes the most important information and predicts what will be discussed in the next paragraph (predicting)  
e. Teacher asks the leader of each group to report the |
<table>
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<th>Time</th>
<th>Stage</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>5'</td>
<td>Closing</td>
<td>Review the material</td>
</tr>
</tbody>
</table>

Discussion in front of the class and ask other group answer and give the comment for each leader performing.
APPENDIX 7

Student Worksheet
(1st Meeting) of cycle 1

Task 1
Read the following text

The prince and his best friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin’s behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit’s horses.

It turns out; Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Task 2
1. Paragraph 2-4
   a. Word, phrase or sentences that was unclear ..................................
   b. Questions (detail information and main idea) .................................
   c. The most important information (summarizing) ..............................
   d. The prediction what will be discussed in the next paragraph……

2. Paragraph 5
   a. Word, phrase or sentences that was unclear...............................
   b. Questions and main idea ...........................................................
   c. The most important information (summarizing) of the whole paragraph

commit to user
Student Worksheet
(2nd Meeting) of cycle 1

Task 1
Read the text

A Countryman and Snake

A countryman’s son stepped on a snake’s tail accidentally. The tail suddenly turned and hit him so that he died. The father was very angry so that he cut off of the snake’s tail. Then, the snake in revenge stung several of the farmer’s cattle. It caused him great loss. However, the farmer decided to stop the fight with the snake. He brought food and honey to the mouth of its liar and said to it, “Let’s forget and forgive. Perhaps you were right to punish my son and take revenge on my cattle but surely I was right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?” “No, no” said the snake. “Take away your gifts. You can never forget the death of your son, nor I loss of my tail. Injuries may be forgiven but not forgotten”.

Task 2
Answer the following questions bellow.

a. Word, phrase or sentences that was unclear………………………

b. Questions and main idea .................................................

c. The most important information (summarizing) of the whole paragraph
Student Worksheet
(3rd Meeting) of cycle 1

Task 1
Read the following text

The legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named raden Sidopekso. The prime minister had a wife named Sri Tanjung. She was beautiful that the king wanted her to be his wife.

One day, the king sent his prime minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when sidopekso went back, the king told him that his wife was unfaithful to him. The Prime Minister was very angry to his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, ‘Banyu..Wangi..’ Banyuwangi’. This means ‘fragrant water’. Banyuwangi was born from the proof of noble and sacred love.

Task 2
1. Paragraph 1-2
   a. Word, phrase or sentences that was unclear ……………………..
   b. Questions (detail information and main idea …………………..
   c. The most important information (summarizing)…………………
   d. The prediction what will be discussed in the next paragraph……

2. Paragraph 3
   a. Word, phrase or sentences that was unclear……………………
   b. Questions and main idea ………………………………………...
   c. The most important information (summarizing) of the whole paragraph

commit to user
Student Worksheet  
(4th Meeting) of cycle 1

Task 1  
(Read this text)

The Two Friends and the Bear  
John and James were two friends who were crossing a forest. Suddenly, they hit a huge black bear. Imagine how terrified they were. They tried to run but the bear chased them. John managed to climb up into a tree but James fell to the ground and pretended to be dead. He knew that a bear will only attack something if it is alive.

The bear smelled him all over, while the man tried to hold his breath as best he could, hoping that the animal would not discover the pretence. Finally, the bear must have thought that the man really was dead.

Finally, the danger over, John came down from the tree and asked his friend, "Well, what did the bear whisper into your ear?" The bear said "It would be good if you fell from the tree and pretended to be dead with me!"

Task 2

1. Paragraph 1-2
   a. Word, phrase or sentences that was unclear……………………
   b. Questions (detail information and main idea) ……………………..
   c. The most important information (summarizing)…………………..
   d. The prediction what will be discussed in the next paragraph……..

2. Paragraph 3
   a. Word, phrase or sentences that was unclear……………………
   b. Questions and main idea ……………………………………………
   c. The most important information (summarizing) of the whole paragraph
Task 1 (Read the following text)

The Old Grandfather and His Grandson

Once upon a time, there was a very old grandfather. His eyes were almost blind, his ears were deaf and his knees shook. When he sat at the table, he couldn’t hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son’s wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then they bought him a wooden bowl and made him eat from it.

Once when they were sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his mother and father to eat from when he was big.

The man and the woman looked at one another. They began to cry. They bought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

Task 2

1. Paragraph 1-4
   a. Word, phrase or sentences that was unclear
   b. Questions (detail information and main idea)
   c. The most important information (summarizing)
   d. The prediction what will be discussed in the next paragraph

2. Paragraph 5
   a. Word, phrase or sentences that was unclear
   b. Questions and main idea
   c. The most important information (summarizing) of the whole paragraph
Student Worksheet  
(2nd Meeting) of cycle 2

Task 1  
Read the following text  

A Stupid Man and his Cows

One day, a stupid man went to the market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He didn’t know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

Task 2  
1. Paragraph 1-2  
   a. Word, phrase or sentences that was unclear  
   b. Questions (detail information and main idea)  
   c. The most important information (summarizing)  
   d. The prediction what will be discussed in the next paragraph  

2. Paragraph 3  
   a. Word, phrase or sentences that was unclear  
   b. Questions and main idea  
   c. The most important information (summarizing) of the whole paragraph
Student Worksheet  
(3\textsuperscript{rd} Meeting) of cycle 2

Task 1  
Read the following text

Roro Anteng and Jaka Seger  

Once upon a time, there was a king named King Brawijaya. \textbf{He} ruled Majapahit Kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. \textbf{He} was a man from the Brahmin caste. King Brawijaya did not agree with their relationship.  

Roro Anteng and Jaka Seger left Majapahit. \textbf{They} moved to a place near Mount Bromo. They ruled the region together. The people were prosperous under their leadership. However, they were \textit{unhappy} because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They pray for help to the god of Mount Bromo. \textbf{He} granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.  

After giving birth to 25 children, Roro Anteng and Jaka Seger have to sacrifice their last child, Kesuma. If \textbf{they} broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma’s voice. \textbf{He} told everyone not to forget to perform worship.  

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma’s sacrifice. The word ‘Tengger’ is derived from the last syllables of Roro Anteng and Jaka Seger. \textbf{They} present worship offerings of rice, fruits, vegetables, livestock and other local product.  

Task 2  
1. Paragraph 1-3  
   a. Word, phrase or sentences that was unclear ……………………  
   b. Questions (detail information and main idea) …………………..  
   c. The most important information (summarizing)…………………  
   d. The prediction what will be discussed in the next paragraph……  

2. Paragraph 4  
   a. Word, phrase or sentences that was unclear…………………….  
   b. Questions and main idea ...............................................  
   c. The most important information (summarizing) of the whole paragraph
APPENDIX 8

LEMBAR SOAL (PRE-TEST)

TEST KEMAMPUAN MEMBACA TEKS BAHASA INGGRIS

KELAS VIII SMP NEGERI 13 SURAKARTA

TAHUN AJARAN 2010/2011

PETUNJUK UMUM
1. Tulislah Nama dan Kelas pada lembar jawaban yang tersedia
2. Dahulukan menjawab soal-soal yang anda anggap mudah
3. Bacalah setiap wacana yang tersedia dengan seksama
4. Waktu yang tersedia 80 menit
5. Telitilah pekerjaan anda sebelum diserahkan kepada petugas
6. Lembar soal dikembalikan beserta jawaban

PETUNJUK KHASUS
Berilah tanda silang (X) pada huruf a, b, c, atau d untuk jawaban yang anda anggap paling benar pada lembar jawaban yang tersedia.

The text for number 1-5

A Stupid Man and his Cows

One day, a stupid man went to the market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He didn’t know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

1. How many cows did the stupid man buy?
   a. One  b. Five  c. Six  d. Seven

2. Which of the following statements is true according to the text?
   a. The stupid man spent much money on cows
   b. The stupid man was scolded by his wife
   c. The stupid man thought that he had lost one of his cows
   d. The stupid man lost one cow on his way home

3. What does the word ‘them’ in paragraph 1 line 3 refer to?
   a. The others  c. The cows
b. The lost cows    d. One of the cows
4. Which of the following words is the synonym of ‘stupid’?
   a. Unlucky     b. Diligent    c. Bright   d. Dull
5. A stupid man…… the cows again and again
   a. Count       b. counted    c. counting  d. was counted

Text 2 for number 6-11

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named raden Sidopekso. The prime minister had a wife named Sri Tanjung. She was beautiful that the king wanted her to be his wife.

One day, the king sent his prime minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when sidopekso went back, the king told him that his wife was unfaithful to him. The Prime Minister was very angry to his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, ‘Banyu..Wangi’ Banyuwangi’. This means ‘fragrant water’. Banyuwangi was born from the proof of noble and sacred love.

