IMPROVING READING COMPREHENSION THROUGH RECIPROCAL TEACHING TECHNIQUE
(A Classroom Action Research at the First Year of MTs. Hidayatul Umam, Cinere, Depok)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers’ Training in a Partial Fulfillment of the Requirements
For the Degree of S.Pd. (Bachelor of Arts) in English Language Education

By

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The Examination Committee of the Faculty of Tarbiyah and Teachers' Training certifies that the "Skripsi" (Scientific Paper) entitled "Improving Reading Comprehension Through Reciprocal Teaching Technique (A Classroom Action Research at The First Year of MTs. Hidayatul Umam, Cinere, Depok)", written by Nurulia Dwi Febriani, student's registration number 107014000760 was examined by the Committee on 15 December 2011 and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of 'S.Pd.' (Bachelor of Arts) in English Language Education at the Department of English Education.

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ABSTRACT


Key words: Reading Comprehension, Reciprocal Teaching Technique, and A Classroom Action Research.

Dealing with learning English, students are always faced by English reading text at school, but they have some problems within. The students got difficulties if teacher let them read, for instance, they got difficulties to convey the gist of the text, and the teacher does not build their background knowledge at the beginning about the text. To acquire the students’ reading comprehension is needed to stimulate the students’ mind and corrective feedback. Thus, in this study, researcher will try to apply reciprocal teaching technique. This technique is aimed to find out whether teaching reading through reciprocal teaching technique can solve the problem and can improve students reading comprehension. Then, the researcher collected the progression result of students’ score and participation in process of learning reading descriptive text at VII-5 class at MTs. Hidayatul Umam. In this study, the researcher conducted the learning process in reading through reciprocal teaching technique by CAR. It focused Kurt Lewin’s Design: Planning, Acting, Observing, and Reflecting. The instruments that were used in this research involved the English test sheet, observation sheets, and interview guidelines. Based on the research results, the comprehension of students in the text through reciprocal teaching technique has improved, in the result of post-test in the second cycle gained 30 students who passed the KKM or 81.08% students and derived mean score is 72.57. In addition, students’ responses to learning are generally positive. Based on these findings can be concluded that the application of the reciprocal teaching technique can improve students’ reading comprehension of grade VII-5 of MTs. Hidayatul Umam, Cinere, Depok.
ABSTRAK


Key Words: Reading Comprehension, Reciprocal Teaching Technique, and A Classroom Action Research.

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The Writer
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CHAPTER I
INTRODUCTION

This chapter covers the general account of the present study. It consists of the background of the study, the limitation of the study, the formulation of the study, the objective of the study and the significance of the study.

A. The Background of the Study

Nowadays, English becomes a very important language as an international communication tool. As an International language, it has commonly used in various aspects of life such as in culture, economics, business, politics etc. Therefore, knowing and studying English become necessity for most people worldwide to communicate and to get information around the world.

In many non-English speaking countries, English becomes a foreign language or a second language. In Indonesia, English is a foreign language. It is taught formally from elementary school up to university level.¹ This has been stated in Act of The Republic of Indonesia number 20, year 2003 on National Education System, article 37 verse 1 and 2 in which language is one of the compulsory subjects in elementary, secondary and higher education curriculums. In addition, according to The Explanation in the article 37, the learning material for language focuses three languages, those are Bahasa Indonesia, local language and English

¹ Act of the Republic of Indonesia on National Education System (National on Education System), (Jakarta, 2003), p. 22.
as a Foreign Language.\(^2\) It means that English has been admitted as one of the foreign language subjects that should be taught in Indonesian school.

Pusat kurikulum, Balitbang Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTs 2003* also stated that\(^3\):

*Kurikulum ini kembali menekankan perlunya penguasaan tata bahasa karena tujuan pembelajaran di sekolah menengah adalah menyiapkan lulusan untuk masuk ke SMA. Belajar bahasa Inggris di SMP adalah untuk belajar dalam konteks penggunaan bahasa yang serius. Targetnya adalah memberikan kemampuan berbahasa Inggris yang berterima di tingkat internasional. ..........*

In other words, learning English is needed in Indonesia. Therefore, English is an essential subject to be learned at school in Indonesia.

Furthermore, mastering the language well, people need to learn four skills in language, they are listening, speaking, reading, and writing. From those skills, reading is one of English skills in which the Standard of Competency stated that its purpose to comprehend many various meaning brought by the written text that has objectives in communication, text structure and specific linguistic.\(^4\) It means that students need to be trained in order to have a good reading skill.

Meanwhile, in Junior High School in Indonesia, based on Education National Curriculum 2004, there are so many texts that the junior high school students need to master. Those are descriptive, narrative, spoof/recount, procedure, report, and anecdote.\(^5\) In other words, students have to know and comprehend those kinds of texts.

Based on the reality, most of the English test items contain those reading texts. It means that, if the students do not understand about the text in a test, they will be difficult to fulfill the passing grade. For instance, on test items of National Examination year 2010, in which contained more than five texts that have various

\(^2\) Act of the Republic of Indonesia on National Education System (National on Education System), (Jakarta, 2003), p. 50.
\(^3\) Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTs, (Jakarta: 2003), p. 11.
\(^4\) Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTs, ... p. 16.
\(^5\) Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTs, ... p. 17.
genres such as narrative, descriptive, procedure, report, and recount. In this sense, students must have a good reading skill to fulfill the passing grade.

In fact, teaching students to read is not easy thing. Based on the writer’s observation on September 14th 2011 at first year students of MTs. Hidayatul Umam, Cinere, Depok there are some problems faced by students in reading activities at classroom, for example, students have known how to pronounce the words, but it occurred without understanding the meaning. In that condition for the diligent students, they looked up the dictionary and found the the meaning the difficult words, but not for the lazy ones. Then, they actually know the meaning of words but they got difficulties to convey the meaning to the whole paragraph. Moreover, during reading activity in teaching and learning process, often students were loose their focus and consequently they talked to their friends for other bussinesses and considered reading a text was not interesting activity in learning English.

On the other hand, the problems appeared during the teacher was reading the text, the students just listened and repeated the teacher’s reading but they did not understand what was conveyed in the reading text that was read by the teacher. In this condition, teacher did not build students’ background knowledge what the reading text initially. After finishing read the text, the teacher had the students translate the text, only a few students did the task. In addition, while translating the text, only a few students came to the teacher’s desk and asked the difficult words, but not for others. They would rather talk with their friends than finish their task. In this case, between students and teacher did not integrate their understanding about text collaboratively in the classroom. Those problems are barrier for students to improve their reading skill. Thus, based on the reality, the teacher needs a new strategy of learning reading text activity in order to students become active, enjoy and comprehend about the main point of reading text.

In teaching reading text in MTs. Hidayatul Umam, there are so many types of texts learned as stated in their own KTSP. Those are narrative, descriptive, recount, anecdote, report and procedure. In this study, the writer focuses on

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6 *Ujian Nasional Mata Pelajaran Bahasa Inggris SMP/MTs*, (Jakarta: 2010).
descriptive text because based on the test result they got difficulties to comprehend a text consequently almost students get low score. Therefore, the writer would like to help students’ reading comprehension on descriptive text. Descriptive text is a kind of types describing a particular person, place or things. It means that the goal of the text is to help the readers depict a person, place or things.

To improve students MTs. Hidayatul Umam on reading descriptive text comprehensively, the writer proposes one technique. The technique is named reciprocal teaching, which has been developed by Annemarie Pallinscar and Ann Brown in 1984. Reciprocal teaching technique becomes an instructional procedure designed to enhance students’ reading comprehension of a text. In other words, the teacher is an instructor for the process, explaining and drawing a conclusion about the text together with the students.

Farris (2004) also said that this technique consists of four strategies in series such as, prediction, questioning, seeking clarification, and summarization by cooperatively. In this technique, the sequence of the reciprocal teaching is implemented through cooperative learning. Furthermore, the advantages of this technique in facilitating comprehension are enduring and well worth the effort between teacher and students. In this sense, all the parts in the classroom understand about the text are going to discuss. Here, the writer’s basic interpretation is students need to learn how to build their prior knowledge in the reading text and to keep their attention on what they are reading.

Based on the background above, the writer would like to take a research study under the title: “Improving Reading Comprehension through Reciprocal Teaching Technique” (A Classroom Action Research at the First Year of MTs. Hidayatul Umam, Cinere, Depok).

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9 Pamela J. Farris, et. al., Teaching Reading…., p. 340.
10 Pamela J. Farris, et. al., Teaching Reading…., p. 341.
11 Pamela J. Farris, et. al., Teaching Reading…., p. 341.
B. The Limitation of the Study

In this study, the writer would like to implement reciprocal teaching technique in reading comprehension at VII-5 class of MTs. Hidayatul Umam, Cinere. Then the writer focuses on reading comprehension on descriptive text. In addition, the writer applies her study in a classroom action research.

C. The Formulation of the Study

Based on the background above, the writer states the problem of this research as follow: Can reciprocal teaching technique improve the students’ reading comprehension at the VII-5 class of MTs. Hidayatul Umam Cinere?

D. The Objective of the Study

Based on the formulation above, the objective of the study is to describe how the application of reciprocal teaching technique can improve students’ reading comprehension of descriptive text at VII-5 class of MTs. Hidayatul Umam, Cinere, Depok.

E. The Significance of the Study

The writer hopes the result of this study, firstly for the writer and the English teacher at the MTs. Hidayatul Umam, by implementing this study is expected to be able increase their knowledge and become more creative in learning reading text at classroom. The second is for students, it is expected to improve their bravery to ask a question, to show their argument and to build their thinking skill. The third is for the institution of MTs. Hidayatul Umam, Cinere, Depok, it is hoped to get the advantages for improving the education quality. The last is for other researchers, in which the results are hoped as an alternative suggestion and additional information to do further study.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer would like to describe some theories related to the study. The theories focus on the general concept of reading, the descriptive text, and the reciprocal teaching technique.

A. Reading

1. The General Concept of Reading

Reading is regarded as one of English skills that need reader’s interpretation from text. In this sense, Nuttal viewed that reading essentially focuses on meaning, especially delivering meaning from writer to reader.\(^1\) It means that, the reading activity builds thinking collaboratively among the reader, the writer, and the text. That assumption is in line with Zamelman, Daniels, and Hyde who defined that “…. the essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning is constructed.”\(^2\) Those explanations above showed that reading activity makes the reader’s mind active to get the gist from text.

Moreover, according to Aebersold and Field claimed that “Learning to read starts by exploring what happens when readers read—that it is, when they conscious

\(^1\) Christine Nuttal, *Teaching Reading Skill*, (London: Macmillan Publisher, 2005), p. 3.

pay close attention to, think about the elements in, or identify the interaction taking place in the reading process.\textsuperscript{3} In this sense, the reading process is as an individual process that takes place inside reader’s mind in order to monitor, analyze, discuss, and modify the text.

Other researchers, Alderson and Bachman assumed that the nature of reading separated into two, those are the process of reading and the result of that process, named product.\textsuperscript{4} Thus, in other words, their perspective about reading activity is divided into two, the process of reading, and the product of reading. In addition, they explained that “During the reading process, not only looking at print, deciphering in some sense the marks on the page ‘deciding’ what they ‘mean’ and how they relate to each other.”\textsuperscript{5} It means that while the process of reading takes place, reader could reach many speculations in their mind about the written text that they read. Meanwhile the term product, they added that the product means the understanding of particular text the reader to reach it, to put it another way.\textsuperscript{6}

Based on those statements above, it is clear that reading is a skill that needs an understanding for making meaning with text.

Furthermore, concerning about understanding in reading, Paris and Hamilton stated that “Reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the reader/listener, the context/situation of the interaction.”\textsuperscript{7} Thus, comprehension means the series of action concurrently putting and building sense by using interaction and participation with the written text. It is in line with Smith and Robinson who stated that “reading comprehension means the understanding, evaluating, and utilizing and ideas gained through an interaction between reader

\textsuperscript{3} Jo Ann Aebersold and Mary Lee Field, From Reader to Reading Teacher, (Cambridge: Cambridge University Press, 1997), p. 95.
\textsuperscript{5} J. Charles Alderson and Lyle F Bachman, Assessing Reading, ..., p. 3.
\textsuperscript{6} J. Charles Alderson and Lyle F Bachman, Assessing Reading, ..., p. 4.
Another explanation that reading comprehension is the main function in which people can communicate through a text, as Parris and Hamilton explained that:

Understanding the meaning of the printed words and text is the core function of literacy that enables people to communicate message across time and distance, express themselves beyond gestures, and create and share ideas. Without comprehension, reading words is reduced to mimicking the sound of language, repeating text is nothing more than memorization and oral drill and writing letter and characters is simply copying or scribbling.9

The explanation above describes the role of comprehension when reading a text that could express and create many ideas. In other words, it explains how essential the comprehension to decode the text.

Furthermore, Aebersold stated “To become better reader, students need to become aware of how they are reading and what they could do to improve comprehension.”10 This notion means, reader has to realize about what the topic as they read comprehensively. Understanding the meaning is also related to conceive the background knowledge initially.11 Where Farris pointed out that activating prior knowledge is a basic for building comprehension. That is why, the reader does not only understand about the text but also he or she activates the background knowledge.

It is in line with Anderson who claimed “Activation background knowledge is essential to successful to reading comprehension process.”12 Based on Anderson’s viewed, to read a text comprehensively needs understanding from reader’s background knowledge to support the perception of reading text.

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Concerning about the comprehension and background knowledge, Anderson also wrote in his book:

“Eskey (1986) stated that “comprehension is always directed and controlled by the needs and purpose of an individual and crucially depends on that individual’s … background knowledge” (p. 6). He further states that “reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read” (p. 6).  

Based on the explanation above, it means that before reading the text, the reader focuses with his/her goal where it is related with his/her background knowledge.

At this point, forming background knowledge as the first step of the reading process is considered as an important thing. Here, Farris also stated that

One of the strategies for a teacher to master is that of activating prior knowledge or background knowledge in their students. You will find it is an integral part of several teaching strategies in the upcoming pages, including the Directed Reading Thinking Activity (DRTA) and K-W-L-Plus.  

In this sense, Farris illustrated that background knowledge is the component in reader’s mind to anticipate about the upcoming text will tell about.

Based on those explanations, reading is a complicated process in understanding the meaning. However, comprehending and developing background knowledge initially are the significant strategy to get the writer’s purpose.

In sum up, reading comprehension is the process to grasp meaning of the text from writer that involves experience and prior knowledge that the reader has. This process also can be harmonious with the purpose of reading.

2. The Purpose of Reading

Reading printed words has different purposes. Reader can know and satisfy within if they read the information, as they need. It means that, the reader will have expectation of what they are going to read before them actually to do so.