6. Why was the Prime Minister very angry with his wife?
   a. The king tried to get Sri Tanjung    c. The king wanted her to be his wife
   b. The king told his wife was unfaithful   d. The king sent him to a long mission

7. What does ‘he’ in paragraph 2 line 2 refer to?
   a. Prime Minister          b. Sri Tanjung      c. The King       d. Sidopekso

8. What is the main idea of the last paragraph?
   a. Banyuwangi means fragrant water
   b. Sidopekso threw her dead body to the dirty river
   c. Banyuwangi was born from the proof of noble and sacred love
   d. Sidopekso said, ‘Banyu..Wangi’

9. Which of the following words is the antonym of beautiful?
   a. Pretty       b. ugly       c. kind       d. mad

10. Sidopekso…that he would kill her.
    a. Say        b. said       c. speak      d. spoke

11. What is the type of the text above?

commit to user
Text for number 12-16

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn’t have enough money to take Snow White with them. Snow White didn’t want her uncle and aunt to do this. So she decided to run away. The next morning she ran away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?” Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

12. What is the text about?
   a. A little snow white   c. Her life with her uncle and aunt
   b. Snow white and her parents    d. Snow white and dwarfs

13. Why did snow white run away from home?
   a. She was very sad
   b. She was very happy to go to America
   c. She didn’t want to go with her uncle and aunt
   d. She didn’t want her uncle and aunt go to America

14. What does the word ‘they’ in line 8 refer to?
   a. Uncle and aunt   c. Snow White and dwarfs
   b. Snow white   d. dwarfs

15. Which of the following words is the synonym of ‘run away’?
   a. Walk   b. go   c. sleep    d. come

16. What is the type of the text?

Text for number 17-23

The Old Grandfather and His Grandson

Once upon a time, there was a very old grandfather. His eyes were almost blind, his ears were deaf and his knees shook. When he sat at the table, he couldn’t hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son’s wife were annoyed by this. Finally, they made the old grandfather sat in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.
One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then they bought him a wooden bowl and made him eat from it.

Once when they were sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his mother and father to eat from when he was big.

The man and the woman looked at one another. They began to cry. They bought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

17. How did the old grandfather’s son and his son’s wife treat him?
   a. They treated him nicely      c. they treated him very badly
   b. They treated him like a child  d. they treated him very carefully

18. How did the old grandfather feel about his son’s and his son’s wife’s behavior toward him?
   a. He felt very sad about it      c. he felt satisfied about it
   b. He was really angry with them   d. he was complaining about it

19. What is the main idea of paragraph 3?
   a. The old grandfather’s hand were too weak
   b. The bowl fell to the ground and broke
   c. The old grandfather could only cry
   d. The old grandfather ate with wooden bowl

20. What did the old grandfather’s son and his son’s wife do after they realized their mistake?
   a. They scolded their son      c. they let their son eat at the table
   b. They let their father eat at the table d. they did not say anything

21. What does the word ‘he’ in paragraph 2 sentence 4 refer to?
   a. The old grandfather      c. the old grandfather’s son
   b. The wife of the old grandfather’s son  d. the four year old grandson

22. Which of the following words is the antonym of ‘sad’?
   a. Regret   b. disappointed   c. happy   d. mad

23. The old grandfather only…… after scolding by the son’s wife
   a. Cry   b. cried   c. crying   d. was crying

Text for number 24-30

A Countryman and Snake

A countryman’s son stepped on a snake’s tail accidentally. The tail suddenly turned and hit *him* so that he died. The father was very angry so that he cut off of the snake’s tail. Then, the snake in revenge stung several of the farmer’s cattle. It
caused him great loss. However, the farmer decided to stop the fight with the snake. He brought food and honey to the mouth of its liar and said to it, “Let’s forget and forgive. Perhaps you were right to punish my son and take revenge on my cattle but surely I was right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?” “No, no” said the snake. “Take away your gifts. You can never forget the death of your son, nor I loss of my tail. Injuries may be forgiven but not forgotten”.

24. What is the main idea of this text?
   a. A countryman’s son stepped on snake’s tail accidentally
   b. Snake in revenge stung several of the farmer’s cattle
   c. A countryman gives food and honey to the snake
   d. Injuries may be forgiven but not forgotten

25. Who cut off part of the snake’s tail?
   a. A countryman’s son   c. A countryman
   b. Several cattle   d. Snakes

26. Why did the countryman’s son die after he stepped on the snake’s tail?
   a. The tail turned and hit him   c. snake revenge stung to several cattle
   b. The tail cut off by the farmer   d. snake never forgotten the accident

27. What does ‘him’ in sentence 2 refer to?
   a. A countryman    c. A countryman’s son
   b. A farmer   d. several cattle

28. What does ‘he’ in sentence 7, refer to?
   a. A farmer   c. A snake
   b. A countryman’s son   d. several cattle

29. Which of the following words is the synonym of ‘gift’?
   a. Food   b. present   c. Honey   d. Milk

30. The father ….. angry, so he cut off the snake’s tail
   a. Is   b. are   c. was   d. were
# APPENDIX 9

## BLUEPRINT OF READING COMPREHENSION PRE TEST

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<td>9</td>
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<tr>
<td>2. Identifying main idea</td>
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<td>3. Identifying language feature and generic structure</td>
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<td>4. Vocabulary</td>
<td>4, 9, 15, 22, 29</td>
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<tr>
<td>5. Identifying reference</td>
<td>3, 7, 14, 21, 27, 28</td>
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<td>The total number of the questions</td>
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## ANSWER KEY OF PRE TEST

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

11. B  
12. A  
13. D  
14. D  
15. B  
16. B  
17. C  
18. A  
19. A  
20. B  
21. A  
22. C  
23. B  
24. D  
25. C  
26. A  
27. C  
28. A  
29. B  
30. C
APPENDIX 10
LEMBAR SOAL (POST-TEST)
TEST KEMAMPUAN MEMBACakan TEKS BAHASA INGGRIS
KELAS VIII SMP NEGERI 13 SURAKARTA
TAHUN AJARAN 2010/2011

PETUNJUK UMUM
1. Tulislah Nama dan Kelas pada lembar jawaban yang tersedia
2. Dahulukan menjawab soal-soal yang anda anggap mudah
3. Bacalah setiap wacana yang tersedia dengan seksama
4. Waktu yang tersedia 80 menit
5. Telitilah pekerjaan anda sebelum diserahkan kepada petugas
6. Lembar soal dikembalikan beserta jawaban

PETUNJUK Khusus
Berilah tanda silang (X) pada huruf a, b, c, atau d untuk jawaban yang anda anggap paling benar pada lembar jawaban yang tersedia.

Text for number 1-7

A Countryman and Snake

A countryman’s son stepped on a snake’s tail accidentally. The tail suddenly turned and hit him so that he died. The father was very angry so that he cut off of the snake’s tail. Then, the snake in revenge stung several of the farmer’s cattle. It caused him great loss. However, the farmer decided to stop the fight with the snake. He brought food and honey to the mouth of its liar and said to it, “Let’s forget and forgive. Perhaps you were right to punish my son and take revenge on my cattle but surely I was right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?” “No, no” said the snake. “Take away your gift. You can never forget the death of your son, nor I loss of my tail. Injuries may be forgiven but not forgotten”.

1. What is the main idea of this text?
   a. A countryman’s son stepped on snake’s tail accidentally
   b. Snake in revenge stung several of the farmer’s cattle
   c. A countryman gives food and honey to the snake
   d. Injuries may be forgiven but not forgotten

2. Who cut off part of the snake’s tail?
   a. A countryman’s son
   b. Several cattle
   c. A countryman
   d. Snakes

3. Why did the countryman’s son die after he stepped on the snake’s tail?
   a. The tail turned and hit him
   b. The tail cut off by the farmer
   c. Snake revenge stung to several cattle
   d. Snake never forgotten the accident
4. What does ‘him’ in sentence 2 refer to?
   a. A countryman   c. A countryman’s son
   b. A farmer   d. several cattle

5. What does ‘he’ in sentence 7 refer to?
   a. A farmer   c. A snake
   b. A countryman’s son   d. several cattle

6. Which of the following words is the synonym of ‘gift’?
   a. Food   b. present   c. Honey   d. Milk

7. The first sentence ‘A countryman’s son stepped on a snake’s tail accidentally. The tail suddenly turned and hit him so that he died’ is the structure of narrative text, namely:

The text for number 8-13

A Stupid Man and his Cows

One day, a *stupid* man went to the market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted *them* again and again. He was certain that he lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said *sadly* that he had lost one of their cows. He didn’t know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

8. How many cows did the stupid man buy?
   a. One   b. Five   c. Six   d. Seven

9. Which of the following statements is true according to the text?
   a. The stupid man spent much money on cows
   b. The stupid man was scolded by his wife
   c. The stupid man thought that he had lost one of his cows
   d. The stupid man lost one cow on his way home

10. What does the word ‘*them*’ in paragraph 1 line 3 refer to?
    a. The others   b. The cows   c. The lost cows   d. One of the cows

11. Which of the following words is the synonym of ‘*stupid*’?
    a. Unlucky   b. Diligent   c. Bright   d. Dull

12. Which of the following words is the antonym of ‘*sadly*’?
13. The second paragraph ‘His wife was waiting for him in front of their house…..’ is the structure of narrative text; namely…..

Text 2 for number 14-18

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named raden Sidopekso. The prime minister had a wife named Sri Tanjung. She was beautiful that the king wanted her to be his wife.

One day, the king sent his prime minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when sidopekso went back, the king told him that his wife was unfaithful to him. The Prime Minister was very angry to his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, ‘Banyu..Wangi’ Banyuwangi’. This means ‘fragrant water’. Banyuwangi was born from the proof of noble and sacred love.

14. Why was the Prime Minister very angry with his wife?
   a. The king tried to get Sri Tanjung
   b. The king wanted her to be his wife
   c. The king told his wife was unfaithful
   d. The king sent him to a long mission

15. What does ‘he’ in paragraph 2 line 2 refer to?
   a. Prime Minister  b. Sri Tanjung  c. The King  d. Sidopekso

16. What is the main idea of the last paragraph?
   a. Banyuwangi means fragrant water
   b. Sidopekso threw her dead body to the dirty river
   c. Banyuwangi was born from the proof of noble and sacred love
   d. Sidopekso said, ‘Banyu..Wangi’

17. Which of the following words is the antonym of ‘beautiful’?
   a. Pretty  b. ugly  c. kind  d. mad

18. What is the type of the text above?

Text for number 19-24

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.
One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn’t have enough money to take Snow White with them. Snow White didn’t want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the forest because she didn’t want her uncle and aunt go to America. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?” Snow White said; “My name is Snow White”.

One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

19. What is the text about?
   a. A little snow white   c. Her life with her uncle and aunt
   b. Snow white and her parents   d. Snow white and dwarfs

20. Why did snow white go from home?
   a. She was very sad
   b. She was very happy to go to America
   c. She didn’t want to go with her uncle and aunt
   d. She didn’t want her uncle and aunt go to America

21. What does the word ‘they’ in paragraph 2 refer to?
   a. Uncle and aunt
   b. Snow white
   c. Snow White and dwarfs
   d. dwarfs

22. Which of the following words is the synonym of ‘run away’?
   a. Walk
   b. go
   c. sleep
   d. come

23. Which of the following words is the antonym of ‘died’?
   a. Passed away
   b. alive
   c. get out
   d. run out

24. What is the type of the text?
   a. Recount
   b. Narrative
   c. Descriptive
   d. Anecdote

Text for number 25-30

The Old Grandfather and His Grandson

Once upon a time, there was a very old grandfather. His eyes were almost blind, his ears were deaf and his knees shook. When he sat at the table, he couldn’t hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son’s wife were annoyed by this and treated him badly. Finally, they made the old grandfather sat in the corner behind the stove. They
gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then they bought him a wooden bowl and made him eat from it.

Once when they were sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his mother and father to eat from when he was big.

The man and the woman looked at one another. They began to cry. They bought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

25. How did the old grandfather’s son treat him?
   a. They treated him nicely   c. they treated him very badly
   b. They treated him like a child   d. they treated him very carefully

26. How did the old grandfather feel about his son’s behavior toward him?
   a. He felt very sad about it   c. he felt satisfied about it
   b. He was really angry with them   d. he was complaining about it

27. What is the main idea of paragraph 3?
   a. The old grandfathers’ hand were too weak   c. The old grandfather could only cry
   b. The bowl fell to the ground and broke   d. The old grandfather ate with wooden bowl

28. What did the old grandfather’s son do after he realized his mistake?
   a. They scolded their son   c. they let their son eat at the table
   b. They let their father eat at the table   d. they did not say anything

29. What does the word ‘he’ in paragraph 2 sentence 4 refer to?
   a. The old grandfather   c. the old grandfather’s son
   b. The wife of the old grandfather’s son   d. the four year old grandson

30. Which of the following words is the antonym of ‘weak’?
   a. strong   b. graceful   c. happy   d. mad
APPENDIX 11

BLUEPRINT OF READING COMPREHENSION POST-TEST 1

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<th>The item number</th>
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</tr>
<tr>
<td>2. Identifying reference</td>
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<td>3. Identifying Synonym</td>
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<td>4. Identifying Antonym</td>
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</tr>
<tr>
<td>5. Identifying main idea</td>
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The total number of the questions 30

ANSWER KEY OF POST-TEST 1

7. A 17. B 27. A
APPENDIX 12

LEMBAR SOAL (POST-TEST II)

TEST KEMAMPUAN MEMBACA TEKS BAHASA INGGRIS

KELAS VIII SMP NEGERI 13 SURAKARTA

TAHUN AJARAN 2010/2011

PETUNJUK UMUM
1. Tulislah Nama dan Kelas pada lembar jawaban yang tersedia
2. Dahulukan menjawab soal-soal yang anda anggap mudah
3. Bacalah setiap wacana yang tersedia dengan seksama
4. Waktu yang tersedia 80 menit
5. Telitilah pekerjaan anda sebelum diserahkan kepada petugas
6. Lembar soal dikembalikan beserta jawaban

PETUNJUK Khusus
Berilah tanda silang (X) pada huruf a, b, c, atau d untuk jawaban yang anda anggap paling benar pada lembar jawaban yang tersedia.

Text for number 1-5

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named raden Sidopekso. The prime minister had a wife named Sri Tanjung. She was beautiful that the king wanted her to be his wife.

One day, the king sent his prime minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when sidopekso went back, the king told him that his wife was unfaithful to him. The Prime Minister was very angry to his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, ‘Banyu..Wangi..’ Banyuwangi’. This means ‘fragrant water’. Banyuwangi was born from the proof of noble and sacred love.

1. Why did the King want to marry Sri tanjung?
   a. Because Sri Tanjung was Beautiful
   b. Because Sri Tanjung was the prime minister’s wife
   c. Because The king was unfaithful
   d. Because The king sent his prime minister to a long mission

2. What does ‘he’ in paragraph 3 sentence 1 refer to?
3. What is the main idea of the last paragraph?
   a. Banyuwangi means fragrant water
   b. Sidopekso threw her dead body to the dirty river
   c. Banyuwangi was born from the proof of noble and sacred love
   d. Sidopekso said, ‘Banyu..Wangi’

4. Which of the following words is the antonym of ‘Angry’?
   a. Sad   b. Bad   c. Happy   d. Regret

5. The first paragraph ‘One day, the king sent his prime minister to a long mission …. Is the structure of narrative text; namely…..
   a. Orientation   b. complication   c. resolution   d. events

Text for number 6-11

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn’t have enough money to take Snow White with them. Snow White didn’t want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the forest because she didn’t want her uncle and aunt go to America. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?” Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

6. What is the main idea of paragraph two?
   a. Snow white heard her aunt and uncle talking about leaving her to go to America
   b. Snow White didn’t want her uncle and aunt to do this
   c. Snow white run away from home
   d. Snow white slept in the cottag

7. Why did snow white go from home?
   a. She was very sad
   b. She was very happy to go to America
   c. She didn’t want to go with her uncle and aunt
   d. She didn’t want her uncle and aunt go to America
8. What does the word ‘they’ in paragraph 2 refer to?
   a. Uncle and aunt   c. Snow White and dwarfs
   b. Snow white   d. dwarfs
9. Which of the following words is the synonym of ‘happy’?
   a. Cheerful   b. Sad   c. Regret   d. Afraid
10. Which of the following words is the antonym of ‘little’?
11. The last paragraph “One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America” is the structure of narrative text; namely…..

Text for number 12-18

A Countryman and Snake

A countryman’s son stepped on a snake’s tail accidentally. The tail suddenly turned and hit him so that he died. The father was very angry so that he cut off of the snake’s tail. Then, the snake in revenge stung several of the farmer’s cattle. It caused him great loss. However, the farmer decided to stop the fight with the snake. He brought food and honey to the mouth of its liar and said to it, “Let’s forget and forgive. Perhaps you were right to punish my son and take revenge on my cattle but surely I was right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?” “No, no” said the snake. “Take away your gift. You can never forget the death of your son, nor I loss of my tail. Injuries may be forgiven but not forgotten”.