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Grellet said that there are two main reasons for reading, they are reading for pleasure and reading for information (to find out something or in order to do something with the information you got). Based on that explanation, pleasure means that the reader reads any literary to make reader’s feeling happy, otherwise, reading for information means the reader look for information that has been expected previously.

In addition, the purpose of reading according to Grabe and Stoller, it has been classified into four purposes, they are:

1. Reading to search for simple information and reading to skim
   It is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

2. Reading to learn from text
   It happens in academic and professional context, it also requires remembering the main idea and the supporting idea, making a relation with the reader’s knowledge. This activity could bring stronger inference because it is to help remember information.

3. Reading to integrate information, write, and critique text
   This skill needs critical evaluation where the reader integrate and decide the information that she/he wants. Then, it involves abilities such as composing, selecting, and making critique from the material.

4. Reading for general comprehension
   It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.

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Briefly, the purpose of reading is varies. The reader has some purposes to achieve it. Based on those purposes, it is also necessary to look kinds of reading in which there is a relationship about the kinds of reading.

3. The Kinds of Reading

When reading printed words, the reader not only pays attention the purpose of reading but also he/she knows the kinds of reading. According to Mikulecky and Jeffries, they revealed that the differences kinds of reading skill, as following:

a. Reading for Pleasure
   Reading for pleasure is the reader read a text whatever he/she wants. It could be fiction or nonfiction. This activity brings the reader enjoy and fun.

b. Reading Comprehension Skill
   Reading comprehension is the activity when the reader’s brain, the text, and the reader’s eyes can engage strongly to build a connection. Next, this condition makes the reader studies about what she/he reads and remembers about it. In this notion, Mikulecky and Jeffries divided into ten parts.

1. Scanning
   Scanning is the high-speed reading. The reader has information that she/he need it earlier after that she/he skip the unimportant words.

2. Previewing and predicting
   Previewing means the reader look and find out information at book’s cover. In this condition, the reader will have a prediction and then make some “educated guess” about this book.

3. Vocabulary Knowledge for Effective Reading
   The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word.
4. **Topics**
   Finding the topic of the passage is the others strategy to read for meaning. It gives an advantages to use a question the topic the text are reading about such as what is the general idea?, What is this?

5. **Topics of Paragraphs**
   In a paragraph contains sentences that have same aspect related to the text.

6. **Main Ideas**
   The main idea of a paragraph gives the reader topic of author’s idea. The expresses always appears in a complete sentence include the main idea and the topic.

7. **Pattern Organization**
   Mickulecky and Jeffries classified four common patterns while reading comprehension, they are, first, list of related ideas, sequence, comparison/contrast and cause effect.

8. **Skimming**
   Getting the general sense of a passage or a book fast could save the reader’s time.

9. **Making Inferences**
   Some reading passages do not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clue.

10. **Summarizing**
    Summarizing from the important key points is to retell of a reading text and to make shorter form.\(^\text{17}\)

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In thinking skill, when the reader reads an English Text, he/she is forced to think English. Then, the reader must know the complexity of the text such as the length, English syntax, and English semantic and or logical connection.

d. Reading Faster

By reading faster, the reader will be efficient and become more enjoyable.\(^\text{18}\)

Meanwhile, According to Harmer there are two kinds of reading related to its purpose, those are intensive reading and extensive reading.\(^\text{19}\)

a. Intensive reading

The notion intensive reading, Harmer defined that the reading activity focuses to learn composition of the text which is the variants of the text depends on the purpose of the reader.\(^\text{20}\) In other words, studying the construction of the text, which has a certain purpose by the reader, can be read intensively.

Moreover, Nuttal explained about intensive reading as the activity that need a guidance to make the students understand the text which is the reading goal is not only understanding the text but also knowing more detail about words are produced.\(^\text{21}\) This explanation stated that intensive reading need a guidance that could make students interpret deeply about text.

In Addition, Nation articulated, “Intensive study of reading text can be a means of increasing learners’ knowledge of language features and their control of reading strategies.”\(^\text{22}\) Here, this explanation said that beside detail information that the reader gets through it, intensive reading


also makes the reader improves his understanding about language features that are focus on the language that is being used.

In summary, intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand it.

b. Extensive reading

After discussing the intensive reading, now this term will focus the extensive reading. Harmer explained that “the term extensive reading refers to reading which students do often (but not exclusively) away from the classroom.”

It means that, the time for reading as usual and can be done wherever the students are beside the classroom.

Meanwhile, Nuttal wrote a slogan: “The best way to improve your knowledge of a foreign language is to go and live among its speakers.” It is assumed that going to go other countries, which have different languages, is the best way to improve our knowledge, but many people are so hard to reach that chance. Later, Nuttal wrote, “The next best way is to read extensively.” Hence, there is an alternative to improve knowledge by reading extensively in that language.

Moreover, concerning this notion, According to Nuttal, she added extensive reading is focused on understanding in the longer text and then it can be easier because this activity can be done outside the classroom and in any kind of the literary. However, extensive reading concentrates in larger text and can be read outside at the class time.

Later, according to Nation, extensive reading “fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read.” It means that,

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26 Christine Nuttal, *Teaching Reading*…, p. 38.
extensive reading concentrate in meaning and the progress of understanding the book that the reader chooses.

Furthermore, Nation added “During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text.”\(^{28}\) In this sense, the reader can choose the literature, as he/she likes because the objective of extensive reading is dealing with the meaning of it. The same argument by Day and Bamford (1998) added that “characteristic extensive reading as involving a large quantity of varied, self selected, enjoyable reading at a reasonably fluent speed.”\(^{29}\) It is obviously in extensive reading emphasize that the reader can access, enjoy the literature which he/she has chosen wisely. Therefore, to summarize, extensive reading is a kind of reading in which the reader can focus for the value of story in a book not for the specific items of the text.

In short, the reader has to decide whether she/he wants to read as her/his attention on the meaning of the text or learning the language feature of the text. Thus, it makes the reader focus on the process of reading. Moreover, making interpretation a text, the reader has to understand various text types. Here is one type of text that has related with is descriptive text.

B. The Descriptive Text

1. The Definition of the Descriptive Text

There are many kinds of text that students have to be mastered in Junior High School. One of them is descriptive text. According to Anderson and Anderson, “Descriptive text describes particular person, place, or things.”\(^{30}\) It means that it is designed specifically about a person, a place, or things. In addition, they stated,


\(^{29}\) I. S. P. Nation, *Teaching ESL/EFL…*, p. 50.

“its purpose is to tell about the subject by describing its feature without including personal opinions.”\textsuperscript{31} For they own think, they consider descriptive text’s objective is to write the real particularly of a thing without argument privately.

In addition, according to Pardiyono, descriptive text gives descriptions from the living or non-living things to the reader.\textsuperscript{32} In other words, this text can tell an object that is still alive and not. Moreover, Clouse added that description gives a significant point of view because it transforms our feeling and extends our experiences.\textsuperscript{33} Here is the essential’s aspect of description is telling about something or someone particularly which bring the reader’s perception change and spread the reader’s knowledge widely. In this notion, Wishon and Burks stated that description provides sense of opinions, for instance, smell, sound, feel, look of things.\textsuperscript{34} In descriptive text, it illustrates that there are senses can be written in the text.

Furthermore, they stated, “description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.”\textsuperscript{35} It is thus important to make readers know and understand the real sense that is being described in descriptive text.

In sum up, descriptive text is a text which can tell the characteristic of something or someone living or nonliving for the purpose that the reader could interpret it well.

2. The Purpose of the Descriptive Text

Getting closer to the purpose of descriptive text, Fink et al (1988) said that the purpose of description is to imagine the reader by using a picture of a person,

\textsuperscript{35} George E. Winshon and Julia M. Burks, \textit{Let’s Write…}, p. 128.
subject, or setting.\textsuperscript{36} In short, it is allowed by using picture so that the reader can visualize it.

Other purposes proposed by Barbara as following, first, to amuse, to give many impressions, to understand with experience, to help for reader with the misconception subject written about, to make a fresh value for the familiar and to convince the reader about something.\textsuperscript{37} In this way, descriptive text’s objective is conveying feelings about they are describing, to entertain the reader and to inform detail information of something.

In sum up, the purpose of descriptive text is to get the reader imagine within the story to get pleasure and information.

3. The Structure and Language Feature of the Descriptive Text

Reading text describing about person or things has a characteristic in its organizing. According to James, who classified become two aspects in a description text, they are Identification and description.\textsuperscript{38} Here are the explanations.

a. Identification

Identification introduces the thing as the first step in the beginning structure of descriptive text. Thus, in the identification section, the reader identify what is the object will appear. It is in line with Pardiyono stated that identification introducing the thing is as a first step to begin the descriptive text.\textsuperscript{39} In short, identification is introducing the first part in this text initially. Another term of identification explained by Sudarwati and Grace mentioned that it contains name, occupation, profession, and

\textsuperscript{36} Lila Fink, et. al., Choices a Text for Writing and Reading. (New York: Little, Brown and Company Limited, 1983), p. 41.
\textsuperscript{38} Peter James, Real English 1 for Senior High School Grade X. (Jakarta: Erlangga, 2006), p. 122.
\textsuperscript{39} Pardiyono, Pasti Bisa! Teaching Genre-Based Writing. (Yogyakarta: Andi Yogyakarta, 2007), p. 33.
career. It means, in this part indicate and state initial information what is being describe.

b. Description

Sudarwati stated that this section explained about physical features, the personality, and the way he/she dresses. This part sets the description itself about any features of the object. In addition, according to Wardiman et al explained that the part of description is to describe the character. It means that this part contains the figure that the writer describes.

Here is the schematic structure:

Figure 2.1 The Schematic Structure of the Descriptive Text

In another side, Pardiyono proposed that language features combining descriptive text have purpose to realize the information or

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effective message based on the use of grammar. It works to make the idea delivers to the reader properly. The language feature included in the descriptive text as following:

1. Phrase formation: noun, verb, adjective and adverb
2. Tense, using present tense in giving descriptions
3. Conjunction is to add the information, to compare or to contradictory.
4. Sentence, the appropriate sentences give more information about thing being described.
5. Pronoun, to show that something is in particular
6. Passive, sentence using passive verb is also to reveal the information.

Here is the example of language features in descriptive text related to the story above:

<table>
<thead>
<tr>
<th>No.</th>
<th>Linguistic Feature</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Noun Phrase</td>
<td>Falling water, interesting places</td>
</tr>
<tr>
<td>2.</td>
<td>Verb phrase</td>
<td>is located</td>
</tr>
<tr>
<td></td>
<td></td>
<td>is not polluted.</td>
</tr>
<tr>
<td>3.</td>
<td>Simple present Tense</td>
<td>The water falls more than 30 meters down into a small lake.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The falling water looks very fantastic</td>
</tr>
<tr>
<td>4.</td>
<td>Conjunction</td>
<td>in addition, there are many funny and tame monkeys climbing the trees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bus is the cheapest, but taxi is the most convenient.</td>
</tr>
<tr>
<td>5.</td>
<td>Pronoun</td>
<td>It is very easy to get the place by public transports.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It has cool weather most of the time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are many funny and tame monkeys climbing the trees</td>
</tr>
</tbody>
</table>

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6. Passive voice

It is not polluted.

(Adapted from Pardiyono, 2007)  

C. The Reciprocal Teaching Technique

1. The Definition of the Reciprocal Teaching Technique

Before implementation of reciprocal teaching technique, it is necessary to know how the reciprocal teaching technique is. Based on Farris’s description, she stated that:

Developed by Annemarie Pallincsar and Ann Brown (1984), reciprocal teaching is one of the most carefully researched, prominent strategies. In this cooperative learning procedure, the teacher and the students work together to develop an understanding of the text. There are four thoughtfully integrated comprehension strategies at the core of this approach, prediction, questioning, seeking clarification, summarization.  

It means that, reciprocal teaching technique is a process to comprehend text by using four steps which is done by the teacher and the students to build their speculation about the text.

Meanwhile, Cambridge Advance Learners’ Dictionary defines ‘reciprocal ‘ as “a reciprocal action or arrangement involve two people or groups of people who behave in the same way or agree to help each other and give each other advantages.” In other words, reciprocal is regarded as an interaction between two people or more gain same purpose cooperatively. Meanwhile teaching derived from word teach, it is defined as “to give someone knowledge or to train someone.” In this sense, reciprocal teaching means an activity consists of two people or groups by giving or training them to reach the same perspective.

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47 Walter, Elizabeth, Cambridge Advance Learner’s…, p. 1492.
Approaching to word technique is defined as “a way of doing an activity needs skill.” It means that knowing one of the skills is the main point to operate an activity.

Pamela J. Farris viewed that

As with other cooperative learning effort, it will take time to learn reciprocal teaching. Careful supervision and the practice will help students to master the steps in an educationally interactive dialogue. The benefits of reciprocal teaching in facilitating comprehension are enduring and well worth the effort on everyone’s part.\(^{48}\)

Because through reciprocal teaching, in this case, teachers demonstrate the process, navigate the students’ work, scaffolds experiences as needed and provide feedback. Based on the explanation above reciprocal teaching technique is a technique using four strategies cooperatively. This step can be implemented during the students and the teacher read a text or story to develop their comprehension about it.

2. The Purpose of the Reciprocal Teaching Technique

Pallinscar and Brown stated that, while students and teacher apply reciprocal teaching procedure, its purpose that “The teacher prompts and shapes the students’ participation by using corrective feedback.”\(^{49}\) It means that, the teacher as guidance to maintain the activity and to give respond correctly in the classroom.

Moreover, Farris researched that “Careful supervision and practice will help students to master the steps in an educationally interactive dialogue.”\(^{50}\) In this point, students can develop their understanding the steps within the dialogue between the teacher and the students.

Furthermore, Cotterall said that, “firstly the strategy training allows them to gain confidence and expertise as they apply the four strategies to a variety of


\(^{50}\) Pamela J. Farris et al., *Teaching Reading...,* p. 341.
Using the reciprocal teaching technique, students could build their confidence for many kinds of texts. She also explained that the purpose of this interaction notion is to engage students’ attention to the meaning of the text; it could bring students to identify the kind of problem they are finding, and to seek clarifications in a text. In short, by dialogue between students and the teacher will help the students concentrate and identify the text.

Meanwhile, Cotteral assumed that “reciprocal teaching involves students in using the target language to debate ideas and interpretations, encouraging them to call on their knowledge of the world, their previous experiences of reading and their knowledge of L2 to help them make sense of the text.” In this sense, reciprocal teaching also invites the students to predict and think in target language as they read in text.

To conclude, the purpose of reciprocal teaching technique is to build comprehension and give corrective feedback used by teacher and students cooperatively in dialogue.

3. The Strategy of the Reciprocal Teaching Technique

Knowing how the process of the reciprocal teaching technique is an important point. Palinscar and Brown explained that

The primary instructional technique employed to teach the four activities is an interactive dialogue in which the teacher explicitly models each of the four activities. The students follow the teacher’s model by engaging in the same activities. The teacher prompts and shapes the student’s participation by using corrective feedback.

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Furthermore, Farris stated that the steps consist of four steps as followed:

1. Prediction
   At the beginning, students and teacher see the aspects for instance the title of the story, the introduction, and headings. After that, teacher let the students activate a prior knowledge to predict about the text. The students are encouraged to speculate freely what the author’s might discuss. Moreover, according to Palinscar and Brown, they illustrated that the teacher first asks the students to predict the title what might be included in the text to be read. In other words, the teacher asks initially about the title and the teacher has the students reveal predictions about it. In addition, they added, the teacher notes and refers to them as the class proceeds through the text. It can be shown when the teacher writes the students’ prediction and gives a clue when the interaction

2. Questioning
   The next step students read silently in order to know the main idea of the paragraph. After reading, they formulate about the unclear section of this paragraph. Moreover, Farris stated, “As a check on the comprehension of what they are reading, students at that time formulate the question about the content.” Here is after reading the students proposed the question about the reading passage to make sure their understanding.

3. Seeking clarification
   Later, teacher and students find out the answer in the text that they feel confuse. The participation both teacher and together to seek a clarification during the group discussion is the step to ensure the reader engage with the text. In addition, Palinscar and Brown stated that these step purposes to

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make anything potentially confusing the text clarify. In this term unclear aspect in the text which make students confuse was revealed for order that students could understand. The aspect when the clarifying process Farris stated, both teacher and students concern about the vocabulary, unusual expressions, concepts or other information that might be confusing. This activity concern linguistic aspect and many things related to the text.

4. Summarization

The last step is the students’ focus what is the significant part about the whole story. Here, the students pointed out the main focus of the text. Furthermore, Farris added that in this case initially teacher as a leader summarizes the text and the next explanation come from a group leader chosen involving the main part the text. It means, teacher is not only the summarizer but also students, too.

In short, the four steps of reciprocal teaching technique above explained in classroom cooperatively between teacher and students. Its purposes are to encourage students to predict and to ask questions about the text or story.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method of the research, the subject and the object of the study, the time and the place of the study, the research design, Classroom Action Research (CAR) procedures, the technique of collecting data, the technique of data analysis, the data validity, and the criteria of the action success.

A. The Method of the Research Study

The Method used in this study is Classroom Action Research (CAR). According to Gay, Classroom Action Research (CAR) is concerned with a local problem and is conducted in a local setting.\(^1\) It means that researcher has to observe and identify the problem at the classroom. In addition, he stated, “the purpose of action research is to solve classroom through application of the scientific method.”\(^2\) It means that, in the study the researcher also has to provide the solution and an effort about the problem that concern in teaching learning process.

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B. The Subject and the Object of the Study

1. The Subject of the Study

The subject of study is the writer as the teacher. In the action, this study is performed by the teacher in the classroom with an emphasis on improvement of process and practical learning.

2. The Object of the Study

The object of the study is first, the VII-5 class students of MTs. Hidayatul Umam, Cinere, Depok, academic year 2011/2012. The number of VII-5 class consists of 37 students. The second is the reciprocal teaching technique to improve students’ reading comprehension in terms of descriptive text. The last is the result of students’ achievement in learning reading skill of descriptive text at the VII-5 class of MTs. Hidayatul Umam, Cinere, Depok.

C. The Time and the Place of The Study

This research spent four (4) months started from July up to October 2011. The place is at grade VII-5 of MTs. Hidayatul Umam, Cinere, academic year 2011/2012.

D. The Writer’s Role on The Study

In the study the writer is not only as the observer, she arranges the schedule together with the teacher. In the action, the writer also makes lesson planning and the assessment or test before Classroom Action Research (CAR) pre-test and after classroom Action Research (CAR) post-test in each final cycle. On the other side as the teacher, she carries out the action based upon the lesson planning has been arranged. Furthermore, the writer also collects and analyzes data then reports the result of the study.
E. The Research Design

The writer uses a classroom action research designed by Kurt Lewin model. The cycle contains four phases; they are planning, acting, observing, and reflecting.

**Figure 3.1 Kurt’s Lewin’s Action Research Design**

(Rido Kurnianto, et.al., 2009)
Based on the Kurt Lewin’s action research design above, the writer would like to describe the implementation of classroom Action Research (CAR) in the first cycle and the second cycle, as following:

**Figure 3.2 The Phases and The Cycles of Classroom Action Research modified by the writer**
F. The CAR Procedures

Based on the research design above, there are four steps in each cycle: planning, acting, observing, and reflecting. After, the writer, the teacher, and the students accomplish cycle I, and then there might be found a new problem. They have to continue the next cycle with the same phase of the first cycle. Here are the descriptions in every phase.

1. Planning Phase

   In this phase, after the writer and the teacher observe the class and the writer interviews the teacher. Then, the writer identifies and diagnoses students’ reading problem occurred in the class. At the time, the writer analyses the data that have been identified through observation, interview and makes conclusion. Afterward, the writer and the teacher arrange the plan to conduct the classroom in turn. Next, the writer makes lesson plan based on the research used syllabus at that school and designs the project or activity that she has been planned for students by preparing lesson plan and applying lesson in VII-5 grade class at MTs. Hidayatul Umam, Cinere. The lesson planning also describes teaching procedures, media, and resources in every cycle.

2. Acting Phase

   The second phase, the writer and the teacher collaborate to carry out based on arranged the action. It starts the process of learning the issue being researched. In this phase the teacher and the writer collaborate to conduct learning teaching process, in which while the teacher are teaching and implementing the technique, the writer observes the class condition and the problem appeared, and vice-versa. Related with the allocation time, the writer and the teacher take the action phase for two weeks within two cycles. Every cycle contains two meetings, which is listed in schedule of research on appendices.
3. **Observing Phase**

When the action phase, the writer also observes the process of classroom action research of learning reading skill (descriptive text) by using reciprocal teaching technique. When observing, the writer notices and notes all of activities in the classroom. It is regarded on class situation, students’ response, the teacher performance. In this phase, the writer also collects the data from post-test and the result of students’ activity.

4. **Reflecting Phase**

In this phase is carried out after the teacher and the writer have finished the action, then they realize and find about the problem appeared when the plan has been implemented. In this case, if there still might have found problems and the criteria that decided has not reached yet. Consequently, the writer and the teacher have to prepared and arranged for the next cycle.

G. **The Technique of Collecting Data**

There are two types of collecting data: qualitative and quantitative data. Qualitative, field note the description of students’ activity, teacher performance in the classroom and interview to be given for the teacher. In collecting the quantitative data, the writer uses pre-test and post-test. The explanation as follows:

a. Observation

In this case, the writer uses the unstructured or opened observation directly in the classroom and gets the description about students’ activity and participation in learning process and the teacher’ performance. This process is when the implementation of CAR, reading activity and students’ participation in applying reciprocal teaching technique.

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b. Interview

The writer interviews the teacher before applying classroom action research. It is to know general description about process of learning reading skill, to know the students’ difficulties in reading skill, to know the students’ situation in reading activity, and the method or any strategies usually implemented by the teacher in teaching reading. The writer also interviews the teacher to know his reaction toward the suggestion of reciprocal teaching technique after classroom action research.

c. Test

The writer used test to get the data result about process of learning reading skill. The tests are pre-test, post-test I, post-test II. The form of the test is multiple-choice item. The pre-test is given before implementing reciprocal teaching technique. It is to evaluate their skill on reading comprehension at first. On the other hand, the post-test is implemented after using reciprocal teaching technique. The test is held on the end meeting in each cycle.

H. The Technique of Data Analysis

The analysis qualitative data used in this study is the observation of the students’ activities during teaching learning process, and the interview before and after Classroom Action Research (CAR). In this case, the writer collected all data that have gained. To analyze the statistical data, the writer puts on the average of students’ reading score per action in one cycle; it uses the formula as follow:\(^4\)

\[
M = \frac{\sum X}{N}
\]

\(M\) : mean

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\[ \sum X \]: the amount of students’ score

\[ N \]: number of students

The next, the writer tries to get the class percentages that pass the KKM considering English subject score 68 (sixty-eight) in each cycle. The score has been decided based on the MGMP in that area. In addition, the writer identifies whether or not there might have students’ improvement on reading comprehension from pre-test, post-test I, post-test II. The formula used to know the class percentage, as follow:\(^5\):

\[
P = \frac{f}{N} \times 100\%
\]

P: the class percentage

f: frequency are being found

N: Number of students

I. The Criteria of the Action Success

Classroom Action Research (CAR) is able to be called successful if it can exceed the criterion that has been determined, and fail if it cannot exceed the criteria that has been determined. In this study, the research will succeed when there is 75% numbers of students could achieve some improvement scores from the pre-test until the second post-test in cycle two and/or they could pass the target score of the minimal mastery level criterion (KKM).\(^6\) The KKM that must fulfill considering reading subject is 68 (sixty-eight) which is adapted from the school agreement (MTs. Hidayatul Umam, Cinere). If the criterion of the action success reached, it means that the next action of the Classroom Action Research would be

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stopped, but if the criteria has not been achieved yet, the alternative action would be done in the next cycle.

J. The Validity

Andrew P. Johson defined that “validity is the degree to which a thing measures what it reports to measure.” It means that the validity of the research must be related to the object that was evaluated. In this study, the writer adopts Anderson et al. They stated in Burns that they categorized a roster of five validity criteria as they see applying best to action research that is transformative in nature, which is they related to change in educational and or institutional practices. In other words, Anderson and friends found the best validity to action research which is it connected within transformative nature for making it different in educational and or institutions practices.

The criteria are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The writer uses all of them, based on the Anderson et al, democratic validity relates the research is genuinely collaborative and receive the input for others. It means that when the teacher applies the technique, he needs to receive the suggestion and the opinion from other aspects such as the writer as observer and vice-versa. Then, outcome validity, as Anderson et. al. stated that “this criterion relates to the notion of actions leading to outcomes that are ‘successful ‘within the research context.” It can be shown from the result of students’ reading comprehension and the students’ score, when that condition and the result of cycle two is better than cycle one, it means that the study is successful. The next validity is process validity, Anderson defined that “this criterion raise questions about the dependability and competency of the research.” It could be seen when the writer notes all events during CAR, make description about it. Meanwhile, competency of the research in this case, the

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10 Anne Burns, Collaborative Action..., p. 162.
writer collaborates with the teacher as the role of Classroom Action Research for applying the technique at the teaching learning process. Furthermore, catalytic validity, “this criterion relates to the extent to which the research allows participation to deepen their understanding of the social realities of the context and how they can make changes within it.”

In this case, when the teacher and the writer monitor and realize the first cycle has not reached yet, then, the writer and the teacher apply different strategy as suitable based on the realities which is needed that is to make them understand. The last, dialogic validity, “This criterion parallels the process of peer review which is commonly used in academic research.” It can be seen when the writer and the teacher discuss and share about the application during teaching learning process in classroom action research.

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13 Anne Burns, *Collaborative Action*…, p. 162.
CHAPTER IV
RESULT AND DISCUSSION

In this chapter, the writer presents the result of research. It involves the way to improve students’ reading comprehension of descriptive text through reciprocal teaching technique at VII-5 Class of MTs. Hidayatul Umam, Cinere, Depok academic year 2011/2012. Related to the result, it consists of four parts. Those are before implementing of the action, the implementation of the action, discussion of all the data after implementing the action and the interpretation of the result.

A. Before Implementing the Classroom Action Research

Before applying the action research, the writer had done a survey to know the detail condition of the class that would be researched. Those are interview, observation, and pre-test. Those are the explanation as following:

1. The Result of the Interview before CAR

The interview was held on Tuesday, September 20th 2011 started at 09.21 A.M. and finished at 09.45 A.M. Type of interview in this study was the unstructured interview. Here, the writer asked to the teacher some questions related to the general condition in English class, on students’ performance and achievement, the problem that was faced in the first grade class on reading comprehension and the kinds of technique which is applied
by the teacher to solve the students’ reading difficulties in reading comprehension before Classroom Action Research.

The teacher explained the real condition in English class. Generally, there are six classes for first grade in MTs. Hidayatul Umam, Cinere. The class that has many problems in learning English was in the VII-5 class that obtained the lowest score of reading test among other first grade. In that class, most of students thought English is as a complicated subject and then they regarded the reading text is the most difficult activities in studying English.

The next question of the interview was about the students’ difficulties in reading comprehension that is related to their difficulties in getting the author’s message within a text. Most of them got difficulties to comprehend the content of the text, because during translating into bahasa, they are lazy to look up the dictionary. In addition, they got difficult to grasp the main point of the text; whereas they have known the meaning of vocabulary. As the result, they did not understand the text and answered incorrectly. Moreover, the teacher indicated that based on the school policy, if they still considered English is as a difficult subject, they will be hard to reach the criterion of minimum completeness (KKM).

The last part of the writer question was about the kind of technique in teaching reading to solve the students’ difficulties in reading comprehension. The teacher added that to make students focus on reading comprehension at the classroom, the teacher taught them by applying reading aloud and repeated reading. Then, he described the technique when the teacher chooses one students and let her/him read aloud, other students just listen and look at the text. The next session, after listening and following the text read by one student, the teacher appoints a word and pronounces it together. Sometimes, the teacher read the text loudly and let the students continue it. However, in the reality only several students obey the rule and give an attention, for others, they did different things outside the material. At last, the writer
suggested to the teacher to implement different technique in assisting students’ reading comprehension.

Viewing the result of the reading test in VII 5 class among the first grade is as the lowest score, so the writer was allowed teaching descriptive text through a technique, namely reciprocal teaching technique at the VII-5 class.

2. The Result of the Observation Before CAR

Before implementing the classroom action research, the writer observed at the classroom while teaching learning process. It was held on Wednesday, September 14th and Monday, September 19th 2011 at VII-5 class of MTs. Hidayatul Umam, Cinere academic year 2011/2012. That class consisted of 37 students. The English lesson began at 08.20 A.M. – 09.30 A.M. Apparently, while the writer was observing the teaching learning process, the teacher was explaining about the reading text and the schematic structure of the text. After that, the teacher read aloud in front of the class. Only several students obeyed the instruction and followed him. Then, the teacher gave an instruction to translate it into Bahasa Indonesia. When doing the task, it could be seen some students who lacked understanding about the text, they came forward to the teacher’s table and asked the difficult section. For other students did many things, for instance for the diligent students, they looked up their dictionary and did the task. Nevertheless, other students, they ignored the instructions, talked another business with their friends, and the rest played their pencil.