12. What is the main idea of this text?
   a. A countryman’s son stepped on snake’s tail accidentally
   b. Snake in revenge stung several of the farmer’s cattle
   c. A countryman gives food and honey to the snake
   d. Injuries may be forgiven but not forgotten
13. Why did the father cut off the snake tail?
    a. The tail turned him   c. The snake hit his son
    b. The tail hit him   d. The snake stung his several cattle
14. What did the snake do after his tail cut off by a countryman?
    a. The snake in revenge stung several cattle
    b. The snake decided to stop the fight
    c. The countrman got great loss
    d. The countryman asked forgiveness
15. What does ‘he’ in sentence 3 refer to?
    a. A father   c. A countryman’s son
b. A snake
d. Several cattle

16. What does ‘we’ in sentence 7, refer to?
   a. A farmer and son
c. A snake and a countryman
   b. A countryman’s son and snake
d. several cattle and farmer

17. Which of the following words is the antonym of ‘stop’?
   a. Delay
c. Start
d. finish

18. The first sentence “You can never forget the death of your son, nor I loss of my tail. Injuries may be forgiven but not forgotten” is the structure of narrative text, namely:
   a. Orientation
c. Resolution
d. Reorientation

Text for number 19-24

A Stupid Man and his Cows

One day, a stupid man went to the market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He didn’t know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

19. Where did a stupid man buy cows?
   a. In the forest
c. In the house
d. In the shop
   b. In the market

20. Why did a stupid man count the cows again and again?
   a. He rode one cow home
c. He was very careful
d. He was certain that he lost one
   b. He scolded by his wife

21. What does the word ‘she’ in paragraph 3 line 3 refer to?
   a. A stupid man
c. His wife
d. One of the cows
   b. The cows

22. Which of the following words is the synonym of ‘stupid’?
   a. Unlucky
c. Bright
d. Dull
   b. Diligent

23. Which of the following words is the antonym of ‘careful’?
   a. Careless
c. Cautious
d. Discreetly
   b. Charily
24. The second paragraph ‘*His wife was waiting for him in front of their house….*’ is the structure of narrative text; namely…..

Text for number 25-30

The Old Grandfather and His Grandson

Once upon a time, there was a very old grandfather. His eyes were almost blind, his ears were deaf and his knees shook. When he sat at the table, he couldn’t hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son’s wife were annoyed by this and treated him badly. Finally, they made the old grandfather sat in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then they bought him a wooden bowl and made him eat from it.

Once when they were sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his mother and father to eat from when he was big.

The man and the woman looked at one another. They began to cry. They bought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

25. How did the old grandfather’s son treat him?
   a. They treated him nicely  c. they treated him very badly
   b. They treated him like a child  d. they treated him very carefully

26. What did the old grandfather feel about his son’s behavior toward him?
   a. He felt very sad about it  c. He felt satisfied about it
   b. He felt really happy with them  d. He was complaining about it

27. Where did the old grandfather usually eat?
   a. In the corner behind the stove  c. On the table
   b. In the corner behind the table  d. On the clay bowl

28. What is the main idea of paragraph 2?
   a. His son’s treated him very badly
   b. His son’s made him sat behind the stove
   c. The old grandfather was almost crying
   d. The old grandfather looked very sadly

29. Which of the following words is the synonym of ‘*Big*’?
   a. Small  b. Little  c. Huge  d. Minor
30. What does the word ‘He’ in paragraph 3 sentence 4 refer to?

a. The old grandfather  c. the old grandfather’s son
b. The man and woman  d. the four year old grandson
APPENDIX 13
BLUEPRINT OF READING COMPREHENSION POST TEST
(II)

<table>
<thead>
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<th>Indicators of reading comprehension</th>
<th>The item number</th>
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<td>2. Identifying reference</td>
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<td>4. Identifying Antonym</td>
<td>4, 10, 17, 23</td>
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<tr>
<td>5. Identifying main idea</td>
<td>3, 6, 12, 28</td>
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The total number of the questions 30

ANSWER KEY OF POST TEST II

32. D  42. D  52. D
33. C  43. C  53. A
34. C  44. A  54. B
35. B  45. A  55. C
36. A  46. C  56. A
37. D  47. C  57. A
38. D  48. C  58. A
40. B  50. D  60. A
APPENDIX 14

THE FIELD NOTE OF OBSERVATION RESULT
(Meeting 1 Cycle 1)

Time : Monday, February 28th, 2011
       (11.30-12.50 PM)
Place  : VIII D class of SMPN 13 Surakarta
Object : Teaching and learning process lead by Atik Nur Aeni (AN)
Observer : Drs. Sri Lestari

The Description of the Setting

The lesson started at 11.30, AN and I entered the classroom. AN as the
teacher put her teaching material in teacher’s table, while I took a seat in the back
side. The total number of students was 33, only one student did not follow the
lesson; DP. Meanwhile, students were still noisy and seemed not motivated to
learn English. AN smiled and asked the leader to lead the class to prepare the
lesson.

The Teaching and Learning Process

11.40 AM

AN look at all students intensively and greeted them friendly. After
greeting, AN checked students’ attendance list. After that, AN asked students
some questions about reading. One of the students answered, ‘We read because
we want to know something’, ‘read to find the meaning and main idea’. AN said
that their answer were correct. To make the students more active in the class, she
motivated them by giving suggestion how important of reading.

11.50 AM

Before starting the lesson, AN activated students’ background knowledge
about the topic of the lesson today that was ‘The Prince and His Best Friend’, she
asked about the meaning of ‘Friendship’. ID said ‘Persahabatan merupakan
hubungan pertemanan yang terjalin dengan baik’, while DW added ‘Teman
selalu siap bersama dalam suka dan duka’. AN said that their answer were correct and categorized into one of steps of reciprocal teaching technique that is predicting. Then, AN explained the steps of reciprocal teaching as a technique that will be used in teaching and learning process.

11.55 AM

After that, AN told to the students the activity on that day, that was cooperative learning through some strategies of reciprocal teaching to comprehend the content of the text. Then, AN asked students to work in a group. There were eight group, each of group consisted of four students. She had decided the leader and the members of each group based on the result of pre-test. Students moved and gathered with their group. Teacher distributes two copies of worksheets for each group. After all students got the worksheet and gathered with their group. AN started the lesson.

12.05 PM

AN modelled the steps of reciprocal teaching for the first paragraph; predicting by asking students to look at the title that was ‘Prince and His Best Friends’, she said ‘have you ever heard the word prince, where did he stay?’. The next steps was questioning, AN asked students, ‘have you ever made questions dealing with the text which have been discussed?’ All students said that they never made questions; they just answer the questions based on the text. AN explained how to make questions by using WH-questions. Then, AN give an example how to generate a question. Then AN continued the lesson and summarized the first paragraph.

12.15 PM

After modelling the first paragraph, AN asked students about their understanding, ‘is there any questions in applying technique of reciprocal teaching to comprehend the first paragraph?’ All students said, ‘No. Miss’. AN asked group 1 and 5 analyzed the second paragraph; group 2 and 6 analyzed the third paragraph; group 3 and 7 analyzed fourth paragraph and the last paragraph was analyzed by group 4 and 8. While students did the task, AN was monitoring their work. Five minutes have been run, they seemed still confused. Then, AN
asked each leader of the group to come together in front of the class. AN explained the steps of reciprocal teaching that will be used in comprehending the text again and the leaders’ duty after completing the task. Each leader’s of group came back and shared it with their members.

12.35 PM

While AN monitored their work, there were some students who asked about how to determine main idea and how to summarize the paragraph. AN explained the way of finding main idea and construct the summary briefly to them. It have been 10 minutes, AN asked the group 1 and 5 to report their work. The leader’s of group 1 and 5 stand up, they report their work including find the meaning of difficult words, find main idea, generate questions and summarize the second paragraph. They reported it as if they were teacher as AN did when modelling. However, they still seemed having difficulties in generating questions. There were six groups who didn’t report their work. AN decided that it would be discussed in the next meeting.

12.50 PM

In the end of this meeting AN reflected the result of learning activities. She remembered that the next meeting would use reciprocal teaching technique again. AN said, ‘Any questions?’ the students answered, ‘No, miss’. AN closed the lesson.
THE FIELD NOTE OF OBSERVATION RESULT  
(Meeting 2 Cycle 1)

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<tr>
<td>Place</td>
<td>: VIII D class of SMPN 13 Surakarta</td>
</tr>
<tr>
<td>Object</td>
<td>: Teaching and learning process lead by Atik Nur Aeni (AN)</td>
</tr>
<tr>
<td>Observer</td>
<td>: Ii Ariyani, A. Md.</td>
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</tbody>
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**The Description of the Setting**

The lesson started at 09.15, AN and I entered the classroom. AN as the teacher put her teaching material in teacher’s table, while I took a seat in the back side. I replaced SL as the observer. There were three students did not follow the lesson; DA, YI and RH.

**The Teaching and Learning Process**

**09.20 AM**

After greeting, AN checked students’ attendance list. AN informed to the students that she would continue the last material, they have to report their discussion. The students seemed ready to join the lesson. Directly, they joined with their group members.

AN began the lesson by giving some questions about previous lesson they had studied to activate their memories of reciprocal teaching steps and remembered how to apply them (predicting, clarifying, questioning and summarizing) in the discussion.

**09.30 AM**

AN asked each group to continue reporting the discussion of the last meeting. After all groups had finished reporting the discussion. AN took a turn as the teacher again. Then, she said that she would continue the lesson. She gave some questions which related to the topic that would be discussed; ‘Have you ever been hurt by your friend? Will you forgive him?’. Some students answered; ING,
‘pernah miss, tergantung kesalahannya miss, nanti dipikir lagi mau dimaafin apa ga’, while TI answered ‘q juga pernah miss malahan hampir berkelahi, tapi akhirnya saling memaafkan’. Then, AN distributed the worksheet, the narrative text for today was shorter than before. She asked students to look at the title and made a prediction, AN walked around the room to know the students’ activity and listen to the students respond and interaction and in doing the discussion.