In general, during the teaching learning process in the classroom, the chance for active student to ask a question was still poor. In other words, this activity became lack of interaction between teacher and students. The teacher merely requested them to read the text then they had to translate it into Bahasa Indonesia and answered some questions based on the text. In addition, at the time when translating into Bahasa Indonesia, the teacher did not integrate the comprehension about the reading text together. They became loss their focus and considered the reading is not interesting activity.
In that condition, they were difficult to grasp the meaning and analyze the text because of their difficulties in comprehending it.

3. The Result of the Pre-Test

The pre-test was held before the Classroom Action Research (CAR). It was conducted on Monday, September 19th 2011. It started at 09.00 A.M. The allocation of time was 25 minutes and it consisted of 20 questions in multiple-choice form. The questions were based on the indicators in learning reading in term descriptive text such as: deciding main idea based on the text, finding factual information, the identification, the description and linguistic competence to develop students’ vocabulary.

After answering the test, the writer collected answer sheets’ students of pre-test, then the teacher calculate it. Based on the result test, the data showed that the mean score of pre-test was 55.54. There were so many students achieved the score under the KKM and only 4 students from 37 students who passed the KKM. The lowest score was 25 (twenty-five). From that result, it can be seen that almost of the VII-5 students’ reading comprehension was still low.

B. The Implementation of the Classroom Action Research

1. CYCLE 1

   a. Planning

   In this cycle, the writer and the teacher arranged a plan for the action based upon the problems that faced by students toward reading comprehension. One kind of reading material that will be delivered was descriptive text. Moreover, in the lesson planning also consisted of standard of competence, basic competence, some indicators that will be reached by the students, and the technique that would be implemented. The teacher and the writer used a reciprocal teaching technique in which the students will be more active to predict, to ask, to clarify, and to summarize the text together with the teacher.
The materials that had to be prepared were media of learning, in this case a picture, observation sheet to analyze the students’ and the teacher’s activity in the teaching learning process. Then, the writer also notes during teaching learning process, she wrote the points that happened in the classroom based on the action sequences.

The first cycle will held in twice meeting. The last, to know the improvement scores from pre-test to post-test the writer also prepared the instrument of post-test I to collect the data.

b. Acting

The action of the cycle I was done on Wednesday, September 21\textsuperscript{st} 2011 and on Monday, September 26\textsuperscript{th} 2011. For the first meeting there were one student was absent, so the total of students at that time was 36 students. In that class, there were 37 students, consist of 12 female and 25 male students.

At the classroom, the teacher implemented the teaching learning process based on the lesson plan had been made. Greetings and gave a motivation were the first activity did by the teacher at the classroom. Then, the teacher explained the schematic structure about descriptive text. After presentation about it in which contained the identification and some descriptions. The teacher gave instruction to the students to make a group of four. Later, the teacher implemented the step of reciprocal teaching technique. For the first step, teacher built their background knowledge and their prediction about the reading text’s title. The teacher opened the chance for all students to predict about the text by showing a White House picture. After that, teacher continued to the next step, it was questioning and clarifying. In reciprocal teaching technique, teacher allowed the students to look up the dictionary.

After comprehending and understanding about the text, the students and teacher made a summary of the text orally. Then, the teacher have the students finished the exercise. Then, together with their group, they
completed the jumble paragraph and wrote the schematic structure of descriptive text.

On the second meeting in first cycle, the process of CAR was similar with the earlier meeting. The teacher reviewed about the organization of descriptive text which has been taught in the previous session and conducted the classroom by using reciprocal teaching technique. It was not only the teacher dominated in process but also the students spoke out and shared about the text. Afterward, 25 minutes before the bell will be rung, the teacher gave the post-test I to know how well their reading comprehension about descriptive text.

c. Observing

In third phase, the observer noticed all activities that occurred in the classroom. The activities for instance, teacher’s performance, students’ respond in class activity, and class situation. According the lesson planning that has been arranged, at the beginning, teacher divided students become groups. During dividing students in a group, teacher needed more attention, because initially some of them did not want to sit in a group with other friends. Meanwhile, for several students, becoming in a group with their friends was a good session for them because they could talk with their friends easily. Then, after all of them sit well, teacher showed the picture of the White House. For the first time they were very curious about the picture. Teacher began to explain the schematic structure of descriptive text and selected text in descriptive text through reciprocal teaching. In that situation, few of students raised their hand and gave an idea. Sometimes, they could answer a question from the teacher, but the rest did not. Most of them were ashamed to answer the teacher’s question. In the middle of the process, when the interaction between students and teacher occurred, many boys walked to another table and talked with their friends for other business. So was the girls, they talked in their group. Then, some
students permitted to go to lavatory. Furthermore, it can be seen, most of students did not pay attention to the teacher.

Moreover, when the teacher requested to do the exercise, many of them did not do it well in a group work. Only few of students finished it and asked to teacher actively.

The second action, the students received the reviewed material for the previous meeting. They seemed more enjoy obeying the teacher instruction carefully. They begun to listen and do what the teachers’ instruction. The participation students in the teaching learning through reciprocal teaching technique can be described as the table below.

Table 4.1

The Result of Students’ Participation at the First Meeting on the First Cycle

<table>
<thead>
<tr>
<th>No.</th>
<th>Group</th>
<th>The Amount of the Students and the Aspect that be Observed</th>
<th>Active Students</th>
<th>Asking Idea</th>
<th>Giving Idea</th>
<th>Answering Question</th>
<th>On time on finishing task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I</td>
<td>1 - - 1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>2.</td>
<td>II</td>
<td>1 2 - 1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>III</td>
<td>- 1 - 1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>IV</td>
<td>3 2 - 2</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>V</td>
<td>3 2 1 4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>yes</td>
</tr>
<tr>
<td>6.</td>
<td>VI</td>
<td>4 3 1 3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>yes</td>
</tr>
<tr>
<td>7.</td>
<td>VII</td>
<td>2 2 1 1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>8.</td>
<td>VIII</td>
<td>1 1 1 1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 4.2

The Result of Students’ Participation at the Second Meeting on the First Cycle

<table>
<thead>
<tr>
<th>No.</th>
<th>Group</th>
<th>The Amount of the Students and the Aspect that be Observed</th>
<th>Active Students</th>
<th>Asking Idea</th>
<th>Giving Idea</th>
<th>Answering Question</th>
<th>On time finishing task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>I</td>
<td></td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>2.</td>
<td>II</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>yes</td>
</tr>
<tr>
<td>3.</td>
<td>III</td>
<td></td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>IV</td>
<td></td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>yes</td>
</tr>
<tr>
<td>5.</td>
<td>V</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>yes</td>
</tr>
<tr>
<td>6.</td>
<td>VI</td>
<td></td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>yes</td>
</tr>
<tr>
<td>7.</td>
<td>VII</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>8.</td>
<td>VIII</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>9.</td>
<td>IX</td>
<td></td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>21</td>
<td>14</td>
<td>10</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

(Adapted from Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah)¹

Based on the result, the average of participation students while teaching learning process at the first meeting was 35.43% meanwhile the average of the second meeting was 45.94%. From the amount of percentage the first meeting and the second meeting, it can be concluded the average result of students’ participation in 1st cycle was 40.68%.

d. Reflecting

After teaching learning process, the teacher and the writer discussed about the conclusion of the applying the action. Based on the result of observation toward teaching learning process in this cycle, the students’ participation were still low, because they did not pay attention and for active students, they were ashamed to ask and answer question orally. In addition, several students, they thought the question that was given is difficult, so they would rather do other activities than answer it. As the result, some groups did not accomplish their task on time.

In addition, based on the result of the post-test I, there were 33% students who passed the KKM which increased become 12 students. Although there was an improvement in cycle 1, this condition has not reached yet the criteria of success that has been decided. It means that, to get 75% students reach the KKM the teacher and the writer had to develop the action.

The modification of the strategy is needed to apply when the teacher presented the reciprocal teaching for the next cycle. The writer suggested explaining and teaching slowly and clearly. It has purpose in order to students could listen and understand the instruction well. Furthermore, the teacher is expected to give reward to whom could answer the question and giving an idea.

So that, although the result of the students score has not reached yet, the teacher and the writer realized that both of them must do more efforts

<table>
<thead>
<tr>
<th>Percentage</th>
<th>56.75%</th>
<th>37.83%</th>
<th>27.02%</th>
<th>43.24%</th>
<th>64.86%</th>
</tr>
</thead>
</table>
to improve the students’ reading comprehension through reciprocal teaching technique. It needed to have more improvement in the next cycle.

2. CYCLE II

a. Planning

For the second cycle, first of all the teacher and the writer rearrange the lesson plan based on the reflecting phase in the first cycle. The content of the lesson planning was related to learning reading descriptive text through reciprocal teaching technique but there were some modifications. For this planning, the application of reciprocal teaching technique by using a flipchart that has been written the four steps of reciprocal teaching. It was hoped that the students can be more active during teaching learning process. In addition, it was expected to improve their understanding in the reading text in which contained the main idea, the supporting details, and the schematic structure about descriptive text through reciprocal teaching technique. The writer also prepared the reward for who active students in teaching learning process. Beside of that, the writer also prepared unstructured observation sheet to note the classroom activity. In addition, to know the improvement of the students’ reading comprehension, the writer prepared the instrument of post-test II to collect data.

b. Acting

The action of the second cycle was done on Wednesday, September 28th and Monday, October 3rd 2011. After reviewing the previous lesson at the beginning, the teacher started to divide the classroom into nine groups that the form was as same as with the previous meeting. Teacher made sure every student could sit well. Then, the teacher put the flipchart on the whiteboard. She asked for help two boys for gluing it on the whiteboard. All of the students were curious about the flipchart. The words that was listed in the flipchart as sequence in reciprocal teaching technique, first prediction, question, clarification, and summarization. After that, the
teacher began to explain reading descriptive text through reciprocal teaching technique systematically. After giving the reading text handout to the students, the teacher presented the four steps of reciprocal teaching technique to read a text. Teacher appointed the prediction word in the flipchart on the white board firstly. Then the teacher let the students predict about the title. The teacher asked deal with students’ prediction about the title. The question was for instance, “what is your prediction about title?” After predicting about the title, the teacher wrote all their prediction on the whiteboard, and then the teacher had the students read the first paragraph. Later, teacher appointed the next step, question. Directly, teacher offered to the students, the teacher asked, “do you have any question about first paragraph?” In this section, students were enthusiastic. When all the questions from the students can be answered, and it turned for the teacher asked about text to the students, the question, as follow, what is the main idea of the text? How is the characteristic about the person or thing?

During the process of reading, teacher also clarified their question. The teacher gave an opportunity the student to answer and give their idea related to the text. The teacher also allowed the students to look up the dictionary if they found difficult word. The last, the teacher, and the students summarized together the text in the first paragraph. This activity was continued for the next paragraph. After understanding the whole text, they answered some questions related to the text. Then, the teacher also invited the students to summarize it together. The teacher gave a reward for the active students. The last teacher gave the score for the group that did the exercise.

For the second meeting in the second cycle, the teacher applied same as the previous meeting. Before the second cycle will be finished, the teacher gave the post-test II for students to know their progress on comprehending the text.
c. Observing

In the second cycle, the classroom atmosphere in learning process can be seen the students were more curious and silent. They sit well on their own chair. In addition, the teacher brought a flipchart. This condition was easy for teacher to explain and give the correction feedback to the students. In the process of reciprocal teaching technique, when the teacher let students predict and ask questions, many students raised their hand to give their idea predictions, and asked many questions related to the text, for example the schematic structure of descriptive text, the identification, the characteristic and the rest about the vocabulary. There were no students walked to another table and talked with their friends in a group when the teacher was explaining the lesson. They focused and followed the teacher instruction. The teacher also made a competition among other groups in that activity in order to they had a spirit to be the first to ask the question, and gave their idea, predicted, and looked up their dictionary quickly, and gave detailed opinion about the text. Students were active at the classroom. Moreover, they did the exercises in a group collaboratively and correctly.

In the second action of the second cycle, the teacher was held on post-test II regarding students’ reading comprehension of descriptive text. Based on the result of the post-test II, the mean score of the class in reading test gained 72.57 in which there were 30 students who passed the KKM 68 (sixty eight). For the learning activities can be described as following the students participation are giving the idea, asking, answering the question, and doing task on time, the percentage as below:
### Table 4.3
The Result of Students’ Participation at the First Meeting on the Second Cycle

<table>
<thead>
<tr>
<th>No.</th>
<th>Group</th>
<th>The Amount of the Students and the aspect that be observed</th>
<th>Active Students</th>
<th>Asking</th>
<th>Giving Idea</th>
<th>Answering Question</th>
<th>On time on finishing task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>2.</td>
<td>II</td>
<td></td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>3.</td>
<td>III</td>
<td></td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>4.</td>
<td>IV</td>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>yes</td>
</tr>
<tr>
<td>5.</td>
<td>V</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>yes</td>
</tr>
<tr>
<td>6.</td>
<td>VI</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>yes</td>
</tr>
<tr>
<td>7.</td>
<td>VII</td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>8.</td>
<td>VIII</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>9.</td>
<td>IX</td>
<td></td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>17</td>
<td>15</td>
<td>8</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td></td>
<td>45%</td>
<td>40.5%</td>
<td>21.62%</td>
<td>43.24%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Meanwhile the observation in learning activities on the second meeting of second cycle, as below:
Table 4.4
The Result of Students’ Participation at the Second Meeting on the Second Cycle

<table>
<thead>
<tr>
<th>No.</th>
<th>Group</th>
<th>The Amount of the Students and the aspect that be observed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Active Students</td>
<td>Asking Idea</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1.</td>
<td>I</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>II</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>III</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>IV</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>V</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>VI</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>VII</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>VIII</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>IX</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Percentage</td>
<td>62.16%</td>
<td>72.97%</td>
<td>54.05%</td>
</tr>
</tbody>
</table>

Based on the result of the first meeting in the second cycle, the averages was 46.27%. In another side, the averages of students participation on the second meeting of the second cycle was 69.19%. Then, the average of students’ participation in cycle II was 57.73%. It
showed that there was an improvement for the students’ activity in learning and teaching process from cycle I.

d. Reflecting

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

Then, in the classroom, students could develop their skill, in this term reading skill. They felt easy to comprehend the text and felt enthusiastic in learning reading text to analyze the descriptive text for instance the identification and the description text by underlining the answer and making note. As the result, they can answer correctly.

The last, there was a progress of their score from post-test I to post-test II which has been showed more than 75% of students who passed the KKM, it means that the writer and the teacher decided to stop the Classroom Action Research because it succeeded. Hence, the writer and the teacher did not need to rearrange for next planning.

Based on the result of the evaluation between the writer and the teacher, it should be concluded that the implementing of Classroom Action Research can improving students’ reading comprehension through reciprocal teaching technique.
C. The Discussion of the Data after Classroom Action Research (CAR)

The discussion of the data after implementing the action consisted of two parts. Those were the result of post interview and the result of post-test. For further description as following:

1. The Result of the Interview after CAR

Conducting the interview after CAR was on Tuesday, October, 4\textsuperscript{th} 2011. The writer carried out the interview with the teacher started 09.20 A.M and finished at 09.50 A.M. The writer discussed with the teacher about CAR that had been accomplished. This purpose was to know teacher’s response concerning reciprocal teaching technique in a Classroom Action Research. The questions proposed to the teacher involved the general condition in English class during Classroom Action Research (CAR), the difficulties in implementing reciprocal teaching technique during Classroom Action Research (CAR) and the strategy that had been applied to overcome the problems.

First of all, the general condition in English during the action. The teacher said that the condition in teaching learning process were better than before. He added, the students who always talked and ignored the material when there were reading text session previously, they became more enthusiastic in learning reading text in Classroom Action Research. They could know the organization of descriptive text and understand the story of the message. Moreover, he revealed that students’ comprehension was also improved, it could be proven by predicting the title at the first, giving idea about the text and answer the questions correctly. In addition, it can be seen from the result of their test, there was an improvement. Then, the teacher assumed that reciprocal teaching technique was a good creativity to teach students at the classroom because teaching learning activity became variety and fun.

The next question was about the barriers that the teacher found during teaching reading text through reciprocal teaching technique in a Classroom Action Research (CAR). The teacher said that they felt hard in
the earlier step because the students became noisy and as the result, they
did not pay attention. Moreover, another case, they were ashamed and
passive student when the teacher asked something to them. Another
difficulty, when the teacher had students summarized the text using their
own words; they spent long time to arrange it.

The last was the question deal with the strategy that had been
applied to overcome the problems. The teacher said that to handle the
difficulties when teaching learning process was by making sure that all of
the students sit comfortable in a group, because they have different
characters. For the second, the teacher added that he gave them a clear and
slow explanation in order to make students focus and reward for instance a
point for students who give the correct answer.

2. The Result of the Post test

Before the students completed the test, the writer had finished
made the multiple choices items. The blueprint, the items can be seen in
the appendices.

Furthermore, the writer inputted the result of data including the
pre-test, post-test I, and post-test II into a table as following:

<table>
<thead>
<tr>
<th>STUDENTS’ NUMBER</th>
<th>PRE-TEST</th>
<th>CYCLE I POST-TEST</th>
<th>CYCLE II POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>40</td>
<td>60</td>
<td>70*</td>
</tr>
<tr>
<td>2.</td>
<td>55</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>3.</td>
<td>35</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>4.</td>
<td>60</td>
<td>65</td>
<td>70*</td>
</tr>
<tr>
<td>5.</td>
<td>65</td>
<td>70*</td>
<td>75*</td>
</tr>
<tr>
<td>6.</td>
<td>70*</td>
<td>75*</td>
<td>80*</td>
</tr>
<tr>
<td>7.</td>
<td>25</td>
<td>65</td>
<td>70*</td>
</tr>
<tr>
<td>8.</td>
<td>60</td>
<td>65</td>
<td>70*</td>
</tr>
<tr>
<td>9.</td>
<td>60</td>
<td>65</td>
<td>75*</td>
</tr>
</tbody>
</table>
In analyzing quantitative data, the writer compares the result of pre-test, post-test I, and post-test II. The writer and the teacher see the significant improvement among the test. Therefore, the writer inputted the result of data including pre-test, post-test I, and post-test II.
To compare the test result between the pre-test and post-test of each cycle, the writer uses several steps. Those are calculating the students’ mean score of the test and calculating the class percentage.

In analyzing the data of pre-test, the writer has to get the mean score of the class:\(^2\)

\[
M = \frac{\sum X}{N}
\]

\[
M = \frac{2055}{37} = 55.54
\]

From that calculation above, the mean score of the class in pre-test is 55.54. It means that the students’ reading mean score before using reciprocal teaching technique in Classroom Action Research is 55.54.

The next step, the writer has to know the percentage of students’ score who passed the KKM (68). It is calculated as following:\(^3\)

\[
P = \frac{f}{N} \times 100\% \]

\[
P = \frac{4}{37} \times 100\% = 10.81\%
\]

---


From that computation, the students’ percentage in the pretest is 10.81%. It means that only four students who pass the KKM and there are 33 students who are still below the KKM.

In the 1st cycle of post-test I, twelve students pass the KKM. The mean score post-test I is 64.87, the calculation as following:

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{2400}{37} \]

\[ M = 64.87 \]

From that calculation, the students’ mean score of post-test in first cycle is 64.87. It proves that there are some improvements from the pre-test mean score. It should be seen from the pre-test mean score (55.54) to the mean score of post-test I (64.87). It improves 9.33 (64.87-55.54).

The next step is to know the percentage of students who pass the KKM in the first cycle. The calculation by using as follow:

\[ P = \frac{f}{N} \times 100\% \]

\[ P = \frac{12}{37} \times 100\% \]

\[ P = 32.43\% \]

From that calculation, the class percentage which passes the KKM is 32.43%. It means that in first cycle of Classroom Action Research (CAR), there are 12 students who pass the KKM and there are 25 students who are still low or under the KKM.
Furthermore, in the second cycle 2 of Classroom Action Research (CAR) the writer also calculates the result of posttest 2 to know the students’ mean score and the percentage of the students who passed the KKM using formula:

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{2685}{37} \]

\[ M = 72.57 \]

From that calculation, the mean score of post-test II is 72.57. It means that there were some student’s improvement scores 7.7 (72.57 – 64.87) from the mean score of post-test I.

The second step is to know the percentage of students who pass the KKM. It is calculated by using as follows:

\[ P = \frac{f}{N} \times 100\% \]

\[ P = \frac{30}{37} \times 100\% \]

\[ P = 81.08\% \]

The calculation shows that there are 81.08 % students who passed the KKM in the cycle 2. It means that cycle II there are 30 students who pass the KKM and 7 students are below the KKM. The class percentage of posttest II shows some improvements from the previous test; the improvement is 70.27 (81.08% - 10.81%, from the pretest) or 48.65 (81.08% - 32.43%, from the class percentage of post-test I).
D. The Interpretation of the Result

Based on the calculation the students mean score and the class percentage, the interpretation of the data result among the pre-test, the post-test of cycle I and post-test of cycle II as following:

Before implementing CAR, student’s mean score of the pretest is 55.54. Meanwhile, the class percentage of students who pass the KKM is 10.81%. It can be said that from 37 students, there are only 4 students who pass the KKM (68).

Furthermore, the mean score of the posttest after implementing reciprocal teaching technique by CAR, there are some students’ score improvement from the previous test (pre-test), that is 9.33 (64.86-55.54). Meanwhile the class percentage which pass the KKM in posttest I is 32.43%. It shows there are 12 students who pass the KKM and other was still under KKM. That condition could not achieve the target yet of success CAR, because the criterion of action success at least 27 students who must pass the KKM. That is why the writer and the teacher continue to the second cycle.

After calculating the result of students’ score post-test II, The mean score in the post-test of second cycle is 72.57. Meanwhile the class percentage that passes the KKM is 81.08%. It means that, there are 30 students whose score pass the KKM and there are 7 students are still under the KKM. The class percentage shows some improvement 70.27 from the pretest (10.81%) or 81.08% from post-test I. the post-test of the cycle 2 has fulfilled the target Classroom Action Research (CAR) success, that is above 75% students could pass the KKM. Automatically that the Classroom Action Research (CAR) is success and the next cycle is stopped.
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, after accomplishing the whole steps of the CAR, the writer concludes and suggests based on the result of the research. For the first, the writer focus for summarizing this research.

The writer would like to sum up her study using the Classroom Action Research (CAR) method. The focus of the research is to identify the problem on students’ reading comprehension. Before applying the action research in that class, the writer did an interview and observed the VII-5 class. Then, the writer gave the pre-test for VII classes at the MTs. Hidayatul Umam. After getting and calculating the score, the writer found the VII-5 as the lowest score among others VII class. The VII-5 class consists of 37 students. In this study, the writer uses Kurt Lewin’s design in which contains 4 phases. Those are planning, acting, observing, and reflecting. Furthermore, the writer derives the data consist of the test, interview, and observation. It can be summed up, first, based on the test result, there was an improvement of students’ mean from pre-test (55.54), the post-test I (64.86) to the post-test II (72.57). Then, in the result of percentage students who passed the KKM from the pre-test only 4 students, it meant 10.81%, for the percentage of post-test I was 32.43%, it meant there was an improvement became 12 students who passed the KKM. Moreover, the percentage of post-test II was 81.08%, it described 30 students who reached the KKM.
In another side for the observation result the student’s participation in learning activity showed improvement, according the table of the students’ participation, which included the criteria of the active students, asking, giving idea, answering question and finishing the task on time. The result of the percentage can be seen from the activity in cycle I was 40.68% to the cycle II was 57.73%. From this percentage of improvement participation in teaching learning process, it showed the students became more enthusiastic and active on studying reading comprehension. By reciprocal teaching technique, they could analyze the main point and the schematic structure of descriptive text. The last, based on the interview result, the students’ reading comprehension in term descriptive text has improved, and the teacher appreciated with the effort that has been implemented.

A. Conclusion

Viewing the result of the classroom action research in which was held in VII-5 class of the MTs. Hidayatul Umam academic year 2011/2012, it can be concluded the students could improve their reading comprehension through reciprocal teaching technique. To improve the students’ reading comprehension of descriptive text, the teacher and the students work cooperatively by the four steps, those are predicting, questioning, clarifying, and summarizing.

B. Suggestion

Based on the classroom action research result, the writer would like to give some suggestions. First, in studying reading skill at the classroom, the teacher is hoped more creative in teaching students in order to increase teaching learning process and makes students active in learning. Second, the reciprocal teaching technique is as a cooperative technique for assisting students to read the text. It is helpful to build the students prior knowledge before they read a text. It can be proven when students make a prediction at the first time about the upcoming text by only reading the title. The second, in teaching reading descriptive text the teacher has to make sure the students could analyze the main point that the author
written. It can be proven when the step questioning, seeking clarification and summarizing.

In addition, using reciprocal teaching technique, the teacher must extra motivate students to be active at the process to analyze the text, so the teacher must bring some rewards to make them silent and active at the class.

However, during carrying out the reciprocal teaching technique in Classroom Action Research, the writer found a drawback in this study.
BIBLIOGRAPHY


*Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTS*, Jakarta: 2003, p. 11


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## Schedule of the Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Month and Week</th>
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<tbody>
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<tr>
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<td>Agreeing Schedule and Task</td>
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</tr>
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<td></td>
<td>Cycle I</td>
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<tr>
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<td>Cycle II</td>
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<td>3.</td>
<td>Arranging the Result or Report of the CAR</td>
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*(Adapted from Penelitian Tindakan Kelas)*

---

The Students’ Reading Score of Pre-Test, Post-Test I, and Post-Test II

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<thead>
<tr>
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<th>PRE-TEST</th>
<th>CYCLE I POST-TEST</th>
<th>CYCLE II POST-TEST</th>
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<td>70*</td>
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<td>5.</td>
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<td>70*</td>
<td>75*</td>
</tr>
<tr>
<td>6.</td>
<td>70*</td>
<td>75*</td>
<td>80*</td>
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<td>37.</td>
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\[
\bar{X} = \frac{\sum x}{n}
\]

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<tr>
<td>( \bar{X} )</td>
<td>55.54</td>
<td>64.87</td>
</tr>
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*: The Student who passed the KKM (68)
The Graph Improvement of Students’ Reading Score During CAR
Observational Notes for Need Analysis

Action: Observation before Classroom Action Research
Class: VII-5
Time: 08.20-09.30 A.M.
Topic: The Schematic Structure of Descriptive Text
Date: September 14th and 19th 2011

<table>
<thead>
<tr>
<th>What learner do</th>
<th>What this involves</th>
<th>Teacher’s Purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Listening and concentrating the teacher’s explanation about the schematic structure of descriptive text.</td>
<td>▪ Students read a type of descriptive text titled Mr. Abdurrahman’s House. ▪ Students do the task individually.</td>
<td>▪ The Teacher explained the schematic structure of descriptive text and linguistic features. ▪ Teacher maintained the students’ interpretation by explaining the main idea, the supporting detail, the identification of paragraph and its description.</td>
<td>▪ Most of students didn’t do the exercise. ▪ Only a few students translate it by using dictionary. ▪ Most of students talked each other. ▪ The teacher did not integrate the comprehension about the reading text together with the students after explaining the schematic structure and giving a text.</td>
</tr>
<tr>
<td>▪ Following and repeating the word about the text together.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Translating the text into Bahasa Indonesia by using dictionary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Answering the question related of the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Adapted from A course in Language Teaching Practice and Theory)¹

Observational Notes for Needs Analysis

Action : Observational 1st Phase of 1st Cycle
Class : VII-5
Time : 08.20 A.M – 09.30 A.M
Topic : The Schematic Structure of Descriptive Text
Date : Wednesday, September 21st 2011

<table>
<thead>
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<th>What Learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Making a group work. A group consisted four students</td>
<td>• Students read any kinds of served descriptive selection, with the title:</td>
<td>• Teacher explained about the schematic structure of descriptive text and navigate the students’ idea about the text</td>
<td>• Most of students talked to each other in a group</td>
</tr>
<tr>
<td>• Listening to the teacher’s explanation about the schematic structure of descriptive text</td>
<td>- The White House</td>
<td></td>
<td>• Most of boys students walked to another table and talked outside the material</td>
</tr>
<tr>
<td>• Answering some questions based on the story (individual task)</td>
<td>- My Pets</td>
<td></td>
<td>• Most of students didn’t pay attention of teacher’s explanation and instruction</td>
</tr>
<tr>
<td>• Arranging the jumbled paragraph into a good passage</td>
<td>• Students were involved in,</td>
<td>• Teacher invited students to be more active in learning teaching process through reciprocal teaching technique</td>
<td>• Most of students were ashamed to ask a question</td>
</tr>
<tr>
<td>• Writing the schematic structure based on the text</td>
<td>- Individual task</td>
<td></td>
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<tr>
<td></td>
<td>- Group work task</td>
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Observational Notes for Needs Analysis

Action : Observational Action 2nd phase of 1st cycle
Class : VII-5
Time : 08.20 A.M – 09.30 A.M
Topic : Descriptive Text
Date : Monday, September 26th 2011