**10.10 AM**

During the discussion, the members of group 7 seemed tired and laid their head on the table. AN came closer and asked them, ‘have you finished your discussion?’ PN as the leader said ‘not yet, miss’. ‘do your work, and I hope you can act as teacher for this discussion’. PN said, ‘saya ga bisa miss. saya masih bingung’. AN said, ‘langkah-langakanya seperti tadi saat kalian menganalisa text Prince and his best friend’. PN said, ‘yes miss’. Time showed 10.20, AN asked the group whom was ready to report the discussion. All the groups were not ready so AN modelled the steps of reciprocal teaching again in doing the task. AN and students worked together in finding the meaning of unfamiliar words, translated the whole text in Indonesian and generated questions. Last, AN asked students to summarize the content of the text.

**10.35 AM**

Having finished all the activities on the day, AN closed the class by saying thanks for the students attention and cooperation. I reminded the students to prepare the next meeting and said good-bye.
THE FIELD NOTE OF OBSERVATION RESULT
(Meeting 3 Cycle 1)

Time : Monday, March 7th, 2011.
(11.30-12.50 PM)
Place : VIII D class of SMPN 13 Surakarta
Object : Teaching and learning process lead by Atik Nur Aeni (AN)
Observer : Ii Ariyani, A. Md

The Description of the Setting

The lesson started at 11.30, AN and I entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table while I took a seat in the back side. There were four students did not follow the class; TI, IAR, NO and RH.

The Teaching and Learning Process

11.35 AM
AN look at all students intensively and greeted them friendly. After greeting, she checked students’ attendance list. AN began the lesson by giving questions about previous lesson they had studied to activate their memories of reciprocal teaching steps and remembered how to apply them (predicting, clarifying, questioning and summarizing) in the discussion.

11.45 AM
AN asked students to work in groups again. There were 7 groups for this meeting. The leader and members of the group had been determined by AN. Some students refused to join with their teammates. AN explained the reason and they move to their groups. After grouping, AN distributed the worksheet. Each group got two copies. To activate students’ background knowledge about the material, AN asked about the definition of legend and mentioned the legend they ever known. Then, AN continued to apply reciprocal teaching steps to remind the students prior knowledge in the first paragraph. AN and students found the
meaning of them by looking at the dictionary. In generating the questions by using WH-questions, AN asked about the people, place and detail. Last, AN made a summary.

12.00 PM

Next, AN asked students to analyze the second and third paragraph. The class was so noisy when they were discussing. AN walked around and watched their discussion. The students still used Indonesian. During the activities, AN moved to each group to observe and give more explanation to the students when they were confused in finding the main idea, getting the meaning of unfamiliar word, identifying the detail which is used in constructing summary or they were still wrong in applying reciprocal teaching procedure. AN saw that almost all students did their own job in their group. The leader of each group also seemed serious in asking their members to do their work.

12.35 PM

The class was so noisy. AN asked students to give their attention to her. She asked the leader of each group to report their discussion. Each of leaders just stands up in their group. The discussion started. AN just stand and looked at them intensively. During the discussion, there were two group who active in reporting the discussion. The other seemed shy and hesitates to share their idea. AN asked each group to collect their discussion in a piece of paper.

12.50 PM

After all groups collected the result of their discussion and time was up. AN closed the class by saying thanks for the students attention and cooperation. AN reminded the students to prepare the next meeting and said assalamualaikum, good-bye.
THE FIELD NOTE OF OBSERVATION RESULT
(Meeting 4 Cycle 1)

Time : Wednesday, March 9th, 2011
(09.15-10.35 AM)

Place : VIII D class of SMPN 13 Surakarta

Object : Teaching and learning process lead by Atik Nur Aeni (AN)

Observer : Ii Ariyani, A. Md

The Description of the Setting

The lesson started at 09.15, AN and I entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side. There were one student did not follow the class; RN.

The Teaching and Learning Process

09.20 AM
AN look at all students intensively and greeted them friendly. After greeting, AN checked students’ attendance list. Before starting lesson, she reviewed the last material and the class was so noisy because there were two students who came to the class yet. Therefore, AN asked them to give their attention and kept silent.

09.25 AM
AN began the lesson by asking the students to mention the steps of reciprocal teaching. To activate the students’ background knowledge, AN asked students some questions related to topic that will be discussed; ‘Have you ever been terrified of something’. KS said that she was terrified if she doesn’t have friend, while TI said that he was terrified if his parents scolded at him. Then AN asked to students, ‘What kind of animal which is very terrifying for them?’ Some of students said, ‘snake, worm, dog, lion and rhinoceros, etc’. AN asked, ‘have..."
you ever seen a bear?. ND said that he had seen a bear in television, it was big, black and very terrifying’.

09.35 AM

Then, AN asked students to work in groups same as the groups before. Students moved to have a seat with their group. There were 8 groups. AN distributed two copies for each group. She asked students to look at the title to predict the content of the text. As usual AN read the first paragraph and asked students to listen to her. After reading, AN asked students to find the unfamiliar word and underlined them. Then, they had to find the meaning of them and translated in Indonesian to make them easy in understanding the main point of the text that would be used as guidance in generating questions and constructing summary.

09.45 AM

As usual, AN walked around to know the students interaction when doing the task. AN monitored the group 7, the unfamiliar words they found were crossing, imagine, pretended, climb, attack, ground, managed. They still encountered in generating the questions, they wrote some WH-questions incomplete questions. They wrote, what are john and james going when bear chased and who chased john and james. In determining the main idea, group 7 stated that the main idea of paragraph 1 and 2 were at first sentence and paragraph three was in the last sentence. The last was making summary of the text. AN asked students to sum up the text based on the main information which can represent the whole text in coherent.

10.10 AM

AN asked each group to report the discussion. The group who was ready had to report and they would get score. The time showed 10.15. They seemed in hurry constructing summary. Some minutes later, AN checked their work and almost all group finished their task. They should report their work in front of the class.
10.35 AM

The bell was rang. AN closed the class by saying thanks for the students attention and cooperation. She reminded the students the next meeting, there would be a test on Monday, 14th March 2011. They had to study hard and read the materials that have been given and said assalamualaikum, good-bye.
THE FIELD NOTE OF OBSERVATION RESULT
(Meeting 1 Cycle 2)

Time : Wednesday, March 16th, 2011
(09.15-10.35 AM)
Place : VIII D class of SMPN 13 Surakarta
Object : Teaching and learning process lead by Atik Nur Aeni (AN)
Observer : Ii Ariyani, A. Md

The Description of the Setting

The lesson started at 09.15, AN and I entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side. All students attended the class.

The Teaching and Learning Process

09.20 AM
AN look at all students intensively and greeted them friendly. After greeting, AN checked students’ attendance list. After that, AN said that for several meeting, the students learnt in-group discussion which have been determined by teacher and they have to report it in front of the class.

09.30 AM
AN began the lesson by asking the students to mention the steps of reciprocal teaching. She said that during teaching and learning process, the students have to use reciprocal teaching technique in digesting the text. To activate the students’ background knowledge, AN asked students some questions related to topic that will be discussed. Then, AN asked student to join with the group that had been determined by her. She also asked the leader of each group to get the copies of material. After all students got the material, AN continued to apply reciprocal teaching to remind students the steps of reciprocal teaching. She asked students to predict the content of the text by looking at the title.
09.40 AM

The first paragraph had been discussed together. There were still 4 paragraph had been discussed yet. AN asked students to do the task. In doing the task, the students had to apply reciprocal teaching steps that have been applied liked at the first paragraph. While students analyzed the text, AN did her role as facilitator by walking around and observing their discussion. She helped students who had difficulties. The leader of each group divided the task for the entire group’s member. They worked cooperatively.

10.05 AM

After all group had finished their task. They should report the result in front of the class. The class was so noisy because they were engaged in discussion. The discussion continued, all the groups have reported. Group 8 summed up the text.

10.30 AM

After all groups reported the result of their discussion, AN reviewed the material by asking some questions related to the text and gave moral lesson to the students that they have to love their family. The bell was ringed. AN closed the class by saying thanks for the students attention and cooperation. AN reminded the students to prepare the next meeting and finally she said assalamualaikum, good-bye.
THE FIELD NOTE OF OBSERVATION RESULT  
(Meeting 2 Cycle 2)

Time : Monday, 21st March, 2011  
(11.30-12.50 PM)  
Place : VIII D class of SMPN 13 Surakarta  
Object : Teaching and learning process lead by Atik Nur Aeni (AN)  
Observer : Ii Ariyani, A. Md

The Description of the Setting

The lesson started at 11.30, AN and I entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side. All students attended the class.