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teachers’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Reviewing the material about the schematic structure of descriptive text</td>
<td>▪ Students read any kinds of descriptive selection with the title : - My Bedroom</td>
<td>▪ Teacher explained again about the schematic structure of descriptive text and navigate the students’ idea about the text</td>
<td>▪ Some students enthusiastic to raise their hand, predict the text and answer teacher’s questions</td>
</tr>
<tr>
<td>▪ Answering teachers’ question orally</td>
<td>▪ Students did task individually</td>
<td>▪ Teacher invited students to be more active in learning teaching process through reciprocal teaching technique</td>
<td>▪ Several students still didn’t pay attention about their task</td>
</tr>
<tr>
<td>▪ Answering question based on the text</td>
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<td></td>
<td>▪ Some students could answer correctly</td>
</tr>
<tr>
<td>▪ Doing the evaluation (Post-test I of CAR)</td>
<td></td>
<td></td>
<td>▪ Students did the Post-Test I individually</td>
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Observational Notes for Needs Analysis

Action: Observational 1st Phase of 2nd Cycle
Class: VII-5
Time: 08.20 A.M – 09.30 A.M
Topic: Descriptive Text
Date: September 28th, 2011

<table>
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<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and reviewing about descriptive text which is contained the schematic structure of descriptive text</td>
<td>Students read any kind of served descriptive selection with the title: - My Mother - Mango Tree</td>
<td>Teacher explained again about the schematic structure of descriptive text and navigate the students’ idea about the text with a modification. It used a flip chart.</td>
<td>The Teacher invited to the students to participate the discussion</td>
</tr>
<tr>
<td>Making a group work (group of four)</td>
<td>Students did their task individually and group work</td>
<td></td>
<td>The teacher asked about the prediction and other questions related to the text, most of the students raised their hand and answer correctly</td>
</tr>
<tr>
<td>Doing exercise based on the text</td>
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<td></td>
<td>Some students were brave to give their argument about the text</td>
</tr>
<tr>
<td>Asking questions about the difficult part of the reading text</td>
<td></td>
<td></td>
<td>Most of students were enthusiastic with the discussion</td>
</tr>
<tr>
<td>Discussing in a group member to summarize the text with their own words</td>
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Observational Notes for Needs Analysis

Action: Observational 2nd Phase of 2nd Cycle

Class: VII-5

Time: 08.20 A.M – 09.30 A.M

Topic: Descriptive Text

Date: October, 3rd 2011

<table>
<thead>
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<th>Teachers’s purpose</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>▪ Reviewing the material about the schematic structure of descriptive text</td>
<td>▪ Students read any kinds of the selected descriptive text by title:</td>
<td>▪ Teacher explained again about the schematic structure of descriptive text and</td>
<td>▪ The students were more diligent to look up the dictionary if they find the difficult word</td>
</tr>
<tr>
<td>▪ Asking the question about the prediction the text</td>
<td>▪ What Am I?</td>
<td>navigate the students’ idea about the text with a modification. It used a flip</td>
<td></td>
</tr>
<tr>
<td>▪ Looking up the dictionary to find the meaning of the word</td>
<td>▪ Students were involved in individual task and group work task</td>
<td>chart.</td>
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</tr>
<tr>
<td>▪ Summarizing the text together</td>
<td></td>
<td>▪ The flip chart was listed the steps of reciprocal teaching technique in sequence,</td>
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<tr>
<td>▪ Score the group performance improved</td>
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<td>prediction, question, clarification, and summarization</td>
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<tr>
<td>▪ Doing the evaluation (post-test II of CAR)</td>
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<td>▪ The teacher Students could answer correctly teacher’s question which is related to the text.</td>
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<tr>
<td></td>
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<td>▪ Students did the post-test II of CAR individually</td>
<td></td>
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</table>
Interview Guidelines for Needs Analysis (Before CAR)
(Wednesday, September 20th 2011)

R : The Researcher
T : The Teacher

R : Bagaimana menurut Bap tentang proses belajar mengajar mata pelajaran Bahasa Inggris di kelas selama ini?
T : Selama ini saya mengajar dengan stimulasi awal yang menyenangkan, dengan memberikan motivasi terlebih dahulu agar mereka senang dan semangat dalam proses belajar mengajar.

R : Buku apa yang dipakai dalam belajar bahasa Inggris di MTs. Hidayatul Umam ini?
T : Buku yang kami pakai adalah English in Focus karena sudah MGMP (Musyawarah Guru Mata Pelajaran) di daerah ini, LKS SMART Bahasa Inggris dan kamus bahasa Inggris.

R : Berapa standar nilai KKM bahasa Inggris di kelas VII MTs. Hidayatul Umam ini?
T : Berdasarkan KTSP MTs. Hidayatul Umam, nilai KKM Bahasa Inggris 68.

R : Dalam pelajaran bahasa Inggris, skill apa yang dianggap paling sulit oleh siswa?
T : Di dalam bahasa Inggris ada 4 skills, yaitu listening, speaking, reading, and writing. Di Mts. khususnya kelas 1 yang saya ajar, reading skill paling sulit untuk dipahami siswa. Padahal mau ga mau anak-anak akan menghadapi soal reading sampai mereka kuliah nanti.

R : Dari keseluruhan kelas, kelas manakah yang pemahaman readingnya masih kurang?
T : di kelas VII-5, anak-anak di kelas VII-5 sangat beragam sekali untuk pengetahuan Bahasa Inggrisnya, apalagi pemahaman reading-nya masih kurang, seperti banyak dari mereka yang suka malas membuka kamus untuk menerjemahkan dan menjawab masih banyak yang salah,. Kemudian, bisa dilihat pula dari hasil nilai tes reading bahwa kelas itu paling rendah.

R : Bagaimana cara Bapak mengajar reading? Dan apakah ada teknik khusus dalam mengajar reading?
T : Saya mengajar reading dengan membaca keras kemudian anak-anak mengikuti, setelah itu saya coba test apakah mereka mengerti dan bisa mengucapkan yang saya ucapkan. Kemudian anak-anak diminta untuk menjawab soal untuk melatih pemahamannya.
R : Apa kesulitan Bapak dalam mengajar reading comprehension?
T : di kelas anak-anak kurang paham untuk menyimpulkan cerita kalo ada bagian bacaan, padahal mereka tau arti dari kata-kata yang ada dalam teks itu. Sehingga, membuat mereka salah dalam menjawab soal.

R : Bagaimana cara Bapak menghadapi kesulitan tersebut?
T : Saya menyuruh mereka melihat kamus dan menterjemahkannya sendiri-sendiri.

R : Apakah Bapak mempunyai teknik lain untuk mengatasi kesulitan siswa dalam hal reading?
T : Untuk sejauh ini saya juga sedang mencari technique alternative dalam reading. Tetapi saya selalu mengaplikasikani di kelas dengan membaca keras tadi atau dengan menunjuk salah satu siswa dan siswa tersebut membaca dengan keras kemudian yang lain menyimak dan mengikuti bacaan siswa yang ditunjuk itu. Hal itu agar mereka lebih paham tentang bacaan tersebut. Tetapi tetap saja, banyak siswa yang kurang fokus dan malah asyik ngobrol saat belajar.

R : Apakah Bapak mengatahui tentang Reciprocal Teaching Technique?
T : Reciprocal Teaching Technique saya baru mendengar. Jadi saya tidak tahu. Memang seperti Apa?

R : Jadi reciprocal teaching technique salah satu teknik membaca untuk lebih memahami sebuah teks dengan 4 langkah yaitu, pertama Prediction, siswa pertama kali diminta memprediksi tentang sebuah teks dari judul bacaan, kemudian guru mengintruksikan untuk membaca satu paragraph. Setelah itu, langkah kedua yaitu, questioning, guru memberikan kesempatan kepada siswa untuk bertanya tentang teks tersebut, lalu langkah ketiga, seeking clarification, guru dan siswa sama-sama mengklarifikasi tentang pertanyaan-pertanyaan tersebut dan terakhir, summarizing, menyimpulkannya teks tersebut. Teknik itu dilakukan secara bersama-sama guru dan murid.

R : Bagaimana menurut Bapak jika reciprocal teaching technique untuk diaplikasikan dalam belajar reading di kelas?
T : Ya saya pikir bagus karena guru itu harus mempunyai kreatifitas dalam mengajar di kelas, silahkan coba saja.
Interview Guidelines for Needs Analysis (After CAR)
(Tuesday, October 4th 2011)

R : The Researcher
T : The Teacher

R : Bagaimana kondisi siswa-siswa Bapak dalam pembelajaran reading setelah menggunakan reciprocal teaching technique di kelas?
T : Setelah menggunakan langkah-langkah reciprocal teaching technique yang kemarin diajarkan, kemampuan membaca mereka jadi lebih baik. Terlihat mereka yang tadinya malas-malasan menjadi antusias dan semangat dalam belajar, seperti membuka kamus, bertanya pada guru, bertukar pikiran dengan teman-teman dan memberi pendapat-pendapat mereka mengenai teks itu. Sehingga mereka menjadi paham tentang cerita yang ada dalam teks tersebut dan mereka juga mengetahui dan paham alur-alur dari descriptive text. Hal itu membuat mereka menjadi rajin mengerjakan latihan-latihan baik secara kelompok maupun individu.

R : Bagaimana kemampuan pemahaman setelah menerapkan strategi reciprocal teaching technique?
T : Siswa menjadi lebih paham tentang reading text, karena pada langkah awal mereka kan dirangsang untuk memprediksi mengenai bacaan yang akan mereka baca. Dari memprediksi sebuah judul teks, nah pada saat itu imajinasi mereka mulai aktif sehingga banyak timbul pendapat-pendapat mereka dan rasa ingin tahu tentang bacaan tersebut sehingga menjadi antusias untuk membaca text keseluruhan dan bertanya yang jika ada yang tidak mengerti kepada guru atau teman-temannya dan mereka memberikan pendapat tentang teks itu. Kemudian dari hasil test yang mereka jawab juga ada peningkatan.

R : Apakah Bapak merasa termotivasi setelah menggunakan reciprocal teaching technique dalam pembelajaran di kelas?
T : Sangat termotivasi, karena dengan adanya kreativitas yang baik dari guru untuk menambah pemahaman siswa di kelas dalam hal ini, bahasa Inggris untuk reading, dapat juga menunjang prestasi belajar siswa dan hal ini bagus sekali, sehingga kegiatan belajar mengajar tidak itu-itu saja akan tetapi menjadi lebih bervariasi dan menyenangkan.

R : Apakah Bapak mengalami kesulitan dalam menerapkan reciprocal teaching technique?

T : Waktu awal-awal mengaplikasikan teknik itu merasa susah karena banyak siswa menjadi ribut sehingga sebagian besar dari mereka tidak memperhatikan penjelasan dan ditambah lagi ada sebagian dari mereka cenderung malu dan pasif dalam memberikan pendapat mereka. Kemudian dalam menyimpulkan, mereka kadang susah untuk menyusun kata-kata mereka sendiri.

R : Setelah mengetahui kesulitan yang dialami saat belajar, bagaimana cara Bapak mengatasi kesulitan-kesulitan tersebut?

T : Cara mengatasi kesulitan tersebut pertama, pastikan semua siswa duduk pada keadaan nyaman dan dalam kelompok yang nyaman juga, karena sifat mereka yang labil dan berbeda-beda. Kemudian, berikan mereka motivasi di tengah-tengah belajar seperti memberikan point atau score jika mereka betul dalam menjawab, dan tetap memberikan pujian jika mereka masih salah dalam menjawab. Ketiga, penjelasan yang jelas, runtut mengikuti alur reciprocal teaching technique pada reading text pada akhirnya mereka mulai paham sehingga mereka dapat menjawab soal dengan benar.
KISI-KISI PENULISAN SOAL PRE-TEST CLASSROOM ACTION RESEARCH

SEMESTER GANJIL 2011/2012

SMP/MTs. : MTs. Hidayatul Umam
Kelas : VII MTs/ Semester I
Standar Kompetensi : Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan atau monolog pendek terutama dalam wacana berbentuk naratif, naratif, deskriptif, dan recount.
Acuan : Standar Kompetensi SMP dan Madrasah Tsanawiyah Tahun 2004
Aspek/Skill : Membaca (Descriptive Text)
Jumlah Soal : 20 (dua puluh)
Alokasi Waktu : 25 menit

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<td>• Description: Characteristik</td>
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1. Berdasarkan teori yang ada di BAB II
**KISI-KISI PENULISAN SOAL POST-TEST I CLASSROOM ACTION RESEARCH**
**SEMESTER GANJIL 2011/2012**

**SMP/MTs.** : MTs. Hidayatul Umam  
**Kelas** : VII MTs/ Semester I  
**Standar Kompetensi** : Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan atau monolog pendek terutama dalam wacana berbentuk naratif, naratif, deskriptif, dan recount.

**Acuan** : Standar Kompetensi SMP dan Madrasah Tsanawiyah Tahun 2004  
**Aspek/Skill** : Membaca (Descriptive Text)  
**Jumlah Soal** : 20 (dua puluh)  
**Alokasi Waktu** : 25 menit

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**Jumlah Soal** : 20

**Alokasi Waktu** : 25 menit
KISI-KISI PENULISAN SOAL POST-TEST II CLASSROOM ACTION RESEARCH  
SEMESTER GANJIL 2011/2012

SMP/ MTs. : MTs. Hidayatul Umam  
Kelas : VII MTs/ Semester I  
Standar Kompetensi : Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan atau monolog pendek terutama dalam wacana berbentuk naratif, naratif, deskriptif, dan recount.
Acuan : Standar Kompetensi SMP dan Madrasah Tsanawiyah Tahun 2004  
Aspek/Skill : Membaca (Descriptive Text)  
Jumlah Soal : 20 (dua puluh)  
Alokasi Waktu : 25 menit

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Total test items: 20
Duration : 25'

Pre-Test

Choose the best answer based on the text

Reading passage 1  for number 1-5

My Hometown

Alexandria is the second biggest city in my country, Egypt, and I live in this city. It is a beautiful city, and people there are very kind and polite. Tourists like to visit my city because it is on the sea. When I walk down the Kornash, the largest street, I see the beautiful blue sea and sky, and the beautiful green grass and trees.

In the spring, the flowers grow in many colors: yellow, red, and blue. The most beautiful scene is the white birds. In the winter, a very big flock of birds migrates to this place. I watch them while they skillfully fish from the sea. The birds watch the fish, and they wait patiently for a long time. When the fish come to the surface, they fly quickly and catch them. In the fall, the city looks like a very old man because the leaves of the trees fall from the trees. That is my city, and I think it is the most beautiful city in the world.

http://descriptive-text.blogspot.com/2009/06/my-hometown.html

1. What is the paragraph mainly discussed?
   a. The beautiful places in Egypt
   b. The atmosphere in Kornash
   c. Alexandria is the biggest city
   d. Pyramid is a historical building

2. Where is Alexandria located?
   a. It is located in Indonesia
   b. It is located in Egypt
   c. It is located in India
   d. It is located in Malaysia

3. What is the largest street there?
   a. Kornash street
   b. Jln. Istana Merdeka Street
   c. Senayan Street
   d. Sudirman Street

4. How is Alexandria when spring?
   a. Many animal reproduce
   b. there is event flower festival
   c. a very big flock of birds migrates to this place
   d. the flowers grow in many colors: yellow, red, and blue

5. Why do many tourists like visiting there?
   a. Because it is near the mountain
   b. Because it is beside of the river
   c. Because it is on the sea
   d. Because it is crowded city

Reading passage 2 for number 6-10

My Cousin

My best friend is named Mirza, and he is also my cousin. Mirza and I are at the same age, but he is taller than I am. He has dark, curly hair and blue eyes. We study together in Kindergarten, elementary school and now in junior high school.

We spend much time together, talking about problems in ourlives. We never have a fight. We always try to help each other. In junior high school, we enjoy playing a basketball as an extra curricula activity. Mirza is also a good guitar player.
Now, he practices playing guitar everyday because he wants to be a musician.


6. What is the passage told about?
   a. Talking about her classmate
   b. Telling about her nephew
   c. Telling about her best friend
   d. Telling about his cousin’s

7. The paragraph II is identified as…
   a. Identification
   b. Characteristic
   c. Reorientation
   d. Climax

8. We never have a fight, what does fight means?
   a. Quarrel
   b. Said each other
   c. Play football
   d. Study together

9. What is a kind of talent that Mirza has?
   a. His talent is in player football
   b. he can sing all kinds music
   c. he is good in playing guitar
   d. He is basketball player

10. We always try to help each other. We refer to…
    a. Mirza and her friend
    b. Mirza and the writer
    c. His sister and Mirza
    d. Mirza and his family

Reading passage 3 for number 11-15

My Cat Gregory

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some, and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

http://khanifah-berbagi.blogspot.com/2010/05/my-cat-gregory.html

11. How is characteristic Gregory’s fur?
    a. It is beautiful black
    b. has a thin fur
    c. it has thick fur
    d. it is beautiful gray

12. What is the kind of Gregory?
    a. A Persian Goat
    b. A Persian cat
    c. A dog
    d. An Indonesian bird
13. Is Gregory’s favorite TV show food channel?
   a. Yes, it does
   b. Yes, it is
   c. No, it doesn’t
   d. No, it isn’t

14. How is Gregori’s walk?
   a. His walks like a model
   b. His walks so fast, sometimes he run
   c. His walk with pride and graces as if he is a ballet dancer.
   d. His never walk, but sleep in front of the television

15. What are activities that Gregories has?
   A. he spends most of his time indoors watching television
   B. he walk to the kitchen, and eat the delicious food
   C. he sleep all over the night
   D. he plays football together the author

16. Who is the guitar teacher according the text?
   a. The people in the village
   b. Himself
   c. Her father
   d. The famous artist

17. How is the Madeira’s body?
   a. The Madeira’s body is big yellow pear
   b. The Madeira’s body is small brown pear
   c. The Madeira’s body is square shape
   d. The Madeira’s body is a circle

18. My most valuable possession is an old, slightly warped blond guitar. The word valuable means…
   a. Redundant
   b. Cute
   c. Expensive
   d. Precious

19. How is the blond wood?
   a. It has still big appearance to gray
   b. It has wonderful color and many ornaments
   c. It has been chipped and gouged
   d. It is unique and simple guitar

20. Does the author hate his guitar?
   a. Yes, he does
   b. Yes, he is
   c. No, he isn’t
   d. No, he doesn’t
Total test items: 20
Duration : 25’

Post-Test 1
Choose the best answer based on the text

Reading passage 1 for number 1-5

Jakarta City

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesian’s administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia—with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall. Kota is city’s oldest commercial area. It is located south of the old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city’s central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

http://zonapelajar.blogspot.com/2011/03/descriptive-text.html

1. What is the main idea of this passage?
   a. Jakarta has commercial area
   b. Jakarta and its capitol
   c. Jakarta is the capital of Indonesia
   d. Monumen National in Jakarta, Indonesia

2. Where is Jakarta on the Java Island?
   a. It is located on the northwest coast of Java at the mouth of the Ciliwung river
   b. It is near from Bengawan Solo
   c. It is located on the southwest of Bali Island
   d. It is located on the northwest of Sumatera Island

3. Based on the text, how many population in Jakarta?
   a. 7 million
   b. 9 million
   c. 8 million
   d. 10 million

4. How is Jakarta’s climate?
   a. Its climate is cool
   b. Dry every year
   c. It has a wet climate
   d. For every year, its climate is hot and humid

5. What is the name of place on Jakarta having a large business Chinese population?
   a. Sunda Kelapa
   b. Glodok
   c. Raden Shaleh
   d. Jl. Merdeka

Reading passage 2 for number 6-10

Mr. Pambudi is a Veterinarian
Mr. Pambudi, my new neighbor, is a well-known veterinarian in our city. He is a person who has studied to be a doctor of animals. He takes care of animals’ health. Many pet owners use his services to help them take care of their pets.

He takes care of cats and other small animals. Sometimes, he takes care of larger animals such as horses, cows. If you have a pet at home, your pet has probably seen Mr. Pambudi. He can help you decide what kinds of food your animals should eat, what shots your pet will need, and how you should take care of your animals. It is important to take your pet to see Mr. Pambudi to make sure it stays healthy.

(‘Sumber: Let’s Talk IX: 194)

6. What is the purpose of the text?
   a. to describe a particular person
   b. to describe a veterinarian in general
   c. to entertain the reader with a story
   d. to tell the past event.

7. The paragraph II is identified as …
   a. Identification.
   b. Reorientation
   c. Characteristic.
   d. General classification.

8. He takes care of cats and other small animals. What does take care of mean?
   a. Keep
   b. Damage
   c. Neglect
   d. Hate

9. What can Mr. Pambudi do to the animals?
   a. he could know the family of your pets
   b. he takes care only cat and dog
   c. all the answers are wrong
   d. He can decide food for pets

10. He takes care of cats and other animals...based on the text, He refers to..
    a. pet
    b. patients
    c. Mr. Pambudi
    d. his neighbor

   Reading passage 3 for number 11-15

   My Pussy

   Pussy is my playful brown cat. This cat is always playful. It likes playing with anything. It sometimes plays with me. It likes playing with a ball very much. It is very clever. Sometimes it is very naughty.

   My pussy is small but fat. It has soft fur. The fur is brown. Pussy has a long tail. Its eyes are round. It looks cute. It is always near me.


11. How is the Pussy’s fur
    a. it is very dirty and ugly
    b. it is so soft fur
    c. it is black colour
    d. it is white and black colour

12. Based on the text, What kind of Pussy?
    a. It is an old dog
    b. It is beautiful bird
    c. It is a playful cat
    d. It is a vicious cat

13. Is Pussy’s body fat?
14. How is pussy’s behavior?
   a. it is always eat
   b. it is playfull sometimes naughty
   c. he has bad behaviour
   d. he is so calm cat

15. How is the physical appearance of Pussy?
   a. it has yellow fur and so are its eyes
   b. it has black fur and its eyes so cute
   c. it has short brown tail
   d. it has long tail, brown fur and round eyes

http://wiki.answers.com/Q/Bagaimanakah_contoh_teks_descriptive#ixzz1SYoLx6W6

16. Where are the locations Rafflesia Arnoldi grows?
   a. only in the Europe
   b. in the forest of south Asia and southeast Asia
   c. in the forest of Southeast Asia also Philippines
   d. almost all around the world

17. How big the flower can grow?
   a. its length up to 3 meters and its weight up to 11 kilograms
   b. its length up to 3,5 meters and weight up to 11 kilograms
   c. its length up to 4,5 meters and weight up to 12 kilograms
   d. its length up to 5 meters and weight up to 11 kilograms

18. Rafflesia Arnoldii reproduces with the help of flies that are attracted to the flowers... flies means
   a. it is a flower which is beside rafflesia arnoldi
   b. the gardener
   c. it is an animal who has two wings
   d. The flowers have to fly to another flower.

19. How is the appearance of flower?
   a. the flower has red color and has good smell
   b. The flower has five petals red in color and has white spots, which surrounds
the middle of the flower much like a hole.
c. the flower has white color and bad smell
d. the flower has a lot of red spot and a big hole

20. How many days or months Raflessia can survive?

a. the flower live only a day and it will die
b. it has survive only 5 up to seven after that they will reproduces to something one
c. it has only a month
d. The flower can live 5 up to seven after that they will die.
Total test items: 20
Duration : 25’

Post-Test II

Choose the best answer based on the text

Reading passage 1 for number 1-5

London

London is Britain’s biggest city. It is a very old city and dates back to Romans. It is a city of beautiful buildings and churches, and it has many beautiful parks. It also has some of the best museums in the world. London is very crowded in summer. It is a popular city with foreign tourists and has more than eight million visitors a year.

The city is famous for its shopping and has many excellent department stores. London has an excellent underground railway system, so it is easy for tourists to get around. There are plenty of good restaurants in London. You can get excellent British food, and London has many good French and Italian restaurants.

http://descriptive-text.blogspot.com/2009/06/london.html

1. What is the main idea of that passage?
   a. Britain and the parliament
   b. British Food in London
   c. London and the famous places
   d. The tourist in the Britain

2. What are the places that can be found at this city?
   a. The mountain and the beautiful parks
   b. Many buildings, churches and wonderful parks
   c. A lot of beach and luxurious facilities
   d. Many tropical forests and wild animal

3. According to the paragraph, what is the London famous for?
   a. For the excellent skiing in the winter
   b. For the traditional British food
   c. For its windmill
   d. For its shopping and the excellent department store

4. How is the railway system located in London?
   a. It is located underground
   b. It is used only for the employee
   c. It is traditionally
   d. It is only for tourist

5. How many visitors come to the London each year?
   a. Less than 5 million a year
   b. There are up to 1 million a year for visiting the department store
   c. There are more than eight million visitors a year
   d. Less than a hundred foreigners come there

Reading passage 2 for number 6-10

My Grandma

My grandma is a tidy old woman. She is now 80 years old. Her hair is long and wavy. She combs it every day. She always puts thing on the right place. Her clothes are always clean and neat.

She lives alone, and she always makes up her own bed. She cleans up the house. She also cooks her own meal every day.

6. What is the reading passage told about?
   a. Great grandma’s life
   b. Grandma’s life
   c. Grandma and the grandson
   d. Grandma and her house

7. The paragraph II is involved as…
   a. Identification
   b. Climax
   c. Resolution
   d. Characteristic

8. She combs it every day. It refers to
   …
   a. Her house
   b. Her hair
   c. Her bedroom
   d. Her clothes

9. What does she do for her bedroom?
   a. She always tidies it up
   b. She always make anything messy on the bedroom
   c. She seldom tidies up the bedroom
   d. She only cleans her bedroom twice a week

10. She lives alone. This sentence means…
    a. She lives with a grandson
    b. There is no one lives with her
    c. Sometimes she stays with her daughter
    d. There are a maid who help her daily life

Reading passage 3 for number 11-15

Brownie

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

http://descriptive-text.blogspot.com/2009/06/my-dog-brownie.html

11. How is Brownie’s body?
    a. it has fluffy brown fur
    b. it has thin body and white fur
    c. the body is like a Dalmatian
    d. it has fat body and black fur

12. Where did the descendant of that cat come from?
    a. They came from Turkey
    b. They came from America
    c. They came from China
    d. They came from Korea and China

13. Is Brownie’s menu fish and bread?
    a. Yes, it does
    b. No, it doesn’t
    c. No, it isn’t
    d. Yes, it is

14. How is Browny’s behavior at home?
    a. He likes to disturb other animals
    b. He treats other animals gently
    c. He always eat shoes
    d. He barks a lot

15. What does the writer feel when cuddle the brownie?
    a. The writer feels the brownie is so heavy
    b. The writer feels the brownie’s is not smooth
    c. The writer always fight with brownie
d. The writer feels the brownie’s is so soft

Reading passage 4 for number 16-20

Hana’s Garden

Hana has a beautiful garden. The garden is located in front of her house. It is near the gate.

There are many plants and flower in the garden. There are mango and papaya trees in the corner. There are some flowers around them. They are rose, jasmine, orchid, and so on. Hana likes them very much. She waters them every morning and afternoon.

http://arieftirta.wordpress.com/2009/12/08/hanas-garden/

16. Where is the garden?
   a. It is behind of her house
   b. It is in front of her house.
   c. It is beside of her house
   d. It is behind of her house

17. How many flowers grow in that garden?
   a. There are more than 3 flowers
   b. There is only jasmine flower
   c. Lotus and orchid
   d. There are no flowers only trees

18. Hana likes them very much, the word them, refers to…
   a. Garden
   b. Mango tree
   c. All of the flowers
   d. Papaya tree

19. Where are the trees located?
   a. They are at the corner of the garden
   b. They are at the back of house
   c. They are beside the flowers
   d. They are at the corner of the house

20. How many times does Hana water the plants and flower?
   a. She waters them once a day
   b. She never waters them
   c. She waters them at the night
   d. She waters them twice a day
Answer Key of Pre-Test

1. C
2. B
3. A
4. D
5. C
6. D
7. B
8. A
9. C
10. B
11. D
12. B
13. D
14. C
15. A
16. B
17. A
18. D
19. C
20. D
Answer Key of Post-Test I

1. C
2. A
3. B
4. D
5. B
6. A
7. C
8. A
9. D
10. C
11. B
12. C
13. A
14. B
15. D
16. C
17. A
18. C
19. B
20. D
1. C
2. B
3. D
4. A
5. C
6. B
7. D
8. B
9. A
10. B
11. A
12. C
13. D
14. B
15. D
16. B
17. A
18. C
19. A
20. D
RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 1 of CAR)

I. IDENTITAS

Satuan Pendidikan : MTs. Hidayatul Umam
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII/1 (First grade of Junior High School / Ganjil)
Tema : The White House
Aspek/ Skill : Reading
Alokasi waktu : 2 x 35 menit
Jenis Teks : Descriptive Text
Teknik : Reciprocal Teaching Technique
Tahun Pelajaran : 2011/2012

II. STANDAR KOMPETENSI:

Membaca

Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog pendek terutama wacana yang berbentuk narrative, descriptive, dan recount sederhana.