The Teaching and Learning Process

11.35 AM

AN asked students to give attention because the class was so noisy. She greeted students and checked students’ attendance list. After that, AN reviewed the previous lesson by asking some questions related to their understanding of narrative text and using WH-questions in generating question. AN began the lesson by asking some students about the steps of reciprocal teaching which has not been taught clearly.

11.45 AM

Then, AN asked student to join with the group that had been determined by her. She also asked the leader of each group to get the copies of material. After all students got the material and there were 8 groups. AN asked students to read the material in their group and applied reciprocal teaching likes the previous lesson. That day they should analyze the text which consisted of three paragraphs.
For this meeting AN just explain the steps of reciprocal teaching and did not model the steps of reciprocal teaching in the text. She just walked around to observe and help students whom felt confused or difficult in analyzing the text.

11.55 AM

Students cooperatively did their task, AN gave 30 minutes to finish the task and after that reported it in front of the class. The class became so noisy because of the discussion. Students seemed active to do the task because the time was limited.

12.25 PM

AN asked three group to report their discussion together in front of the class. The groups were group 2, 3 and 7. Each group have responsibility to report one paragraph. Therefore, group 2 reported first paragraph, group 3 reported second paragraph and group 7 reported the last paragraph. AN asked the others group to give full attention. In generating questions, they were better than previous meeting. They have known the use of WH-question in complete question.

12.45 PM

After all groups reported the result of their discussion, AN reviewed the material by asking some questions related to the text and gave moral lesson. The bell was ringed. AN closed the class by saying thanks for the students attention and cooperation. AN reminded the students to prepare the next meeting and said assalamualaikum, good-bye.
THE FIELD NOTE OF OBSERVATION RESULT
(Meeting 3 Cycle 2)

Time : Wednesday, 23rd March, 2011
(09.15-10.35 AM)
Place : VIII D class of SMPN 13 Surakarta
Object : Teaching and learning process lead by Atik Nur Aeni (AN)
Observer : Ii Ariyani, A. Md

The Description of the Setting

The lesson started at 09.15, AN and I entered the classroom. The students seemed happy and smiled at her. AN as the teacher put her teaching material in teacher’s table, while collaborator took a seat in the back side. All students attended the class.

The Teaching and Learning Process

09.20 AM

AN greeted and checked students’ attendance list. AN look at all students intensively and asked them to be ready in joining the class. After that, AN reviewed the previous lesson by asking some questions related to their understanding of narrative text.

09.25 AM

AN began the lesson by giving questions about previous lesson they had studied to activate their memories of reciprocal teaching steps and remembered how to apply them (predicting, clarifying, questioning and summarizing) in the discussion. AN asked students to work in groups again. There were 8 groups for this meeting. The leader and members of the group had been determined by AN. The students did not refuse to join with their teammates, they were getting the habit of learning together. AN asked the each leader to get the copies of material
from her. AN asked students to only look at the title that was, ‘Roro Anteng and Jaka Seger’.

**09.30 AM**

All students have gotten the material, AN explained that they should analyze the text in-group, each leader that have been chosen by AN had responsibility to help the teammates understand the material and reported it in front of the class after finishing the task. Certainly, they should apply reciprocal teaching steps. AN said that there were four paragraph in the text. Each group should analyze one paragraph.

**10.10 AM**

They had finished all the task well. Then AN asked them to report their discussion in front of the class. AN asked four leader to report together in front of class. That day, they seemed having high self-confidence in reporting the discussion. The class so noisy, so AN asked each leader to write down the questions on whiteboard. The others group tried to answer and give comment. There were also some students whom tried to correct the complete questions. The students seemed enthusiasm.

**10.30 AM**

After all groups reported the result of their discussion, AN reviewed the material by asking some questions related to the text and summed up the text. The bell was ringed. AN closed the class by saying thanks for the students attention and cooperation. AN reminded the students to study all the material that have been given because next meeting there would be a test. Finally she said assalamualaikum, good-bye.
APPENDIX 15

RESEARCH'S DIARY

The First Researcher’s Diary

Cycle 1, Meeting 1

Monday, 28th February 2011

Class VIII D

(11.30-12.50)

Reflection

It was the first meeting I taught students’ of class VIII D. Students seemed interested following the class because I was a new teacher for them. I gave the narrative text entitled prince and his best friend. Before starting the lesson, I asked some question related to the material. There were just some students who answer the questions. In group discussion, they seemed strange working in group and applied reciprocal teaching in digesting the text. Some of them asked me to explain more and even the leader of each group come forward to asked more about the technique and how to apply it in digesting the text. They also felt difficult to determine the main idea, confused with the new word, felt difficult in generating the questions and could not made summary.

In reporting the discussion, there were just two groups who had reported. The rest of them did not finish the work because they were still confused and chatted all time even when they did their work. The leader also seemed dominated the work.

Interpretation

In the first meeting, the text given was long enough. Therefore I decided to give shorter to make the students really understand what have been read. I also should give more explanation about the new technique that was reciprocal teaching to them so they understood the content and the meaning of the text.
Monitoring their work well also would be regularly done in order to make all the groups’ members do their work.
RESEARCH'S DIARY

The Second Researcher’s Diary
Cycle 1, Meeting 2
Wednesday, 2nd March, 2011
Class VIII D
(09.15-10.35)

Reflection
It was the second meeting. I asked the group who reported the work yet to come in front the class and reported their discussion. Each of groups’ leaders reported the discussion; they seemed shy and hesitated in reporting the discussion. They also seemed misunderstanding with the steps of reciprocal teaching. Therefore, I explained and modeled the technique again after all groups finish the discussion. The class was so noisy; I asked them to give attention many times. For this meeting, I continued to give shorter text and they should apply the technique in digesting the narrative text. They seemed interested and motivated in discussing their work. The time was up before they reported the discussion so that I asked them to collect their work.

Interpretation
In the second meeting, all groups had reported their last work. Making students understood with the new technique would be given in every meeting. I also should give more interesting reading topic to make them became motivated in joining reading class.
RESEARCH'S DIARY

The Third Researcher’s Diary
Cycle 1, Meeting 3
Monday, 7th March, 2011
Class VIII D
(11.30-12.50)

Reflection

In the beginning of the lesson, I always explained the steps of reciprocal teaching and how to apply it in digesting the text given. The students seemed enthusiastic and gave more attention. I also change the group members, some students refused but I could give the reason why I changed their position. To make students understood, I modeled the steps in the first paragraph and asked them to do the next paragraph in group discussion. Each group had to digest one paragraph. I gave short text and monitor their work by walking around the class. They also seemed active in doing their work.

In the reporting step, some students still missed in determining the main idea and they also rewrite the text as their summary.

Interpretation

Students still had difficulties in comprehending the text although they started to give more attention and felt enjoyed the lesson. Giving more explanation about the steps and gave time for them to discuss the work would always be applied in every meeting.
RESEARCH’S DIARY

The Fourth Researcher’s Diary
Cycle 1, Meeting 4
Wednesday, 9th March, 2011
Class VIII D
(09.15-10.35)

Reflection
In the fourth meeting of cycle 1, students seemed enjoyed joining reading class. I modeled to analyze first paragraph by using reciprocal teaching steps. In questioning steps, students should be able to generate question related to the text using WH-questions. They seemed difficult in generating questions, some of them wrote incomplete WH-questions. Some of them also said that constructing a good summary was difficult for them.

In reporting stage, some students had more self-confidence in sharing their idea in front of the class. Although the class was noisy, I was so pleased because they have done their work well.

Interpretation
Students still encountered difficulties in comprehending text. Therefore, I decided to do cycle and I would provide more interesting topic, monitoring their work and making group discussion more active.
The First Researcher’s Diary
Cycle 2, Meeting 1
Wednesday, 16th March, 2011
Class VIII D
(09.15-10.35)

Reflection
In the first meeting of cycle 2, I continued to teach students by using reciprocal teaching. I rearranged the group members, students did not refuse to join with new teammates. They seemed enjoy working in group and give more attention when explained the material. I also gave explanation to the leader of each group in order to make them know their responsibilities in making their group members understand what had been read.

In summarizing, I asked each group to summarize a paragraph in the text. Therefore they could do it easily and quickly. In reporting the discussion, there were some students who had high self-confidence acting as a teacher. I always gave motivation to the students in order to make them be active in the class and helped students by giving more explanation when the students felt confused.

Interpretation
The first meeting of cycle 2 was interesting; students were active in doing their work. Therefore, I planned to give more interesting and challenging reading text.
RESEARCH’S DIARY

The Second Researcher’s Diary
Cycle 2, Meeting 2
Monday, 21st March, 2011
Class VIII D
(11.30-12.50)

Reflection

In beginning the lesson, I usually gave some question to activate students’ background knowledge which related to the topic. I also gave explanation about the steps of reciprocal teaching. In this meeting, there are some students who had difficulties in generating the questions using WH-questions. I gave them some example and wrote it on the whiteboard. To make the students to be more active, I gave time limitation in doing their discussion, they seemed in hurry and made the class became noisy.

In monitoring the group discussion, I walked around the class, stopped for a while to make sure that there was not domination of one member’s group in doing their work. After finishing the discussion, they started to report the discussion by performing it in front of the class. There were some groups who write complete questions and appropriate tenses.

Interpretation

Getting the students started to understand what has been read and also had high motivation and self confidence to learn made the enjoyable learning situation.
RESEARCH’S DIARY

The Third Researcher’s Diary
Cycle 2, Meeting 3
Wednesday, 23rd March, 2011
Class VIII D
(09.15-10.35)

Reflection

In the third meeting, the students seemed enjoy working in-group although I always rearranged the members of group in each meeting. In that last meeting, I did not model the text; I just gave explanation about the steps of applying reciprocal teaching in analyzing the text.

Each group had responsibility to analyze one paragraph. Each leader and group’s members seemed cooperatively in doing the task. In reporting the discussion, I asked four leaders to come in front of the class to report the discussion. The class was noisy; I joined with other groups that had not reported the discussion yet. The discussion was done well by the students, the leader of each group had understood their task and they could easily answer the question and summarize the text.

There were some students who gave applause for the leaders after reporting their discussion. Although the class become noisy, I could see that they helped each other when they did the work. Certainly for the leaders who always asked each group to discuss. I also monitored them by moving group to group to make sure that they really understand what has been discussed.

Interpretation

It was the last meeting of cycle 2, I saw that students had high motivation to learn and they were able to find the mind idea, generating questions and making summary. Therefore, I decided to stop the research and would give a test.
APPENDIX 16

QUESTIONNAIRE SHEET

Nama:…………………… Kelas: …………………

Beri Tanda Silang Pada Tiap Pilihanmu!

1. Apakah kamu suka dengan pelajaran bahasa Inggris?
   a. Sangat suka   b. suka   c. Tidak suka   d. tidak suka sama sekali
      • Jika kamu sangat suka/ suka berikan alasanmu :
         ………………………
      • Jika kamu tidak suka/tidak suka sama sekali berikan alasanmu :
         …………

2. Menurut kamu pelajaran bahasa inggris itu….?
   a. Mudah   b. Sedang   c.Sulit   d. sulit sekali

3. Dalam belajar bahasa Inggris aspek apa saja yang belum kamu kuasai dengan baik?
   a. Vocabulary (kosa kata)
   b. Grammar (seperti simple present tense,dll)
   c. Pronunciation (pengucapan)
   d. Lain-lain
      (sebutkan)……………………………………………………………………

4. A. Kesulitan apa saja yang kamu alami dalam listening: (centang pilihanmu, boleh lebih dari 1)
   □ Kosakata yang kamu miliki terbatas
   □ Pemahaman grammar yang kurang
   □ Menemukan kata kunci (keywords) dalam kalimat/dialog
   □ kesulitan mengidentifikasi pengucapan sebuah kata
   □ Menangkap ide pokok dari kalimat2 yang diputar dalam kaset/ dialog guru
   □ Kesulitan dalam berkonsentrasi mendengarkan dialog/ kalimat
□ Daya tangkap kamu yang lemah sehingga harus mendengarinya hingga beberapa kali

B. Kesulitan apa saja yang kamu alami dalam speaking: *(centang pilihanmu, boleh lebih dari 1)*

□ Keterbatasan kosakata
□ Kesulitan dalam menentukan grammar yang digunakan dalam kalimat
□ Kelemahan dalam menyusun kalimat secara lisan
□ Kelemahan dalam pengucapan
□ Kesulitan menentukan kalimat ekspresi yang digunakan
□ Takut melakukan kesalahan saat berbicara dalam bahasa inggris
□ Malu untuk berekspresi dalam berbicara dalam bahasa Inggris
□ Topic yang diangkat oleh guru kurang menarik/terlalu sulit untuk ditanggapi
□ Takut ditertawakan oleh teman
□ Hanya bisa berbicara dengan catatan menghafal teks terlebih dahulu

C. Kesulitan apa saja yang kamu alami dalam reading: *(centang pilihanmu, boleh lebih dari 1)*

□ Kata-kata sulit dalam bacaan
□ Pemahaman grammar yang kurang
□ Menentukan ide pokok tiap paragraph
□ Bacaan yang kurang menarik
□ Suasana membaca dalam kelas yang kurang menarik

D. Kesulitan apa saja yang kamu alami dalam writing: *(centang pilihanmu, boleh lebih dari 1)*

□ Keterbatasan kosakata
□ Kesulitan menyusun kata-kata dan mencocokannya dengan grammar
□ Kesulitan dalam mengekspresikan ide dalam tulisan
□ Kesulitan dalam menuliskan kata (ejaan)
□ Kurang teliti dengan tanda baca yang digunakan
□ Topik yang diangkat kurang menarik/terlalu sulit

*commit to user*
Kesulitan dalam menyusun kalimat-kalimat menjadi paragraph yang runtun

Kesulitan dalam menuliskan ekspresi dalam topic tertentu (misal: kebingungan dalam menggunakan ekspresi kalimat dalam membuat undangan/ pengumuman)

5. Dari ke empat skill tadi mana yang menurut kamu paling sulit:
   a. Listening
   b. Speaking
   c. Reading
   d. Writing

6. Bagaimana menurut kamu tentang gaya guru mengajar?
   a. Menyenangkan
   b. Membesarkan
   c. menegangkan
   d. serius tapi santai

7. Bagaimana menurutmu tentang penjelasan yang diberikan oleh guru?
   a. Sangat mudah dipahami
   b. Mudah dipahami
   c. sulit dipahami
   d. sulit sekali dipahami

8. Apa yang sudah dilakukan guru selama ini dalam mengajar bahasa Inggris?
   a. Menjelaskan materi dan mencatat
   b. Member tugas dan Tanya jawab
   c. Mengajar bahasa inggris dengan permainan
   d. Lain-lain
   (sebutkan)………………………………………………………………..

9. Apa yang sering dipakai guru dalam mengajar Listening (mendengarkan)
   a. Kaset
   b. Video
   c. dialog yang diucapkan guru
   d. lain-lain
   (sebutkan)…………………………………………………..

10. Apa yang sering dipakai guru dalam mengajar Speaking (berbicara)
    a. Tanya jawab dengan guru
    b. Diskusi kelompok
    c. Dialog/percakapan
    d. Lain
    lain(sebutkan)………………………………………………………...
11. Apa yang sering dipakai guru dalam mengajar Reading (membaca)
   a. Teks/ bacaan dari buku
   b. Teks/ bacaan dari koran/majalah/ pengumuman/undangan
   c. Cerita bergambar
   d. Lain-lain
   (sebutkan)........................................................................................................

... 

12. Apa yang sering dipakai guru dalam mengajar Writing (menulis)
   a. Gambar
   b. Memberi kerangka penulisan
   c. Memberi daftar kosakata
   d. Lain-lain
   (sebutkan)........................................................................................................

13. Buku apa yang sering digunakan guru?
   a. LKS
   b. English in Focus
   c. Smart English
   d. Lain-lain
   (sebutkan)........................................................................................................

... 

14. Apakah guru sering menggunakan media mengajar seperti: games, pictures atau sejenisnya untuk mengajar bahasa Inggris?
   a. Ya   b. kadang-kadang   c. jarang   d. tidak pernah

15. Teknik apa yang menurut kamu cocok/menarik untuk diaplikasikan di dalam kelas
   a. Games (permainan)
   b. Drama
   c. belajar bahasa Inggris melalui lagu
   d. lain-lain (berikan usul kamu)…..
16. Selain di sekolah dimana kamu biasa belajar/ melatih kemampuan bahasa inggris kamu?
   a. Rumah
   b. tempat les/ kursus
   c. hanya di sekolah saja
   d. lain-lain.........

17. Media apa yang kamu gunakan untuk meningkatkan kemampuan bahasa Inggris?
   a. Buku pelajaran saja
   b. Koran/majalah
   c. televisi/internet/radio
   d. lain-lain........

18. Pengajaran bahasa inggris seperti apa yang kamu inginkan?
   .................................................................
APPENDIX 17

Hasil Questionnaire

(Siswa kelas VIIID SMPN 13 Surakarta)

Dari questionnaire yang telah dibagi dan diisi oleh sample populasi (kelas VIIID) diperoleh hasil sebagai berikut,

1. Ketertarikan siswa terhadap pelajaran bahasa Inggris

Dari 33 orang siswa kelas VIIID, Sebanyak 18 menyukai bahasa Inggris, 14 orang tidak suka dan 1 orang tidak suka sama sekali dengan pelajaran bahasa Inggris. Dari 33 siswa dan siswi tidak ada yang sangat menyukai bahasa Inggris. Alasan siswa yang menyukai dan tidak menyukai Bahasa Inggris sangat beragam. Alasan mereka menyukai Bahasa Inggris karena mereka ingin menambah pengetahuan dan wawasan tentang Bahasa Inggris yang akan berguna bagi masa depan serta tertarik mengetahui lebih banyak kosakata agar mereka dapat berkomunikasi dengan Bahasa Inggris. Sedangkan siswa yang tidak menyukai Bahasa Inggris berpendapat bahwa Bahasa Inggris sangat sulit dipahami karena mereka tidak mengetahui arti kosakata yang rumit dan cenderung membingungkan.

Berikut diagram lingkaran yang menunjukkan hasil dari questionnaire:

2. Pendapat siswa terhadap pelajaran bahasa Inggris

Sebanyak 16 orang mengatakan bahwa mempelajari Bahasa Ingris itu sedang, 16 orang mengatakan sulit, 1 orang menjawab sulit sekali dan
tidak ada seorangpun menjawab bahasa inggris itu mudah. Hal ini menunjukan bahwa mempelajari bahasa inggris masih sulit bagi mereka.

3. Aspek dari bahasa inggris yang belum dikuasai siswa.

Sebanyak 7 orang siswa memilih vocabulary, 14 orang memilih grammar, 9 orang memilih pronunciation, 3 orang memilih lain-lain. Adapun siswa yang memilih opsi lain-lain mengisi gabungan dari ketiga opsi yaitu: vocabulary, grammar dan pronunciation.

4. Kesulitan siswa dalam mempelajari empat skill bahasa Inggris.

A. Listening

Dari tujuh opsi, keterbatasan menguasai kosakata sebanyak 21 siswa, pemahaman grammar yang kurang sebanyak 25 siswa, kesulitan untuk menemukan keyword sebanyak 13 siswa, kesulitan untuk mengidentifikasi pengucapan sebanyak 23, kesulitan untuk menangkap ide pokok sebanyak 19 siswa, kesulitan untuk berkonsentrasi 23 dan daya tangkap yang lemah sebanyak 15 siswa.
B. Kesulitan dalam belajar speaking

Sebanyak 20 siswa memilih kesulitan dalam pengucapan menjadi kendala mereka dalam belajar speaking. Sebanyak 21 siswa mengaku mengalami kesulitan dalam menyusun kalimat secara lian.. 12 siswa masih kebingungan menentukan kalimat ekspresi yang digunakan dalam spoken language. 16 siswa memiliki kendala dalam penggunaan grammar. 16 orang siswa malu untuk berbicara dalam bahasa inggris. 13 orang merasa takut apabila ditertawakan oleh teman, mereka kurang percaya diri dalam berbicara bahasa inggris. 17 orang memiliki kosa kata terbatas. 15 orang mengaku takut. 16 orang menganggap topic yang diketengahkan terlalu sulit dan 20 orang hanya bisa berbicara dengan catatan untuk menghafal teks terlebih dulu.
C. Kesulitan dalam belajar reading

D. Kesulitan siswa belajar Writing

Belajar writing masih menjadi kesulitan bagi siswa dikarenakan oleh kurangnya penguasaan kosakata yang dialami oleh 17 siswa serta 22 siswa mempunyai kesulitan dalam menyusun kata-kata dan mencocokannya dalam grammar. Sebanyak 12 siswa masih merasa kesulitan dalam mengekspresikan ide dalam tulisan. 15 siswa mempunyai kesulitan dalam menuliskan kata. 13 siswa kurang teliti dengan tanda baca yang digunakan. 10 siswa menyatakan bahwa topic yang akan dibahas kurang menarik. 25 siswa mempunyai kesulitan untuk menyusun beberapa kalimat menjadi kalimat yang runtun serta 20 siswa mempunyai kesulitan dalam menuliskan ekspresi.
5. Dari ke empat skill dalam Bahasa Inggris, Reading merupakan skill yang paling dianggap paling sulit atau belum dikuasai oleh siswa. Hal ini ditunjukkan oleh diagram dibawah ini;

![Diagram Skill Bahasa Inggris]

6. Gaya guru mengajar

1 orang siswa menyatakan bahwa guru bersikap menyenangkan saat mengajar. 9 siswa menyatakan guru membosankan, 23 siswa menyatakan bahwa guru serius tapi santai dalam mengajar dan tidak ada siswa yang menyatakan guru sangat menegangkan saat mengajar.

![Diagram Gaya Guru Mengajar]

7. Penjelasan yang diberikan guru

Dalam memberikan pelajaran, sebanyak 17 siswa menyatakan penjelasan guru mudah dipahami, 15 siswa menyatakan penjelasannya sulit dipahami, 1 siswa menyatakan penjelasan guru sangat sulit dipahami dan tidak ada siswa yang menyatakan penjelasan guru sangat mudah dipahami.

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8. Cara mengajar guru di dalam kelas

27 siswa menjawab cara guru mengajar adalah dengan menjelaskan materi dan mencatat. 2 orang memilih perpaduan antara menjelaskan materi, mencatat, memberi tugas dan Tanya jawab. 4 orang memilih opsi memberi tugas dan Tanya jawab. 1 orang memilih mengajar dengan permainan.

9. Teknik yang digunakan guru dalam mengajar listening

Seluruh siswa menyatakan bahwa guru selalu menggunakan dialog untuk mengajar listening.
10. Teknik yang digunakan dalam mengajar speaking

17 siswa menyatakan bahwa guru menggunakan metode Tanya jawab dalam mengajar speaking, 4 siswa menyatakan menggunakan diskusi kelompok, 12 siswa menyatakan menggunakan dialog atau percakapan.

11. Bacaan yang dipakai guru dalam mengajar reading

Seluruh siswa menyatakan bahwa guru menggunakan teks dari buku bacaan selama mengajar Reading.
12. Teknik yang dipakai guru dalam mengajar writing

6 siswa menyatakan bahwa guru memberi kerangka penulisan dalam mengajar writing, 27 siswa menyatakan guru memberi kosakata terlebih dahulu dalam mengajar writing.

13. Buku yang dipakai

Seluruh siswa menyatakan bahwa guru selalu menggunakan LKS sebagai media menagajar.
14. Penggunaan teknik pictures, games dan lain-lain dalam mengajar Bahasa Inggris

3 siswa mengatakan bahwa guru kadang-kadang menggunakan teknik pictures, games dan lain-lain dalam mengajar Bahasa Inggris, 7 siswa mengatakan jarang dan 23 siswa mengatakan tidak pernah menggunakan teknik tersebut. Tidak ada siswa yang menyatakan bahwa guru menggunakan teknik tersebut untuk mengajar Bahasa Inggris.

15. Teknik yang diinginkan siswa untuk diaplikasikan ke dalam kelas.

Sebanyak 18 siswa menyatakan ingin agar games atau permainan untuk diaplikasikan didalam kelas, 3 siswa mengininginkan drama, 10 siswa mengininginkan belajar bahasa inggris melalui lagu dan 2 siswa mengininginkan menggunakan teknik yang lain.

16. Lingkungan yang mendukung siswa belajar bahasa inggris (selain di sekolah)
11 siswa mengatakan bahwa mereka mengembangkan kemampuan belajar Bahasa Inggris di rumah, 4 siswa belajar ditempat les/kursus, 16 siswa meningkatkan kemampuan Bahasa Inggris hanya disekolah saja, dan 2 siswa melalui tempat lain selain opsi diatas.

17. Media belajar siswa

Sebanyak 20 siswa mengatakan bahwa mereka menggunakan buku pelajaran saja untuk meningkatkan kemampuan Bahasa Inggris, 12 siswa menggunakan internet, televisi, tidak ada siswa yang menggunakan Koran atau majalah untuk meningkatkan kemampuan bahasa inggris. 1 orang memilih opsi lain-lain yakni gabungan antara ketiga opsi.

18. Pengajarn bahasa inggris yang diinginkan siswa

Kebanyakan siswa menginginkan games, lagu sebagai media dalam pembelajaran. Mereka juga meinginkan pembelajaran dengan suasana yang menyenangkan dan seru sehingga dapat meningkatkan motivasi belajar. Serta guru diharapkan lebih pelan dan jelas dalam menjelaskan...
materi Bahasa Inggris karena mereka merasa sulit untuk memahami bacaan dan kosakata yang menyertainnya.

**Refleksi:**

**Dari hasil questionnaire yang pengamat** berikan kepada sample populasi yaitu siswa kelas 8D SMPN 13 Surakarta, dapat diperoleh beberepa sebagai berikut:

1. Motivasi dan minat mereka belajar Bahasa Inggris masih kurang.
2. Kurangnya penguasaan kosakata dan pemahaman grammar menjadi penyebab kesulitan mereka mempelajari Bahasa Inggris. Serta kemampuan berbicara dalam bahasa inggris masih sangat kurang, mereka cenderung pasif dan sering membuat gaduh dalam kelas. Sehingga membuat suasana belajar menjadi tidak mendukung.
3. Cara guru menjelaskan materi mudah dipahami dengan cara yang serius tapi santai, hanya dibutuhkan beberapa variasi teknik pembelajaran untuk mengurangi kebosanan siswa.
APPENDIX 18

LIST OF STUDENTS’ NAME

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APPENDIX 19

The Mean Scores of Students’ Reading Comprehension

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Post test 2
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