III. KOMPETENSI DASAR:

Membaca

Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk descriptive, narrative dan recount sederhana, serta instruksi/larangan pendek.

IV. INDIKATOR:

a. Mengidentifikasi gagasan utama (main idea) dalam teks deskriptif
b. Mengidentifikasi gagasan pendukung (supporting details) dalam teks deskriptif
c. Mengidentifikasi informasi factual teks deskriptif
d. Mengidentifikasi langkah-langkah retorika (schematic structure) teks deskriptif (interpersonal meaning) di dalam wacana deskriptif teks, indentifikasi dan descripsi
e. Menentukan makna dalam teks deskriptif
f. Berpartisipasi aktif selama proses kegiatan belajar mengajar berlangsung.

V. TUJUAN PEMBELAJARAN:
Pada akhir pembelajaran siswa dapat:

| a. | Menentukan gagasan utama (main idea) dalam teks deskriptif |
| b. | Menentukan gagasan pendukung (supporting details) dalam teks deskriptif |
| c. | Menemukan informasi spesifik dalam teks deskriptif |
| d. | Mengidentifikasi langkah retorika (schematic structure) teks deskriptif |
| e. | Menentukan dan memahami makna dalam teks deskriptif |
| f. | Berpartisipasi aktif selama proses kegiatan belajar mengajar berlangsung |

VI. LANGKAH-LANGKAH PEMBELAJARAN:

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<td><strong>PRESENTASI</strong></td>
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<tr>
<td>1. Guru memulai menjelaskan tentang sebuah teks bahasa Inggris dengan menggunakan teknik <em>Reciprocal Teaching Technique</em> dengan teks yang berjudul <em>The White House</em></td>
<td>M</td>
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<tr>
<td>2. Guru membagi kelompok, satu kelompok empat siswa.</td>
<td>E</td>
</tr>
<tr>
<td>3. Setelah semua siap, guru mulai untuk mengaplikasikan dengan <em>reciprocal teaching technique</em>.</td>
<td>N I T</td>
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<tr>
<td>4. <strong>Tahap I Prediction:</strong></td>
<td></td>
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<tr>
<td>T : Students, look at the title of the reading teks!</td>
<td></td>
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<tr>
<td>What is the title of the reading teks?</td>
<td></td>
</tr>
<tr>
<td>What is your prediction of the teks?</td>
<td></td>
</tr>
<tr>
<td>Setelah itu guru menginstruksikan semua kelompok agar membaca</td>
<td></td>
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</tbody>
</table>
paragraph pertama dalam hati.

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

**Tahap III: Clarification**
Tahap klarifikasi, Guru menjelaskan tentang hal-hal yang menurut siswa susah dipahami di dalam bacaan.
Setelah itu berlanjut, **Tahap IV Summarization**:
Setelah semua kesulitan dapat teratasi dan siswa paham tentang teks tersebut, guru dan siswa menyimpulkan tentang teks tersebut dengan kata-kata sendiri.

5. Semua anggota kelompok terlibat aktif dalam proses membaca teks tersebut, Dalam Reciprocal teaching, guru dan murid saling berinteraksi untuk memahami makna teks tersebut.
7. Setelah itu siswa diminta untuk menjawab soal yang berkaitan dengan teks tersebut.
8. Siswa diminta untuk menyusun *jumbled paragraph* menjadi sebuah cerita yang utuh dan membuat kesimpulan.

c. Kegiatan Penutup

**EVALUASI**
1. Guru menanyakan tentang kesulitan siswa dalam belajar hari ini.
2. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran hari ini.
VII. MATERI POKOK DAN URAIAN MATERI

Part I: Read the text below and answer the following question!

THE WHITE HOUSE

Identification: introducing the thing is as a first step to begin the descriptive text

Description: explaining about the physical features, the personality, the character of someone or something.

The White House is one of the most famous buildings in Washington D.C. It is the home of the president of the United States.

The White House is a very large white building. It has three main parts, namely the main building and two wings (west and east wings). The main building has large central porches. The porches have tall columns. Large lawns and gardens surround the White House.

Identification: introducing the thing is as a first step to begin the descriptive text

Description: explaining about the physical features, the personality, the character of someone or something.

The question:

1. What is the main idea reading passage?
2. How many main parts that building has?
3. Where are the central porches?
4. Who could live there?
5. What are the building surrounded with?

Part II: Arrange this jumbled paragraph into good descriptive text and write down the schematic structure and make a summary in your own words!

My Pets

We have three family pets: a dog, a cat, and a tortoise. The dog’s name is Benjamin. He is big golden Labrador. He is beautiful. He has big brown eyes and a long tail. He is very friendly dog, but he is sometimes a little stupid. Dogs are expensive to keep but they are fun to play with.

Our cat is named Martha. She is quite young, but she is not a kitten. She is very pretty. She has black and white fur and green eyes. She’s smart, too and very clean.

Then, the last, The tortoise’s name is Rocky. He has short, fat legs, a long neck, and a very hard shell. He is also very old and slow. He is ugly and dirty, but I like him.
VIII. SUMBER BELAJAR


c. Kurikulum Bahasa Inggris (KTSP First Grade for Junior High School)

IX. PENILAIAN

a. Teknik: tes tulisan dan lisan

b. Bentuk: tertulis

X. PEDOMAN PENILAIAN

a. Nilai siswa = Skor Perolehan x 100, Max Score : 100

Skor Maksimal

<table>
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Depok, 21 September 2011

Mengetahui,

Kepala MTs, Hidayatul Umam

[Signature]

Guru Mata Pelajaran

[Signature]

Subbanul Khatib, S. Pd. I

Peneliti

[Signature]

Nurulia Dwi Febriani
RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 2 of CAR)

I. IDENTITAS

Satuan Pendidikan: MTs. Hidayatul Umam
Mata Pelajaran: Bahasa Inggris
Kelas/ Semester: VII/1 (First grade of Junior High School / Ganjil)
Tema: My Mother
Aspek/ Skill: Reading
Alokasi waktu: 2 x 35 menit
Jenis Teks: Descriptive Text
Teknik: Reciprocal Teaching Technique
Tahun Pelajaran: 2011/2012

II. STANDAR KOMPETENSI:

Membaca

Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog pendek terutama wacana yang berbentuk narrative, descriptive, dan recount sederhana.

III. KOMPETENSI DASAR:

Membaca

Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk descriptive, narrative dan recount sederhana, serta instruksi/larangan pendek.

IV. INDIKATOR:

a. Mengidentifikasi gagasan utama (main idea) dalam teks deskrptif
b. Mengidentifikasi gagasan pendukung (supporting details) dalam teks descriptif
c. Mengidentifikasi informasi factual teks descriptif
d. Mengidentifikasi langkah-langkah retorika (schematic structure) teks descriptif (interpersonal meaning) di dalam wacana deskriptif teks, indentifikasi dan deskripsi
e. Menentukan makna dalam teks deskriptif
f. Berpartisipasi aktif selama proses kegiatan belajar mengajar berlangsung.

V. TUJUAN PEMBELAJARAN:
Pada akhir pembelajaran siswa dapat:

a. Menentukan gagasan utama (main idea) dalam teks deskriptif
b. Menentukan gagasan pendukung (supporting details) dalam teks deskriptif
c. Menemukan informasi spesifik dalam teks deskriptif
d. Mengidentifikasi kegiatan retorika (schematic structure) teks deskriptif
e. Menentukan dan memahami makna dalam teks deskriptif
f. Berpartisipasi aktif selama proses kegiatan belajar mengajar berlangsung

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<td>3. Setelah semua siap, guru mulai untuk mengaplikasikan dengan reciprocal teaching technique.</td>
<td>N</td>
</tr>
<tr>
<td>4. Untuk tahap pertama agar siswa lebih fokus, guru memodifikasi dengan menggunakan flipchart, yang berisikan urutan reciprocal teaching technique. Flipchart tersebut di tempel di papan tulis setelah itu siswa dan guru mulai untuk membaca teks. Tahap-tahapnya seperti berikut:</td>
<td>I</td>
</tr>
</tbody>
</table>
5. **Tahap I Prediction:**
Guru bertanya kepada siswa, What is the title of the reading teks?
What is your prediction of the teks?
Setelah itu guru menginstruksikan semua kelompok agar membaca paragraph pertama dalam hati.

**Tahap II Question:**
Kemudian guru mengajak siswa untuk bertanya tentang isi dari paragraph pertama. Guru menginstruksikan tiap grup untuk bertanya tentang isi bacaan yang tidak dimengerti dan menggaris bawahi jika ada kesulitan di teks tersebut. Dalam keadaan tersebut guru juga berkesempatan untuk bertanya tentang paragraf tersebut untuk mengetahui pemahaman siswa.

**Tahap III: Clarification**
Tahap klarifikasi, Guru menjelaskan tentang hal-hal yang menurut siswa susah dipahami di dalam bacaan. Guru mempersilahkan siswa untuk melihat di kamus kata-kata yang sulit.
Setelah itu berlanjut, **Tahap IV Summarization:**
Setelah semua kesulitan dapat teratasi dan siswa paham tentang teks tersebut, guru dan siswa menyimpulkan tentang teks dari paragraph tersebut secara bersama.

7. Setelah kegiatan tersebut, guru dan siswa mulai untuk membaca paragraph berikutnya.
8. Setelah selesai siswa diminta untuk menjawab soal yang berkaitan dengan teks tersebut.
9. Siswa diminta untuk menyusun schematic structure dan membuat kesimpulan dari teks tersebut.

c. **Kegiatan Penutup**

**EVALUASI**

1. Guru menanyakan tentang kesulitan siswa dalam belajar hari ini.
2. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran hari ini.
VII. MATERI POKOK DAN URAIAN MATERI

Part I: Read the text below, underline the difficult words, and answer the following question!

My Mother

Identification
- introducing the thing is as a first step to begin the descriptive text

Description
- explaining about the physical features, the personality, and the character of someone or something.

The question:
1. What is the main idea of this paragraph?
2. How is my mother’s body?
3. What is the meaning of birthplace?
4. What is her hobby in her life?
5. What is her job?

Part II: Read the story below then write down the schematic structure of the text correctly and make a summary by your own word!

Mango Tree

There are some trees in our school. Among them, there is a mango tree. The tree is in front of our classroom. The mango tree is very old. Maybe, it is the oldest tree at the school. The tree is very big. It takes two children with arms out stretched to completely circle it.

Surprisingly, it still bears many fruit. No wonder, when mango season comes, my friends, and I excited. We all like to come to school early so we can pick all the good ones. Before going home, we cannot help looking at the mouth-watering sight on the tree, hoping that we might climb it again in the next day.
VIII. SUMBER BELAJAR


d. Kurikulum Bahasa Inggris (KTSP First Grade for Junior High School)

e. Flipchart

IX. PENILAIAN

a. Teknik : tes tulisan dan lisan

b. Bentuk : tertulis

X. PEDOMAN PENILAIAN

a. Nilai siswa = \( \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 \), Max Score : 100

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Depok, 28 September 2011

Mengetahui,

Kepala MTs. Hidayatul Umam

Guru Mata Pelajaran

Subhanul Khatib, S. Pd. I

Peneliti

Nurulia Dwi Febriani
No : Istimewa
Lamp. : 1 (satu) berkas
Hal : **Pengajuan Judul Skripsi**

Kepada Yth,
Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta
Di Tempat

Assalamualaikum Wr. Wb.

Salam sejahtera seiring doa saya sampaikan, semoga Bapak senantiasa berada dalam
lindungan Allah SWT, serta sukses selalu dalam aktifitas schari-hari.

Sehubungan akan berakhirnya masa studi Program Strata Satu (S1) yang sedang saya
tempuh, maka saya yang bertanda tangan dibawah ini:

Nama : Nurulia Dwi Febriani
NIM : 107014000760
Semester : VIII (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Bermaksud mengajukan judul skripsi sebagaimana tertera berikut ini:

**IMPROVING READING COMPREHENSION**
**THROUGH RECIPROCAL TEACHING TECHNIQUE**
(A Classroom Action Research at the First Year of MTs. Hidayatul Umam, Cinere, Depok)

Dan sebagai bahan pertimbangan, saya lampirkan:
1. Abstraksi
2. Outline
3. Daftar pustaka sementara

Demikian surat ini saya buat dengan harapan dapat diterima. Atas perhatian Bapak
saya ucapkan terima kasih.

Assalamualaikum Wr. Wb.

Menyetujui, 

Dr. Nasrun Mahmud, M.Pd. 
NIP: 150041070

Jakarta, 12 April 2011
Pemohon,

Nurulia Dwi Febriani
NIM: 107014000760

Penanda

Walaikum, ilmu Hiday,
Alhamdulillah
Kepada Yth.,

Nida Husna, M. Pd, MA. TESOL
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Nurulia Dwi Febriani
NIM : 107014000760
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Judul Skripsi : IMPROVING READING COMPREHENSION THROUGH RECIPROCAL TEACHING TECHNIQUE


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Kepala Pembimbing Skripsi

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Surat Keterangan Telah Melakukan Penelitian

Depok, 3 Oktober 2011

Nomor : MTs.i/10/22/PP/109/03/X/2011
Lampiran : -
Hal : Keterangan Telah Melakukan Penelitian

Kepada Yth :
Kajur Pendidikan Bahasa Inggris
Di
UIN Jakarta

Assalamualaikum Wr, Wb

Sesuai surat permohonan ijin penelitian yang ditujukan kepada Kepala MTs Hidayatul Umam Cinere, dengan ini kami sampaikan bahwa :

Nama : Nurulia Dwi Febriani
NIM : 107014000760
Jurusan : Pendidikan Bahasa Inggris
Semester : IX ( Sembilan )
Judul Sripsi : IMPROVING READING COMPREHENSION THROUGH RECIPROCAL TEACHING TECHNIQUE

Adalah benar telah melakukan penelitian ( Riset ) dengan semestinya di madrasah ini di mulai dari tanggal 14 September s/d 3 Oktober 2011. Demikianlah surat keterangan ini dibuat untuk diketahui dan dipergunakan seperlunya oleh yang bersangkutan.

Kepala Madrasah

[Signature]

[Seal]
Kepada Yth.

Kepala MTs. Hidayatul Umam

di

Tempat

Assalam u' al aiku m wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama                      : Nurulia Dwi Febriani
NIM                       : 107014000760
Jurusan                   : Pendidikan Bahasa Inggris
Semester                  : IX
Tahun Akademik            : 2010/2011
Judul Skripsi             :

IMPROVING READING COMPREHENSION THROUGH RECIPROCAL TEACHING TECHNIQUE
(A Classroom Action Research at the First Year of MTs. Hidayatul Umam, Cinere, Depok)

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.
Wassalamu'alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan