THE INFLUENCE OF RECIPROCAL TEACHING
TECHNIQUE TOWARD STUDENTS’ READING
COMPREHENSION

(A Quasi Experimental Study at Second Grade of SMP Dwi Putra Ciputat
Tangerang Selatan)

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THE INFLUENCE OF RECIPROCAL TEACHING TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION
(A Quasi Experimental Study at Second Grade Students of SMP Dwi Putra Citrautang Selatan)

A Skripsi
Presented to the Faculty of Tarbiyah and Teachers' Training in a Partial Fulfillment of the Requirements for the Degree of Strata I (Bachelor of Art) in English Language Education

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ENDORSEMENT SHEET

The "skripsi" (Scientific Paper) entitled "THE INFLUENCE OF RECIPROCAL TEACHING TECHNIQUE TOWARD STUDENT'S READING COMPREHENSION" (A Quasi Experimental study at the Second Grade Students of SMP Dwi Putra Ciputat), written by VESI SARWENDA students registration number 109014000185 was examined in the examination session of Faculty of tarbiyah and Teachers' Training, Syarif Hidayatullah Jakarta on May 13th 2014. The Skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of "S. Pd." (Bachelor of Arts) in English Language Education at the English Education Department.

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ABSTRACT

Vesi Sarwenda (NIM. 109014000185). The Influence of Reciprocal Teaching Technique toward Students’ Reading Comprehension: A Quasi Experimental Study in the Second Grade of SMP Dwi Putra, Ciputat Tangerang Selatan. Skripsi of English Education at Faculty of Tarbiyah and Teachers Training of State Islamic University Syarif Hidayatullah Jakarta, 2014. The first advisor is Dr. Ratna Sari Dewi, M. Pd and the second advisor is Teguh Khaerudin, MAppLing.

Key words: Reciprocal Teaching Technique, Reading Comprehension.

This research is conducted to find out whether or not reciprocal teaching technique gives the positive influence in teaching reading comprehension at the second grade of SMP Dwi Putra, Ciputat Tangerang Selatan in academic year 2013/2014. The writer used a quasi experimental research which is part of quantitative research method. By using purposive sampling, the writer took 60 students as sample. The students were divided into two groups, there were the experimental group which was taught by using reciprocal teaching technique and the controlled group was not taught by using reciprocal teaching technique.

In the collecting data, the writer used test as the instrument of the research. There were two kinds of test: pre-test and post-test. The pre-test was given before the treatment while the post test was given after the treatment. Therefore, the data of this research was tested by using t-test. It shows that $t_o$ was 6.76 and the degree of freedom (df) was 60 on the level significance 5% $t_{table}$ is 2.00 (6.76> 2.00). It means that, the students who were taught by using reciprocal teaching technique got higher score in their reading comprehension than those were not taught by using reciprocal teaching technique. It could be concluded that the reciprocal teaching technique gave the positive influence toward students’ reading comprehension.
ABSTRAK


Kata Kunci: Reciprocal Teaching Technique, Reading Comprehension.

Penelitian ini dilakukan bertujuan untuk mengetahui apakah “Reciprocal Teaching Technique” memberi pengaruh positif atau tidak terhadap pemahaman membaca siswa di SMP Dwi Putra, Ciputat Tangerang Selatan tahun akademik 2013/2014. Penulis menggunakan “quasi experimental study” yang merupakan bagian dari metodologi penelitian kualitatif dengan menggunakan “purposive sampling”. Penulis mengambil 60 siswa sebagai sampel. Kemudian siswa dibagi menjadi dua kelompok, yaitu kelompok eksperimen yang pengajaran menggunakan “reciprocal teaching technique” dan kelompok kontrol yang dalam pengajaran tidak menggunakan “reciprocal teaching technique.”

Dalam pengumpulan data, penulis menggunakan test sebagai instrument penelitian yaitu “pre-test dan post-test”. Pre-test diberikan sebelum treatment dan post-test di berikan setelah treatment. Data hasil dari penelitian ini diuji dengan menggunakan t-test. Berdasarkan hasil analisis data diketahui bahwa $t_0$ 6.76 sedangkan $t_{table}$ dengan derajat kebebasan 60 dan pada tingkat signifikansi 5% adalah 2.00 penulis menemukan ($6.76 > 2.00$). Jadi, $t_0$ lebih besar dibanding $t_{table}$. Ini berarti bahwa siswa yang di ajarkan dengan menggunakan “reciprocal teaching technique” memperoleh nilai yang lebih tinggi di dalam pemahaman reading mereka dari pada siswa yang tidak diajarkan dengan menggunakan teknik tersebut. Jadi dapat disimpulkan bahwa reciprocal teaching technique memberikan pengaruh positif terhadap pemahaman membaca siswa.
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In the name of Allah, the Beneficent and the Merciful

All praises be to Allah, Lord of the world, for the health and the strength that Allah has given to the writer in writing this ‘skripsi’. Peace and salutation be upon the prophet Muhammad, his family, his companions as well as his followers.

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Finally, the writer admits that her writing is still far from being perfect. Therefore she hopes some suggestions and criticism from the reader for this paper. Hopefully this ‘skripsi’ will have some values for her and the reader.

Jakarta, 13\textsuperscript{rd} May 2014

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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 identification of the problems, the limitation of the research, the formulation of the problem, the objective of the research and the significance of the research.

A. The Background of the Study

Reading is a form of communication using written language or symbols (text). Reading is a two-way communication between an author and a reader. Reading is an interpretation and understanding. Thus, reading is a form of communication using symbols and the ways to communicate between writers to readers through understanding process.

Being able to read English text is very important. Reading is a good way to develop and understand English. This idea is also supported by the fact that reading has become a part of our activities, we read many texts, ranging from holiday brochure to academic books.

Based on the experience of the writer when she conducted PPKT at SMP Dwi Putra, many of the students frustrated when they have difficulties in reading in the target language. The students are exposed by traditional method in reading.. When it comes to reading the teacher only asks the students to read the texts and answer the comprehension questions.

Furthermore, when the students read a books or texts, they often read aloud which slow them down in their reading comprehension. And also, the students believe that to comprehend the text, they must comprehend every word in the text, in order to know the meaning of the words, they look for it in the dictionary one by one. It can make them slow in comprehending the text that they read. The above factors, which are the students’ problem, need a clarification.

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To increase students’ reading comprehensively, the writer proposes one technique. The technique proposed is named reciprocal teaching technique, which has been developed by Palinscar and Brown (1984). Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students. Reciprocal teaching involves training in and practice with four strategies: clarifying, identifying, summarizing and predicting. These four strategies provide the structure for a dialogue about a text which the teacher and a small group of students read together.

Based on the explanation above, the writer would like to take a research under the title: “The Influence of Reciprocal Teaching Technique toward Students’ Reading Comprehension.” (A Quasi Experimental Research at the Second Grade of SMP Dwi Putra Serua Ciputat Tangerang Selatan).

B. The Identification of the Problems

This research was conducted to know the influence of reciprocal technique in increasing students’ reading comprehension. The writer chose this topic because of some reasons:

1. The students are exposed by traditional method in reading.
2. The students read aloud which slow them down and which may inhibit comprehension.
3. The students believe that to comprehend the text, they must comprehend every word in the text, so they keep on looking up the dictionary to find out the meaning of the words.

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3Carl A. Young Reciprocal Teaching for Reading Comprehension in Higher Education: a Strategy for Fostering the Deeper Understanding of Texts, the article was accessed on February 2013, at http://www.isetl.org/jitlhe/, p. 106.
4Coterall. Loc. Cit.
C. The Limitation of the Research

There are many techniques in teaching English especially in teaching reading comprehension can be used by teachers. The research is focused on the influence of reciprocal teaching technique toward students’ reading comprehension.

D. The Formulation of the Problem

Based on the explanation above, the writer conducts this research is to figure out the information of using reciprocal teaching technique toward students’ reading comprehension. Thus, the problem is formulated as follow: “Does the reciprocal teaching technique increase the students’ reading comprehension?”

E. The Objective of the Research

The reason of the writer conduct this research is to know whether reciprocal teaching technique can give positive influence toward students’ reading comprehension.

F. The Significance of the Research

This paper is expected to give not only benefit for the readers, but also give valuable knowledge of reciprocal technique, firstly for the writer and the English teacher, in order to be able to increase their knowledge and become more creative in learning reading text. Secondly for the students, it is expected to increase their confidence and bravery to ask a question, to show their argument and also to build their thinking skill. And the last is for other researchers, it can be useful to additional information to do the next research.
CHAPTER II

THEORITICAL FRAMEWORK

In this chapter, the researcher would like to describe some theories related to the study. The theories focus on the definition of reading, the purpose of reading, the kinds of reading, the definition of reciprocal teaching technique, the purpose of reciprocal teaching technique, the strategy of reciprocal teaching technique, the advantage and disadvantage of reciprocal teaching technique, the relevant previous studies, the theoretical thinking, and the hypothesis of the research.

A. Reading

1. The Definition of Reading

Reading can be defined in many ways; it depends on the one who will give the definition. Based on Harmer, he stated that reading is an exercises dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages.\(^1\) It means that, reading is a process of receiving something from eyes to the brain.

Furthermore, based on Hoover and Gough stated that is reading is the product of decoding and comprehension. Reading is not activity carried out for its own sake. We read because we want to access the information in the text.\(^2\) It means that when the reader read it is because they want to find the information from the texts that they read.

Moreover, Hodgson stated that, reading is a process which is conducted for getting message that will be submitted by the writer to the reader with the words media or written language.\(^3\) It means that reading is a process of submitting the message from the writer to the reader.

Beside that, in reading process the reader must have a skill to comprehend the meaning, based on Crawley and Mountain stated that comprehending the meaning has some steps, it begin from simple level up to interpretative, creative, and evaluative. Thus, reading is combining process through some steps from the simple level up to high level, such interpretative or evaluative.

Other researcher, Alderson assumed that the nature of reading separated into two, those are the process of reading and the result of the process named product. In addition, he explained that during the reading process, the reader is not only looking at the text, translating of what the writer means and how they relate to each other. In the term product, he added that the product means the understanding of specific of text then the reader can comprehend about the text that he/she read, to put it in another way. Thus, his perspective about reading activity is divided into two, the process of reading, and the product of reading, while the process of reading mean that the reader could reach many speculations in their mind about the written text that they read. Based on the statement above, it is clear that reading is a skill that needs an understanding for making meaning with text.

Concerning about understanding in reading, Harmer stated that reading is useful for the students to improve their language acquisition, the students more or less understands about what they read, they should read more it will make them understand with the text that they read. It means that reading more is useful for the students especially for language acquisition.

It is in line with McLaughlin and Allen who stated that “comprehending is constructive social process.” Constructive theory viewed the comprehension and the compilation of language as a developing process. Spivey and Cox assumed that the children are continuous to build the new of meaning to their background knowledge for processing of communication.

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In addition, Andersen stated that constructivism is the students build the knowledge with connecting the knowledge to their background knowledge. In reading, this concept is reflected to the development of learning based on schema which believe that learning will happen if the new information are integrated to what the students already know. Thus, comprehension means the students’ action to build the new meaning with connecting what they already know to their background knowledge.

It is in line with Caldwell who stated that comprehension is reading, without comprehension there would be no the purpose to reading words. Comprehension is what makes the reader interest to continue reading. Here, the comprehension can be assumed as reading because without the comprehension the reader will not continue their reading.

Meanwhile, Sousa stated that comprehension of reading material occurs when the readers able to place the meaning of individual words into the structure and context of entire sentence. In addition, Lewin stated that reading comprehension is a very complex activity. So much occurs inside the mind of the reader when they read. Reading is difficult because one must work and one must accomplish multiple things simultaneously. In reading the reader must has decoding skill, usually many readers unable to take the first step toward reading comprehension because they lack phonetic awareness of language, the ability to translate the letter of a word into sounds to produce the word in one’s mouth or mind. It means that in reading the reader must has the ability to place the meaning of every single word into the structure. And also, the reader must have decoding ability.

Based on the explanation about reading comprehension above, thus, the writer can conclude that reading comprehension is the process of the reader in

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understanding the text and it also involves the reader experiences or reader background knowledge and in reading the reader must be able to decode the word into the structure in order comprehend what the reader read.

2. The Purpose of Reading

Reading has different purposes. Reader can satisfy to what they read if they read the information which they need. It means that, the readers have the expectation of what they are going to read before they read.

Based on Harmer he said that there are two main reasons for reading, there are reading for pleasure and reading for detailed comprehension.\(^1\) It means that, based on that explanation, pleasure means that the reader reads any literary to make reader feels happy and reading for detailed comprehension means the reader reads to search details in the text that he/she reads.

In addition, Ur stated that the purposes of reading are to find out something and to get pleasure.\(^2\) It means that, the purposes of reading are to search something or the information about what the reader needs from the text that the reader reads. And also, the purpose of reading is to get pleasure or happiness when she/he read. Thus, the reader can satisfy to the text that she/he read when they can find the information which they need and also they get happy because that text.

Moreover, Harmer stated that there are two purposes of reading. Those are reading to confirm expectations and reading to extract specific information. Reading for confirm expectation, in the following example of reading exercise the students are involved in reading in order to confirm their expectation about the information they think in the text will contain. And then, reading to extract specific information, here, the purpose of reading to find specific information, for


example when the students have the test and in the test there are some of questions that the students must find in text that they read.\textsuperscript{13}

Briefly, there are many kinds of the purpose of reading. The reader has some purposes to achieve it. Before the reader read, they must know the purpose of why they read. Based on the purposes above, it is also necessary to look kinds of reading.

3. **The Kinds of Reading**

   According to Harmer, there are two kinds of reading; those are intensive reading and extensive reading.

   a. **Intensive Reading**

      The term of intensive reading, refers to the detailed focus on the construction of reading texts. Intensive reading is usually accompanied by study activities. We may ask the students to work out about what kind of the text that they read, about the details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities.\textsuperscript{14}

      Meanwhile, Richards and Renandya stated that the purpose of intensive reading is to help the students get detailed meaning from the text, and also to develop reading skills, such as to identify the main idea, to recognize connectors, to develop vocabulary and grammar knowledge.\textsuperscript{15} It means that intensive reading is the reading activity where the reader read intensively. It can help the students get the details meaning in the text, to find particular vocabulary and grammar so that they can use the information that they get in the text to move on to other learning activities.

      In intensive reading Nation stated that the reader can focus on following aspects, such as regular and irregular sound-spelling relation,
vocabulary, grammar, information structure, etc. One of the aims of intensive reading is to make the students understanding of particular text.\textsuperscript{16}

b. Extensive Reading

Extensive reading is reading activities which the reader read extensively. The purpose of extensive reading is to improve reading skills by processing a quantity of materials that can be comprehend and pleasurable. The teachers who implement extensive reading can open library in the classroom where the students can select from any kinds of reading materials.\textsuperscript{17} It means that extensive reading is one kind of reading activity where the reader or the students read extensively and read any kinds of book that they want to read.

\textbf{B. The Reciprocal Teaching Technique}

1. The Definition of the Reciprocal Teaching Technique

Before implementation of reciprocal teaching technique, it is important to know about what the reciprocal teaching technique is. Based on Omar’s description, reciprocal teaching technique is a dialogue between the students or between the students and the teacher, which follows four steps, there are predicting, questioning, clarifying, and summarizing.\textsuperscript{18} It means that reciprocal teaching technique is a teaching process which is represented in dialogue between students and the teacher which has four steps, there are predicting, questioning, clarifying, and summarizing.

Moreover, based on Young’s description, he stated that reciprocal teaching technique is an instructional strategy, which the teacher as the instructor and then the instructor delivers to the students gradually about how to manage learning process, next the students are given fully responsibility in the class by following

\textsuperscript{16}\textsuperscript{\textcopyright}I.S.P Nation, \textit{Teaching ESL/EFL Reading and Writing}, (New York: Routledge Press, 2009), p. 27.
\textsuperscript{18}\textsuperscript{\textcopyright}Hamzah A. Omari & Hani A. Weshah, \textit{Using the reciprocal Teaching Technique Method by Teachers at Jordanian Schools}, the article was accessed on January 2013, p. 27.
of three main components, there are (a) teaching and learning of specific reading comprehension, (b) dialogue between instructor and students where the instructor show why, when and where to use this reading comprehension strategies, and the last is (c) appropriating the rule of this instructor where the student model this reading comprehension strategies to other students.¹⁹

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

Meanwhile, based on Walter in the Cambridge Advance Learners’ Dictionary, ‘reciprocal’ as “a reciprocal action or arrangement involves two people or groups of people who behave the same way or agree to help each other advantages.”²⁰ It means that, reciprocal is an interaction between two people or more that have similar purpose cooperatively.

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

Furthermore, Hart and Speece stated that reciprocal teaching is an effective strategy because it needs the brains to integrate previous knowledge to new learning, for example, making inference, maintaining focus, etc.²¹ It means that reciprocal teaching is an effective technique that helps the students to remember their background knowledge, and also it can helps the students to make inference well because when they reading, they will focus in reading the text and comprehend it by following step by step of reciprocal technique.

In addition, based on Carter’s description, Reciprocal teaching technique is as a dialogue that is conducted between the teacher and the students and the result

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²¹E. Doolittle et al., Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts, the article was accessed on January 2013, pp. 106—107.


in students’ learning how to construct the meaning when they have tests or assignments in the classroom. Here, the teacher will give the instruction to the students to follow the steps of reciprocal technique, there are predicting, questioning, clarifying and the last is summarizing. Thus, reciprocal teaching technique is a technique in teaching by using dialogue between the teacher and the students which include four steps there are questioning, predicting, clarifying and the last is summarizing.

In sum up, reciprocal teaching technique is a technique that is represented as dialogue between the students and the teacher. Here, the students will be divided into several groups and in each group there is a leader to lead their group in dialogue. After that, the students will follows the four steps of reciprocal teaching technique, there are predicting, questioning, clarifying and the last is summarizing the text that they read.

2. The Purpose of the Reciprocal Teaching Technique

Based on Pallincsar and Brown, the purposes of reciprocal teaching are:

a. To improve students’ reading comprehension by using four strategies there are predicting, questioning, clarifying, and summarizing.

b. To scaffold the four strategies by modeling, guiding, and applying the strategies while reading.

c. To guide students to think about their own thinking and reflective in their strategy use.

d. To help students monitor their comprehension using the four strategies.

e. To use social nature of learning to improve reading.

It means that, the purpose of reciprocal teaching is to help the students in improving their reading comprehension by using four strategies (predicting, questioning, clarifying and summarizing), to develop the students’ thinking, and

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22Carolyn J. Carter, Why Reciprocal Teaching?, the article was accessed on January 9th 2013, p. 66.
23Wa Ying College, Learning Reading Strategies together through Reciprocal Teaching, the article was accessed on January 2013, p. 217.
to improve students reading comprehension by using social nature (group) in their learning in the classroom.

Furthermore, Izquierdo stated that the purpose of reciprocal teaching to provide the students to communicate to the teacher and between them during learning process is going on. And also it is to improve their communicative competence in the world outside the classroom.\(^{24}\) Using reciprocal teaching technique and follows its steps, the students can improve their communicative competence, because they are always trained to communicate to the teacher or between the students it self.

In addition, Cotterall assumed that reciprocal teaching involves students in using the target language to debate ideas and interpretation, helping them to call on their knowledge of the world, their previous experience of reading and their knowledge of L2 to help them make sense of the text that they read.\(^{25}\) It means that, reciprocal teaching technique 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 improve their reading comprehension by following four steps of reciprocal technique, there are predicting, questioning, clarifying and summarizing. And also, reciprocal teaching technique is to train them to communication well between the students and the teacher or between the students it self. Then, it is to build students’ comprehension in reading cooperatively by using target language in order to make sense to the text that they read.

3. **The Strategy of the Reciprocal Teaching Technique**

Knowing how the process of reciprocal teaching technique is an important point. Based on Pallincsar and Brown, reciprocal teaching is a reading comprehension strategy that focuses on the areas of predicting, questioning, clarifying, and summarizing.


\(^{25}\)Ibid., p. 32.
a. Predicting

At the beginning, the students and the teacher see the aspects of the story; the title, the introduction and headings. After that, the teacher asks to the students to predict the text. Based on Pallincsar and Brown, they stated that predicting involves combining the reader’s prior knowledge, new knowledge from the text, and the text’s structure to create hypotheses related to the direction of the text and the author’s intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses. In other word, the students find out or create hypothesis of the text that he/she reads.

b. Questioning

The next step students read silently in order to know about the main idea of the paragraph. And the students formulate about unclear section of this paragraph. Based on the journal, Pallincsar and Brown stated that, questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning. It means that after the students read the text, they propose the question about the reading passage to make sure their understanding.

c. Clarifying

Later, teacher and students try to find out the answer in the text that they think confuse. According to the journal, Pallincsar and Brown stated that clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was
written and/or read, and the use of external resources (e.g., dictionary or thesaurus).

d. Summarizing

And the last step is the students try to find the important part of the text. According to the journal, Pallincsar and Brown stated that summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.\textsuperscript{26}

To sum up, reciprocal teaching technique has four steps, there are predicting. In the predicting section, the students and the teacher see some of the aspects, such as the title of the text, the introduction, and headings. The next step is questioning, the students read silently the text in order to know the main idea of the paragraph and then, the students formulate unclear section, such as they do not know the main idea in the text which they read, or some vocabularies that they do not understand. The next is clarifying section; here the students and the teacher look for the unclear section which the students do not understand before together. And the last is summarizing section. Here, the teacher asks to the students to find out the important information, such as, main idea in the text that they read. 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.

4. The Advantage and Disadvantage of Reciprocal Teaching Technique

After knowing the definition of reciprocal teaching technique, the purposes and the strategies, here, the writer mentions about the advantages and disadvantages of reciprocal teaching technique. Based on Cotterall description,

\textsuperscript{26}Carl A. Young,\textit{Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts}, the article was accessed on January 7\textsuperscript{th} 2013, p. 107.
that the four strategy of reciprocal teaching technique training them confidence in the class, and then the instructions can make them focus on discussing in their groups.\textsuperscript{27} It means that, using the reciprocal teaching technique, students can build their confidence in the classroom and making them concentrates in identifying the text from the teacher.

In addition, Cotterall assume that in the clarifying step, it gives the students experience for asking and at the same time as it will removes obstacles to comprehend. Then, in the summarizing section, it will develop their ability to summaries the text.\textsuperscript{28} It means that in the clarifying step, it will train the students to ask to the teacher bravely and confidently and in the summarizing steps, the students are trained to summaries nicely.

Meanwhile, based on Ying description, the disadvantage of reciprocal teaching technique is some of the students have already learn about some strategies, like, prediction and clarifying. Thus, if the teacher does not control the step in the teaching–learning process very well, the students will be bored easily. And also, it is quit difficult to look for the right texts/articles which can the teacher use for the material in the class. For example: many texts do not have topic sentences, and it contains a lot of examples and illustrations, thus, it will make the students difficult to find the main idea and also they will difficult to make the summary.\textsuperscript{29} It means that the disadvantage of reciprocal teaching technique is the students will get boring when they have already learn about the strategies before, and also if the teacher do not control teaching–learning process well, the students will get boring easily. Thus, as the instructor in the class, the teacher should control the students well in order the students do not get boring during teaching-learning process is going on.


\textsuperscript{28}Ibid.

\textsuperscript{29}Wa Ying College, \textit{Learning Reading Strategies together through Reciprocal Teaching}, the article was accessed on January 2013, p. 219.
C. Relevant Previous Studies

In this part, I have some researches which are similar and support the research that I want to establish.

The research that was done by NurulidwiFerbiani from Islamic State University of UIN SyarifHidayatullah Jakarta by the title “Improving reading comprehension through reciprocal teaching technique.” The writer used Classroom Action Research (CAR) as her method. In this research, the writer used two types of collecting data: qualitative and quantitative data. In collecting quantitative data, the writer takes the note from the description of students’ activity, teacher performance in the classroom and interview to be given for the teacher. And in collecting quantitative data, the writer used pre-test and post test. The analysis qualitative data that is used in this study is observation of the students’ activities during teaching learning process, and the interview before and after Classroom Action Research (CAR). The writer collected all data that she has got. The result of this research is the reciprocal teaching technique success in improving students’ reading comprehension. The students could improve their reading comprehension through reciprocal teaching technique.

The research that was done by Munifah Sri Fajarwati from Yogyakarta University by the title “Applying reciprocal teaching technique to improve students’ comprehension of mathematic concept.” In this research, the writer used Classroom Action Research (CAR) as her method. The researcher used three components to collecting data; there are observation, test and documentation. And then, for the data analysis the researcher used technique of interactive analysis which include; data reduction, data display and conclusion. And finally, the result of this research is reciprocal teaching technique could improve students’ comprehension of mathematic concept, it means that in this research, reciprocal teaching technique is success in improving students’ comprehension of mathematic concept.
The research that was conducted by Hamzah A. Omari, he is as Department of curriculum and instruction of Faculty of Education Science from the University of Jordan, Amman and Hani A. Weshah, she is as Department of curriculum and instruction of Faculty of Education Science from the University of Jordan, Amman. They conducted the research by title “Using the Reciprocal Teaching Method by Teacher at Jordanian Schools.” In this research had the purpose to investigate the degree to which Jordanian teachers at the public schools. The sample of the study consisted of 523 teachers. The instrument used in this study was a thirty-item questionnaire which was developed by the researchers to collect the data of the study. Validity and reliability of this instrument were established prior to implementation. Means, standard deviations, T-test and one way ANOVA (Analysis of Variance) were used to analyze data. The result of this research is the reciprocal teaching technique there were statistically significant (α<0.05). It means that reciprocal teaching technique is success and helping Jordanian teachers realize the importance of using the reciprocal teaching technique in the schools.

D. Thinking Framework

Here, the writer explain that reciprocal teaching technique can give positive influence for students’ learning motivation in the classroom; because reciprocal teaching technique has some method which can make the students is not bored in learning activities. This technique can make the students active in the classroom, because between the teacher and the students dialogue directly. They can share each other to find out what the students do not comprehend in the material that is given by the teacher.

Thus, the writer has the conclusion that students’ reading comprehension can increase by using reciprocal teaching as the technique that the teachers can use in the classroom. After knowing about some of concepts of reading, reciprocal teaching technique and also it are related one to another, thus the researcher can
conclude that “there is positive influence of reciprocal teaching technique toward students’ reading comprehension.”

And also, based on the theories of reading comprehension above the writer could conclude that in reading process was needed the comprehension about what we read, because without comprehension the readers would be no purpose to reading words. Comprehension entices the reader to continue reading. Comprehension is also a process of making sense of a text, it means that comprehension is a process to understand about the text that the reader read.

Here, the writer wants to prove whether reciprocal teaching technique can give positive influence toward students’ reading comprehension or reciprocal teaching technique can not give positive influence toward students’ reading comprehension. But, here the writer will use different method from both of the researchers above. The writer uses quasi experiment method. She divides two classes; there are a control class and an experiment class. And for the collecting data, the writer will use students’ worksheet which are contain of descriptive text and multiple choice. The writer will give pre-test before she applies reciprocal teaching technique in the classroom, the purpose of this test is to know how the condition of students’ reading comprehension before the students are given a treatment of reciprocal technique. And then, the students will be given post-test, this test is conducted to know whether students’ reading comprehension improves after the students are given reciprocal teaching technique.

E. Hypothesis

The writer formulates hypothesis:

\[ H_a \]: Reciprocal teaching technique increases students’ reading comprehension

\[ H_o \]: Reciprocal teaching technique does not increase students’ reading comprehension
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the time and the place of the study, the research design of the study, the population and sample, the variable, the instrument, the technique of collecting data, the technique of data analysis, and the hypothesis of statistic.

A. The Time and the Place of the Research

This research spent times a month which consists of six meetings, giving pre-test, giving materials, and giving post-test in the last meeting. The research was conducted at the second grade students of SMP Dwi Putra Sarua Ciputat Tangerang Selatan academic year 2013/2014.

B. The Method and the Research Design

This research is an experimental research. Based on Krathwohl, he stated that an experimental research is a research which is most purification, because all of its principles and quantitative research can be applied in this method.\(^1\) An experimental is quantitative research; it fulfills all of aspects for examining the relation of cause effect.\(^2\) It means that an experimental research is quantitative research and it can examine the relation of cause–effect.

In addition, based on Nazir, he stated that an experiment research is an observation in artificial condition which the condition is made and organized by the researcher. Thus, the experimental research is the research which is conducted with manipulating toward the object of the research and also the existence of control.\(^3\)

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2. Ibid., p. 194.
means that, this research is conducted with the artificial condition and it is made by
the researcher.

The reason for choosing this an experimental method; the writer wants to
know the influence of reciprocal teaching technique toward students’ reading
comprehension. Actually, an experimental research is divided into four designs which
include: true experimental, quasi experimental, weak experimental and single subject
experimental. The writer uses quasi experimental research design that is specifically
using two classes; the treatment class which is taught reading comprehension use
reciprocal teaching technique then the control class which the writer taught in
conventional technique.

Based on John W. Creswell, he stated that quasi experiments include
assignment, but not random assignment of participants to groups. This is because the
experimenter can not artificially create groups for the experiment. Randomly
assigning students to the two groups would disrupt classroom learning. Because
educators often use intact groups (schools, colleges, or school district) in
experiments, quasi-experimental designs are frequently used. And he added that in
quasi – experiment we can apply the pre-test and post-test. It means that, quasi
experiment is not random, thus the researcher have to select the populations.

And also, Creswell add that in the experimental research the researcher can
give pre-test and post-test. Pre test provide to measure on some attribute or
characteristic that you asses for participants in an experiment before they receive a
treatment and posttest is a measure on some attribute or characteristic that is assessed
for participant in an experiment after a treatment. Thus, the researcher can apply pre-
test before she conduct the treatment to see the first condition of the students and in
the last meetings, the researcher can give the students post-test, to see how far the
students’ reading comprehension after they were given the treatment.

4John W. Creswell, Educational Research planning, conducting, and evaluating qualtitative
5Ibid. 301.
C. Intervention of the Study

In this research, the researcher gave pre-test before she conducted the treatment (reciprocal teaching technique) to see the first condition of the students. Next, the researcher conducted the treatment for six meetings. The first meeting, third meeting and fifth meeting, in the experiment class, the researcher divided the students into some of groups, each group consists of five students. And then, the researcher delivered the material of recount text and gives the students English test sheet that was content of a recount text and ten items of multiple choices. Here, the students worked the assignment with their group. Meanwhile, in the control class, for the first meeting, third meeting and fifth meeting, the researcher also explained the material of recount text and gave English test sheet that was content of a recount text and ten items of multiple choices to the students. But the students were not divided into groups. The students worked the assignment by their selves.

And then, in the second meeting, fourth meeting and sixth meeting, in the experiment class the students were divided into some of groups, and each group consists of five students. Here, the researcher delivered the material of narrative text and gave English test sheet which was content of a narrative text and ten items of multiple choices to the students. And here, the students worked the assignment with their group. Meanwhile, in the control class for the second meeting, fourth meeting and sixth meeting, the researcher explained the material of narrative text and gave English test sheet which was content of a narrative text and ten items of multiple choices but the students were not divided into groups. Here, the students worked the assignment by their selves. And the last meeting, the researcher gives post-test to know whether or not reciprocal teaching technique give positive influence toward students reading comprehension with increasing students’ score.
D. The Population and Sample of the Research

The writer determined the subject of this research contains of population, sample, and technique in sampling. The population of this study was second grade students of SMP DwiPutra Ciputat (academic year: 2013/2014). Based on Creswell description, “quasi-experiment is selected class.”6 The researcher could select the class for control group and experimental group. In this research, the writer used the purposive sample.

Based on Arikunto description, the purposive sample is the sample which has done with taking the subject is not based on strata, random or the area but, it is based on the purpose itself.7 Here, the writer selected two classes for the sample, VIII-A was the control class which consists of 30 students and VIII-B was the experiment class which consists of 30 students. Here, the researchers chose A class as a control class and B class as an experiment class based on students’ score. The researcher chose A class as a control class because the students’ score in A class was higher than B class. Thus, the researcher specified that B class as an experimental class, because the students’ score of B class was smaller than A class.

E. The Instrument of the Research

In this research, the writer used test as the instrument. The test which was given to the students was English test sheet of multiple choices. The materials of the test were recount text and narrative text. Before the researcher gave the materials in the control class and experiment class, she gave pre-test which was content of 30 multiple choices items. And then, in the eighth meeting she gave post-test which was content of 30 multiple choices items. Its purpose was to know students’ reading comprehension after the students were given the treatment of reciprocal teaching technique by the teacher.

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F. The Validity

Before the teacher or the researchers give the test to the students, they should measure first the degree of validity of the test. In other word, it conduct to see whether or not the test valid or not. It means that before the researcher does the research and gives the test to the students, she has to measure the validity of test to know whether or not the test is valid.

Meanwhile, Gay stated that an instrument which is valid, if the instrument that is used can measure. It means that the researcher can use the instrument which can measure the ability of the students.

Moreover, Arikunto stated that test validity is test can measure what will be measured. It means that the researcher have to conduct the validity of test before she will give the test to the samples or the students.

Here, the researcher conducted the test validity at Second Grade of SMP 17Ciputat. The researcher gave 40 items of multiple choices for p-test and 40 items of multiple choices for post-test. Later, the researcher calculated the test by using Ana-Test. There were 30 items of multiple choices were valid and 10 items of multiple choices were not valid in pre-test and post-test. Thus, the researcher used 30 items of multiple choices in pre-test and post-test.

G. The Technique of the Data Analysis

To analyze the data, the writer compared the score between experiment class and controlled class. This technique was useful to prove statistically whether or not

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the outcomes differ between the experiment class and control class. Here, writer used the t-test to prove the hypothesis. The formula of t-test was:

\[ t_o = \frac{M_x - M_y}{SE_{M_x - M_y}} \]

In which:

- \( M_x \): Mean of post-test of experiment class
- \( M_y \): Mean of post-test of controlled class
- \( SE_{M_x} \): Standard error of experiment class
- \( SE_{M_y} \): Standard error of controlled class
- \( X \): Using Reciprocal Teaching Technique in Experiment Class
- \( Y \): Using Conventional Technique in Control Class

The procedures of calculation were as follow:

1. Determining men of variable \( X \) the formulation is:
   \[ M_x = \frac{\sum^x}{N_1} \]

2. Determining men of variable \( Y \) the formulation is:
   \[ M_y = \frac{\sum^y}{N_2} \]

3. Determining Standard Deviation \( X \) (SDx), with formula:
   \[ SD_x = \sqrt{\frac{\sum x^2}{N_1}} \]

4. Determining Standard Deviation \( Y \) (SDy), with formula:

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\[ SD_y = \sqrt{\frac{\sum y^2}{N_2}} \]

5. Determining Standard Errors Mean Variable X (SE_{mx}), with formula:

\[ SE_{M_x} = \frac{SD_x}{\sqrt{N1 - 1}} \]

6. Determining Standard Errors Mean Variable X (SE_{mx}), with formula:

\[ SE_{M_x} = \frac{SD_y}{\sqrt{N2 - 1}} \]

7. Determining the difficulties of Mean Variable X and Mean Variable Y, with formula:

\[ SE_{M_x - M_y} = \sqrt{SE_{M_x^2} + SE_{M_y^2}} \]

After all of the data are calculated, the last procedure is determining df (degree of freedom) with formula:

\[ df = (N_1 + N_2) - 2 \]

In where:

M : The Average of Student Score
SD : Standard Deviation
SE : Standard Errors
X : Experiment Class
Y : Controlled Class
N : Total of the Students
df : degree of freedom

H. The Hypothesis of Statistic

1. \( H_a: M_x \neq M_y \)
2. \( H_o: M_x - M_y = 0 \)
CHAPTER IV

THE RESEARCH FINDING

In this chapter, the writer presents the description of the data, the analysis of the data and the interpretation of the data.

A. The Description of the Data

After conducting the research, the writer obtained two kinds of the data; there are pre-test and post-test scores:

| Table 4.1 |
The Score of Pre-test, Post-test and Gained Score of Experiment Class. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Gained Score (X)</td>
</tr>
<tr>
<td>1</td>
<td>33</td>
<td>67</td>
<td>34</td>
</tr>
<tr>
<td>2</td>
<td>67</td>
<td>83</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>63</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>67</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>77</td>
<td>57</td>
</tr>
<tr>
<td>6</td>
<td>37</td>
<td>60</td>
<td>23</td>
</tr>
<tr>
<td>7</td>
<td>43</td>
<td>73</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
<td>83</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>43</td>
<td>73</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>83</td>
<td>43</td>
</tr>
<tr>
<td>11</td>
<td>33</td>
<td>73</td>
<td>40</td>
</tr>
<tr>
<td>12</td>
<td>23</td>
<td>60</td>
<td>37</td>
</tr>
<tr>
<td>13</td>
<td>37</td>
<td>63</td>
<td>26</td>
</tr>
<tr>
<td>14</td>
<td>57</td>
<td>80</td>
<td>23</td>
</tr>
<tr>
<td>15</td>
<td>50</td>
<td>73</td>
<td>23</td>
</tr>
<tr>
<td>16</td>
<td>47</td>
<td>70</td>
<td>23</td>
</tr>
<tr>
<td>17</td>
<td>20</td>
<td>63</td>
<td>43</td>
</tr>
<tr>
<td>18</td>
<td>40</td>
<td>77</td>
<td>37</td>
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<tr>
<td>19</td>
<td>23</td>
<td>60</td>
<td>37</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>67</td>
<td>47</td>
</tr>
</tbody>
</table>
Based on the table 4.1 above, the highest score of the students in the experiment class was 83 obtained by four students. Meanwhile, the lowest score in the experiment class was 60 obtained by four students. From the difference score obtained between the highest students’ score was 83 and the lowest students’ score was 60, it means that there was significance different after teaching reading comprehension by using reciprocal teaching technique.

Table 4.2

The Score of Pre-test, Post-test and Gained Score of Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>53</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>47</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>67</td>
<td>53</td>
<td>-14</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>57</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>43</td>
<td>63</td>
<td>20</td>
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<tr>
<td>7</td>
<td>37</td>
<td>50</td>
<td>13</td>
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<tr>
<td>8</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>43</td>
<td>50</td>
<td>7</td>
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<tr>
<td>10</td>
<td>63</td>
<td>60</td>
<td>-3</td>
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<td>70</td>
<td>10</td>
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<tr>
<td>12</td>
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<td>57</td>
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<td>3</td>
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<tr>
<td>18</td>
<td>60</td>
<td>60</td>
<td>0</td>
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<td>37</td>
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<td>20</td>
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<td>40</td>
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<td>25</td>
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<td>26</td>
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<td>28</td>
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<td>14</td>
</tr>
<tr>
<td>30</td>
<td>73</td>
<td>77</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$\sum = 1418$</td>
<td>$\sum = 1721$</td>
<td>$\sum Y = 303$</td>
</tr>
</tbody>
</table>

Based on the table 4.2 above, the highest score in the controlled class was 77 obtained by one student. Meanwhile, the lowest score in the controlled class was 33 obtained by one student.
### B. The Analysis of the Data

#### Table 4.3

The Comparison of Students’ Score in the Experiment Class and Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Experiment Class (X)</th>
<th>Controlled Class (Y)</th>
<th>x (X-MX)</th>
<th>y (Y-MX)</th>
<th>(X-MX)^2</th>
<th>(Y-MX)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>34</td>
<td>0</td>
<td>4.13</td>
<td>-10.1</td>
<td>17.08</td>
<td>102.01</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>7</td>
<td>-13.86</td>
<td>-3.1</td>
<td>192.28</td>
<td>9.61</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>7</td>
<td>10.13</td>
<td>-3.1</td>
<td>102.68</td>
<td>9.61</td>
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<tr>
<td>4</td>
<td>24</td>
<td>-14</td>
<td>-5.86</td>
<td>-24.1</td>
<td>34.41</td>
<td>580.81</td>
</tr>
<tr>
<td>5</td>
<td>57</td>
<td>7</td>
<td>27.13</td>
<td>-3.1</td>
<td>736.21</td>
<td>9.61</td>
</tr>
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<td><strong>Total</strong></td>
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<td></td>
<td><strong>∑X = 896</strong></td>
<td><strong>∑Y = 303</strong></td>
<td><strong>∑x = 0</strong></td>
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<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td><strong>∑M_X = 29.86</strong></td>
<td><strong>∑M_{xy} = 10.1</strong></td>
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</tbody>
</table>

The procedures of calculation were as follows:

1. Determining mean of variable X the formulation is:
   \[ M_X = \frac{\Sigma x}{N_1} \]
   \[ M_X = \frac{896}{30} \]
   \[ M_X = 29.86 \]

2. Determining mean of variable Y the formulation is:
   \[ M_Y = \frac{\Sigma y}{N_2} \]
   \[ M_Y = \frac{303}{30} \]
   \[ M_Y = 10.1 \]

3. Determining Standard Deviation X (SDx), with formula:
   \[ SD_X = \sqrt{\frac{\Sigma x^2}{N_1}} \]
   \[ SD_X = \sqrt{\frac{3903.46}{30}} \]
   \[ SD_X = \sqrt{130.11} \]
   \[ SD_X = 11.40 \]
4. Determining Standard Deviation Y (SDy), with formula:

\[ SD_y = \sqrt{\frac{\sum y^2}{N_2}} \]

\[ SD_y = \sqrt{\frac{3552.7}{30}} \]

\[ SD_y = \sqrt{118.42} \]

\[ SD_y = 10.88 \]

5. Determining Standard Errors Mean Variable X (SEmx), with formula:

\[ SE_{M_x} = \frac{SD_x}{\sqrt{N1 - 1}} \]

\[ SE_{M_x} = \frac{11.40}{\sqrt{30 - 1}} \]

\[ SE_{M_x} = \frac{11.40}{\sqrt{29}} \]

\[ SE_{M_x} = \frac{11.40}{5.38} \]

\[ SE_{M_x} = 2.11 \]

6. Determining Standard Errors Mean Variable X (SEmx), with formula:

\[ SE_{M_x} = \frac{SD_y}{\sqrt{N2 - 1}} \]

\[ SE_{M_x} = \frac{10.88}{\sqrt{30 - 1}} \]

\[ SE_{M_x} = \frac{10.88}{\sqrt{29}} \]

\[ SE_{M_x} = \frac{10.88}{5.38} \]

\[ SE_{M_x} = 2.02 \]

7. Determining the difficulties of Mean Variable X and Mean Variable Y, with formula:

\[ SE_{M_x-M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2} \]

\[ SE_{M_x-M_y} = \sqrt{(2.11)^2 + (2.02)^2} \]
\[ SE_{M_x-M_y} = \sqrt{4.45+4.08} \]
\[ SE_{M_x-M_y} = \sqrt{8.53} \]
\[ SE_{M_x-M_y} = 2.92 \]

8. Determining \( t_o \) with formula:
\[ t_o = \frac{M_x - M_y}{SE_{M_x-M_y}} \]
\[ t_o = \frac{29.86 - 10.1}{2.92} \]
\[ t_o = \frac{19.76}{2.92} \]
\[ t_o = 6.76 \]

9. Determining \( t_{table} \) in significance level 5% with degree of freedom (df):
\[ df = (N1+N2) -2 \]
\[ df = (30+30) -2 \]
\[ df = 60 - 2 \]
\[ df = 58 \]

Because the score of 58 was not mentioned in the table, the writer used the closest to 58 which was 60 degree of freedom. Thus, the writer gained \( t_{table} \):
Degree of significance 5% = 2.00

10. The comparison between \( t_o \) and \( t_{table} \)

From the calculation above, it was found that the result of \( t_o \) was 6.76 and the degree of freedom (df) was 60. In this research, the writer used the degree of significance 5%. It can be seen that degree of freedom (df) and the degree of significance 5% = 2.00.

By comparing the result of \( t_o = 6.76 \) and \( t_{table} \) on the degree of significance 5% = 2.00, thus the writer summarized that \( t_o \) was higher than \( t_{table} \).

It means that \( H_o \) (alternative hypothesis) was accepted and \( H_o \) (null hypothesis) was rejected because \( t_o > t_{table} \). Thus, there was significant difference after teaching reading comprehension by using reciprocal teaching technique at
the second grade of SMP Dwi Putra SaruaCiputat Tangerang Selatan academic year 2013/2014.

C. The Interpretation of the Data

Based on the formulations above, the results of the statistic calculation indicated that the result of $t_o$ was 6.76 and the degree of freedom (df) was 60 while the degree of significance $5\% = 2.00$. Comparing $t_o$ to each values of the degree of significance, the writer found that $2.00<6.76$. Thus, $t_o$ was higher than $t_{table}$.

Because $t_o$ was higher than $t_{table}$ score obtained from the result of calculating, thus, $H_a$ (alternative hypothesis) was accepted and $H_o$ (null hypothesis) was rejected.

Based on the explanations above, the writer could interpret that teaching reading comprehension by using the reciprocal teaching technique was success. And also, based on the data that were calculated above, it could be conclude that there was positive influence of reciprocal teaching technique toward students’ reading comprehension.
CHAPTER V
CONCLUSION AND SUGGESTION

A. The Conclusion

This research was conducted to look at the influence of reciprocal teaching technique in teaching reading comprehension. A quasi-experiment research was decided as a design for this research by organizing pre-test and post-test. And that the result of $t_o$ was 6.76 and the degree of freedom (df) was 60 while the degree of significance 5% = 2.00. Comparing $t_o$ to each values of the degree of significance, the writer found that 2.00 < 6.76. Thus, $t_o$ was higher than $t_{table}$.

Based on the quantitative result of this study, it could be concluded that there was positive influence of reciprocal teaching technique toward students reading comprehension. To increase the students’ reading comprehension, the teacher and students worked cooperatively by four steps, those are predicting, questioning, clarifying and summarizing.

B. The Suggestion

After the writer made the conclusion, he tried to make some suggestions. There were some suggestions for the students, the teachers and the next researchers.

The first was for the students, reciprocal teaching technique is expected to increase their confidence and bravery to ask a question, to show their argument and also to build their thinking skill.

The second was for the teacher, reciprocal teaching technique could be used in teaching reading comprehension, because it was an effective technique to increase their ability in reading comprehension, and become more creative in learning reading text by doing well-steps of the technique.
And the last was for the next researchers, the writer would like to provide this *skripsi* as reference for conducting the research and hopefully it would be useful for them.
BIBLIOGRAPHY


Doolittle, Peter E. et. al., Reciprocal Teaching for Reading Comprehension in Higher Education: a Strategy for Fostering the Deeper Understanding of Texts, the article was accessed on February 2013, at http://www.isetl.org/ijtlhe/.


RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) Kelas Eksperimen

Nama sekolah : SMP DWI PUTRA
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (delapan)/2

Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 5. 1. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

Aspek/Skill : Membaca
Alokasi Waktu : 2 x 35 menit (pertemuan 1, 3, dan 5)

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memahami teks fungsional dan esei berbentuk recount.

2. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)

3. Materi Pembelajaran
Communication Practice
- Teks materi recount
  - A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
  - Orientation tells who was involved, what happened, where the events took place, and when it happened.
  - Reorientation consists of optional-closure of events/ ending.
  - The features are including Who? Where? When? Why?, noun or pronoun, and past tense.
  - Social function :
1. To give the audience a description of what occurred and when it occurred.
2. To retell events for the purpose of informing or entertaining.

- Teks berbentuk recount first meeting (The Scary Story)

**The Scary Story**

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behavior.

- Teks berbentuk recount third meeting (The Spicy Rujak)

**The Spicy Rujak**

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

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.

4. Indikator :
   a. Kognitif
      • Membaca teks/kalimat berbentuk recount.

   b. Afektif
      • Membaca kosakata dalam bentuk recount tersebut dengan sikap yang baik.
      • Mendengarkan bentuk ungkapan/kosakata dalam teks/kalimat recount tersebut dengan sikap yang baik dan sopan.

3. Psikomotor
   • Mendemonstrasikan kosakata/ungkapan suatu makna dalam teks/kalimat berbentuk recount yang berhubungan dengan materi ajar.
5. Grammar Practice
   - Simple Past Tense
     Simple past tense is used to express something that happened in the past time.
     The formula:
     \[ S + \text{verb 2} + \text{Object/Complement} \]

6. Metode pembelajaran: Reciprocal Teaching Technique

Pendahuluan (10 menit)

<table>
<thead>
<tr>
<th>Nama kegiatan</th>
<th>Program</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apersepsi</td>
<td>▪ Berdoa</td>
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<tr>
<td></td>
<td>▪ Guru mengecek kehadiran siswa</td>
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<td></td>
<td>▪ Guru menyapa siswa</td>
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<td></td>
<td>▪ Guru menjelaskan indikator apa yang harus dicapai siswa dalam pembelajaran</td>
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<tr>
<td>Motivasi</td>
<td>▪ Guru memberikan motivasi dengan cara menjelaskan pentingnya mempelajari teks recount</td>
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</tbody>
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Kegiatan inti (50 menit)

<table>
<thead>
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<th>Keterangan</th>
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</thead>
<tbody>
<tr>
<td>Eksplorasi</td>
<td>▪ Guru menjelaskan tentang teks apa yang akan siswa baca</td>
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<tr>
<td>Elaborasi</td>
<td>▪ Guru membagi siswa ke dalam kelompok dengan masing-masing 5 siswa dalam satu kelompok.</td>
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<td></td>
<td>▪ Guru menunjuk 1 siswa sebagai ketua dalam masing-masing kelompok.</td>
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<td>▪ Guru memerintahkan siswa untuk membaca judul dari teks recount yang telah diberikan (Predicting).</td>
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<td>▪ Guru bertanya kepada siswa, apa yang sudah siswa ketahui sebelumnya tentang judul bacaan dari teks recount tersebut (Predicting).</td>
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<tr>
<td></td>
<td>▪ Siswa di minta untuk membaca teks recount tanpa suara (reading silently) (Questioning).</td>
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</table>
Kemudian, setelah siswa membaca teks, siswa di minta untuk menjawab soal pilihan ganda yang telah di sediakan (Questioning).

Konfirmasi
- Guru meminta siswa untuk membacakan soal dan menjawab bersama-sama (Clarifying).
- Guru meminta ketua dari setiap kelompok untuk merangkum isi dari teks recount tersebut (Summarizing).

Kegiatan penutup (10 menit)

<table>
<thead>
<tr>
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<th>Program</th>
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</table>
| Penutup       | ▪️ Guru membuat kesimpulan atas materi yang telah disampaikan.  
                ▪️ Berdoa. |

<table>
<thead>
<tr>
<th>Indikator/ pencapain siswa</th>
<th>Instrumen penilaian</th>
<th>Bentuk instrument</th>
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<tbody>
<tr>
<td>Melakukan fungsional sederhana dalam bentuk recount</td>
<td>Unjuk kerja</td>
<td>Uji petik membaca</td>
</tr>
</tbody>
</table>

7. Sumber belajar:
- Kurikulum (KTSP kelas VIII)
- English syllabus
- Teks recount dan work sheet yang relevan

8. Pedoman Penilaian:
- Bentuk soal: pilihan ganda
- Untuk tiap nomor, tiap jawaban benar skor 10
- Jumlah skor maksimal 10 x 10 = 100
- Nilai maksimal = 100

\[ \text{Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100 \]
Mengetahui; 
Peneliti 

........., .......................2014 
Guru Pamong Bahasa Inggris,

( ....................................................... ) 
NIP /NIM : .........................

( ....................................................... ) 
NIP /NIK : ..............................
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) Kelas Eksperimen

Nama sekolah : SMP DWI PUTRA
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (delapan)/2

Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 5.1. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

Aspek/Skill : Membaca
Alokasi Waktu : 2 x 35 menit (pertemuan ke-2, 4 dan 6)

1. **Tujuan Pembelajaran**
   Pada akhir pembelajaran, siswa dapat memahami teks fungsional dan esai berbentuk narrative.

2. **Karakter siswa yang diharapkan**:
   - Dapat dipercaya (Trustworthiness)
   - Rasa hormat dan perhatian (*respect*)
   - Tekun (*diligence*)
   - Tanggung jawab (*responsibility*)

3. **Materi Pembelajaran**
   **Communication Practice**

   - **Teks materi *narrative***
     - A narrative text is an imaginative story to entertain people
     - Orientation
       - It is about the opening paragraph where the characters of the story are introduced.
     - Complication
       - Where the problems in the story developed.
     - Resolution
       - Where the problems in the story is solved.
     - Social function: To amuse, entertain and to deal with actual or vicarious experiences in different ways.
• Teks berbentuk narrative the second meeting (The Prince and His Best Friends)

The Prince and His Best Friends

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

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

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

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

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.
Teks berbentuk narrative the fourth meeting (The Caliph and the Clown)

**The Caliph and the Clown**

The Caliph of Baghdad hired an intelligent and high spirited man as his court jester, and was much amused by his clever, witty comments. The clown was so well loved by his master that everyone at court showed him great respect. And so the Caliph was much surprised one day when he heard his beloved clown crying out in distress from the throne room. The Caliph hurried there and was astonished to find the guards beating the clown badly.

“Leave him alone at once!” he ordered. “Why are you beating him?”

“We found him sitting on your throne, O majesty!” the captain of the guards explained.

“out of my sight!” commanded the Caliph. “For sure the jester did not do it with the intention of offending me.”

The clown, however, continued to weep and wail even after the guards had left.

“Stop it! Said the irritated Caliph.
“Your’re still in one piece, aren’t you?
“I’m not crying for myself, my lord, I weep for you,” the clown explained.
“For me?” exclaimed the Caliph in surprise.
“Certainly! If I get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?”

Teks berbentuk narrative the sixth meeting (The Fox and the Grapes)

**The Fox and the Grapes**

There was once a fox with an empty stomach, who went in search for food. Then he saw a vineyard, where large bunches of golden grapes hung from the vines above his head. The fox jumped up and down, trying to bite into a bunch of the grapes, but he failed. He tried again and again, with all his might, but he still failed to reach the grapes.

Suddenly, he thought a way of how he can get the grapes, he climbed the grapes tree and then he can get the grapes easily.

4. **Indikator :**
   a. **Kognitif**
      - Membaca teks/kalimat berbentuk *recount.*
   b. **Afektif**
• Membaca kosakata dalam bentuk recount tersebut dengan sikap yang baik.
• Mendengarkan bentuk ungkapan/kosakata dalam teks/kalimat recount tersebut dengan sikap yang baik dan sopan.

3. Psikomotor
• Mendemonstrasikan kosakata/ungkapan suatu makna dalam teks/kalimat berbentuk recount yang berhubungan dengan materi ajar.

4. Grammar Practice
- Simple Past Tense
  Simple past tense is used to express something that happened in the past time.
  The formula:
  \[
  S + \text{verb} \ 2 + \text{Object/Complement}
  \]

5. Metode pembelajaran: Reciprocal Teaching Technique

Pendahuluan (10 menit)

<table>
<thead>
<tr>
<th>Nama kegiatan</th>
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</table>
| Apersepsi     | ▪ Berdoa
▪ Guru mengecek kehadiran siswa
▪ Guru menyapa siswa
▪ Guru menjelaskan indikator apa yang harus dicapai siswa dalam pembelajaran |
| Motivasi      | ▪ Guru memberikan motivasi dengan cara menjelaskan pentingnya mempelajari teks narrative |

Kegiatan inti (50 menit)

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</table>
| Elaborasi     | ▪ Guru membagi siswa ke dalam kelompok dengan masing-masing 5 siswa dalam satu kelompok.
▪ Guru menunjuk 1 siswa sebagai ketua dalam masing-masing |
kelompok.
- Guru memerintahkan siswa untuk membaca judul dari teks narrative yang telah diberikan (*Predicting*).
- Guru bertanya kepada siswa, apa yang sudah siswa ketahui sebelumnya tentang judul bacaan dari teks narrative tersebut (*Predicting*).
- Siswa di minta untuk membaca teks recount tanpa suara (reading silently) (*Questioning*).
- Kemudian, setelah siswa membaca teks, siswa di minta untuk menjawab soal pilihan ganda yang telah di sediakan (*Questioning*).

**Konfirmasi**
- Guru meminta siswa untuk membacakan soal dan menjawab bersama-sama (*Clarifying*).
- Guru meminta ketua dari setiap kelompok untuk merangkum isi dari teks narrative tersebut (*Summarizing*).

**Kegiatan penutup (10 menit)**

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<th>Instrumen penilaian</th>
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<td>Unjuk kerja</td>
<td>Uji petik membaca</td>
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</tbody>
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**6. Sumber belajar:**
- Kurikulum (KTSP kelas VIII)
- *English syllabus*
- Teks narrative dan *work sheet* yang relevan

**7. Pedoman Penilaian:**
- Bentuk soal: pilihan ganda
- Untuk tiap nomor, tiap jawaban benar skor 10
- Jumlah skor maksimal 10 x 10 = 100
- Nilai maksimal = 100

\[
\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100
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Mengetahui;

Peneliti

........., ............................2014

Guru Pamong Bahasa Inggris,

( ....................................................... )

( ....................................................... )

NIP /NIK : .........................

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) Kelas Kontrol

Nama sekolah : SMP DWI PUTRA
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (delapan)/2

Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 5. 1. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

Aspek/Skill : Membaca
Alokasi Waktu : 2 x 35 menit (pertemuan 1,3 dan 5)

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memahami teks fungsional dan esei berbentuk recount.

2. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian(respect)
Tekun (diligence)
Tanggung jawab (responsibility)

3. Materi Pembelajaran

Communication Practice

- Teks materi recount
  - A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
  - Orientation tells who was involved, what happened, where the events took place, and when it happened.
  - Reorientation consists of optional-closure of events/ ending.
  - The features are including Who? Where? When? Why?, noun or pronoun, and past tense.
  - Social function :
    1. To give the audience a description of what occurred and when it occurred.
2. To retell events for the purpose of informing or entertaining.

- **Teks berbentuk recount first meeting (The Scary Story)**

**The Scary Story**

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behavior.

- **Teks berbentuk recount third meeting (The Spicy Rujak)**

**The Spicy Rujak**

I went to Rahman’s house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made rujak. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The rujak was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.
When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.
Simple past tense is used to express something that happened in the past time.
The formula:

\[ S + \text{verb 2} + \text{Object/Complement} \]

6. Metode pembelajaran: Conventional Technique

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7. **Sumber belajar:**
   - Kurikulum (KTSP kelas VIII)
   - *English syllabus*
   - Teks recount dan *work sheet* yang relevan

8. **Pedoman Penilaian:**
   - Bentuk soal: pilihan ganda
   - Untuk tiap nomor, tiap jawaban benar skor 10
   - Jumlah skor maksimal $10 \times 10 = 100$
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Aspek/Skill : Membaca
Alokasi Waktu : 2 x 35 menit (pertemuan ke-2, 4 dan 6)

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memahami teks fungsional dan esei berbentuk narrative.

2. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)

3. Materi Pembelajaran
Communication Practice

• Teks materi narrative
  - A narrative text is an imaginative story to entertain people
  - Orientation
    It is about the opening paragraph where the characters of the story are introduced.
  - Complication
    Where the problems in the story developed.
  - Resolution
    Where the problems in the story is solved.
  - Social function: To amuse, entertain and to deal with actual or vicarious experiences in different ways.
Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

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

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

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

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.
Teks berbentuk narrative the fourth meeting (The Caliph and the Clown)

The Caliph and the Clown

The Caliph of Baghdad hired an intelligent and high spirited man as his court jester, and was much amused by his clever, witty comments. The clown was so well loved by his master that everyone at court showed him great respect. And so the Caliph was much surprised one day when he heard his beloved clown crying out in distress from the throne room. The Caliph hurried there and was astonished to find the guards beating the clown badly.

“Leave him alone at once!” he ordered. “Why are you beating him?”

“We found him sitting on your throne, O majesty!” the captain of the guards explained.

“out of my sight!” commanded the Caliph. “For sure the jester did not do it with the intention of offending me.”

The clown, however, continued to weep and wail even after the guards had left.

“Stop it! Said the irritated Caliph.

“You’re still in one piece, aren’t you?

“I’m not crying for myself, my lord, I weep for you,” the clown explained.

“For me?” exclaimed the Caliph in surprise.

“Certainly! If I get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?”

Teks berbentuk narrative the sixth meeting (The Fox and the Grapes)

The Fox and the Grapes

There was once a fox with an empty stomach, who went in search for food. Then he saw a vineyard, where large bunches of golden grapes hung from the vines above his head. The fox jumped up and down, trying to bite into a bunch of the grapes, but he failed. He tried again and again, with all his might, but he still failed to reach the grapes.

Suddenly, he thought a way of how he can get the grapes, he climbed the grapes tree and then he can get the grapes easily.

4. Indikator :

a. Kognitif

• Membaca teks/kalimat berbentuk recount.

b. Afektif
• Membaca kosakata dalam bentuk *recount* tersebut dengan sikap yang baik.
• Mendengarkan bentuk ungkapan/kosakata dalam teks/kalimat *recount* tersebut dengan sikap yang baik dan sopan.

3. Psikomotor
• Mendemonstrasikan kosakata/ungkapan suatu makna dalam teks/kalimat berbentuk *recount* yang berhubungan dengan materi ajar.

5. Grammar Practice
   - Simple Past Tense
     Simple past tense is used to express something that happened in the past time.
     The formula:

     \[ S + \text{verb} + \text{Object/Complement} \]

6. Metode pembelajaran: Conventional Technique

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- Guru meminta siswa untuk mengumpulkan soal yang sudah diisi oleh siswa.

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The Instrument

1st meeting

Name :
Class :

Answer the following question by choosing a, b, c or d based on the text!

Text for number 1-10

The Scary Story

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behavior.

1. What is the main idea of the text above?
   a. The effect of the horrible movie   
   b. The writer’s fear of the familiar voice   
   c. The writer was afraid of graveyard   
   d. The writer hear the familiar voice

2. What is the name of the text?
   a. Narrative   
   b. Recount   
   c. Descriptive   
   d. Expository

3. What time did the writer go home after watching movie?
   a. Nine and thirteen o clock   
   b. Ten o clock   
   c. Eleven and thirteen o clock   
   d. Mid-night

4. “She was being attacked by a monster.” The word she refers to _________
   a. The writer   
   b. The woman in the movie   
   c. Hadi   
   d. The woman in the graveyard

5. “I pedalled hard on my bicycle and was soon speeding home.” The underlined word above has the same meaning as ____________
   a. Easy   
   b. Light   
   c. Difficult   
   d. Clean

6. “It was a scary story.” The word it refers to ____________
a. The movie
b. The writer story
c. Hadi’s story
d. The story of graveyard

7. Where did the writer hear the some sounds?
   a. In the graveyard
   b. In the cinema
   c. In his home
   d. In the road

8. “The road was dark and quiet.” The underlined word above has the same meaning as ________
   a. Black        c. Light
   b. Glitter      d. Glow

9. Who did call the writer?
   a. His classmate   c. The devil
   b. His mother      d. The gosh

10. Why did Hadi cycle after the writer?
    a. Because he was frightened too
    b. Because he wanted to follow to the writer’s home
    c. Because he want to play together with the writer
    d. Because he wanted to go home together with the writer
The Answer of the First meeting

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The Prince and His Best Friends

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

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

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

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

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.
1. What is the main idea of the text above?
   a. The prince who live in the forest
   b. The young prince named Jonathan who loved and adored by his people
   c. The greedy prince who hated by his people
   d. The prince who has two close friends

2. What is the name of the text?
   a. Narrative   c. Descriptive
   b. Recount   d. Expository

3. What kind of person was Prince Jonathan?
   a. Good person   c. Bad person
   b. Sweet person   d. Criminal person

4. “One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest.” The underlined word in the text above has the same meaning as _______
   a. Gluttonous   c. Bad
   b. Nice   d. Good

5. Who were Prince Jonathan friends?
   a. Peter and Piper   c. Franklin and Aristocrat
   b. Peter and Franklin   d. Aristocrat and Peter

6. What happened when the prince and his two friends were walking in the forest?
   a. The Prince and his two close friends were attacked by the Bandits
   b. The prince was pushed by the Franklin
   c. Franklin was killed by Peter
   d. The Prince and his two close friends were killed by the Bandits

7. “But Peter was not afraid.” The underlined word has the same meaning as ______
   a. Brave   c. Scare
   b. Strong   d. Worry

8. Why did Franklin try to persuade the Princes to surrender?
   a. Because he was brave
   b. Because he was scared
   c. Because the bandits were Franklin friends
   d. Because he knew that they would be failed

9. “He was loved, and adored by his people.” The underlined word has the same meaning as _______
   a. Loved   c. Hated
   b. Abused   d. Unrespected

10. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?
    a. He allowed the Prince followed Franklin’s advice
    b. He was not afraid and give the Prince supported
    c. He was also afraid with the bandits
    d. He run away from the forest
The Answer of the second meeting

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The Spicy Rujak

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

1. What is the main idea of the text above?
   a. The spicy rujak which made me getting stomachache
   b. Rujak party in the Rahman’s house
   c. I like Rahman’s rujak
   d. The spicy rujak which make me happy

2. What is the name of the text?
   a. Narrative   c. Descriptive
   b. Recount   d. Expository

3. When did the writer go to Rahman’s house?
   a. Tomorrow    c. Yesterday
   b. Friday    d. Last Tuesday

4. “He made it very spicy.” The word he refers to ____________
   a. Rahman   c. The writer
   b. Dodi   d. Dodi’s brother

5. Why did the writer go to there?
   a. To eat spicy food   c. To get rujak party
   b. To do homework   d. To make rujak together

6. Whom did the writer go with?
   a. Rahman   c. His sister
   b. Dodi   d. His brother

7. Who made rujak?
   a. Dodi   c. The writer
   b. Rahman   d. Rahman’s mother

8. Why did the writer not go to school the next morning?
   a. Because he got stomachache
   b. Because he was lazy to go to school
   c. Because he didn’t not do homework
   d. Because he woke up late

9. When did Rahman make rujak?
a. Before doing homework  
b. After playing game together  
c. After finishing the homework  
d. Before going to Dodi’s house

10. Why did Rahman make *rujak*?  
a. Because he liked *rujak*  
b. Because he didn’t like other food  
c. Because he liked spicy food  
d. Because he didn’t like the sweet food
The Answer of the third meeting

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The Caliph and the Clown

The Caliph of Baghdad hired an intelligent and high spirited man as his court jester, and was much amused by his clever, witty comments. The clown was so well loved by his master that everyone at court showed him great respect. And so the Caliph was much surprised one day when he heard his beloved clown crying out in distress from the throne room. The Caliph hurried there and was astonished to find the guards beating the clown badly.

“Leave him alone at once!” he ordered. “Why are you beating him?”

“We found him sitting on your throne, O majesty!” the captain of the guards explained.

“out of my sight!” commanded the Caliph. “For sure the jester did not do it with the intention of offending me.”

The clown, however, continued to weep and wail even after the guards had left.

“Stop it! Said the irritated Caliph.

“You’re still in one piece, aren’t you?

“I’m not crying for myself, my lord, I weep for you,” the clown explained.

“For me?” exclaimed the Caliph in surprise.

“Certainly! If I get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?”

1. What is the main idea of the text above?
   a. The Caliph was smart man
   b. The Clown was best friend of the Caliph
   c. The clever Clown who try to make the Caliph realizing his deed
   d. The Caliph was much surprised one day when he heard his beloved clown crying out in distress from the throne room

2. What is the name of the text?
   a. Narrative  c. Descriptive
   b. Recount  d. Expository

3. “If I get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?” the word I refer to_____  
   a. The Caliph  c. The Writer
   b. The Clown  d. the Jester
4. When did the story take place?
   a. In the Arabic
   b. In the caliph house
   c. In the Baghdad
   d. In the Clown’s house

5. “The Caliph of Baghdad hired an intelligent and high spirited man.” The underlined word above has the same meaning as__________
   a. Stupid
c. Bad
   b. Clever
d. Beautiful

6. Why did the Clown cry?
   a. Because he was sad of his mischance
   b. Because he was sad toward his Caliph
   c. Because he was beaten by the people
   d. Because he wanted to make the Caliph realized

7. “He was much amused by his clever, witty comments.” The word he refers to__________
   a. The Caliph
c. The Clown
   b. The Writer
d. The Majesty

8. “Caliph hurried there and was astonished to find the guards beating the clown badly.” The underlined word above has the same meaning as _____
   a. Surprised
c. Cried
   b. Saw
d. Loved

9. “He was much amused by his clever, witty comments.” The underlined word above has the same meaning as __________
   a. Stupid
c. Wonderful
   b. Smart
d. Bad

10. “The clown was so well loved by his master that everyone at court showed him great respect.” The underlined word above has the same meaning as __
    a. Underestimate
c. Regard
    b. Loved
d. Hated
The Answer of the fourth meeting

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The Instrument

5th meeting

Name :
Class :

Answer the following question by choosing a, b, c or d based on the text!

Text for number 1-10

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.

1. What is the main idea of the text above?
   a. My teacher grounded me in the library because I did not do my Biology homework.
   b. I was quite lazy
   c. My experience in the library made me know some of the scientists
   d. I was not a very diligent student

2. What is the name of the text?
   a. Narrative
   b. Recount
   c. Descriptive
   d. Expository

3. When did the story take place?
   a. When the writer in senior high school
   b. When the writer in the college
   c. When the writer in the junior high school
   d. When the writer in the library

4. Was the writer a diligent student?
5. “I hated all the subjects that I took during school, especially science.” The underlined word in the text above has the same meaning as ______
   a. Loved   c. Liked
   b. Dislike   d. Fanatic

6. What lessons did the writer hate?
   a. Psychology   c. Sociology
   b. Science   d. Artistry

7. What was the title of the book that the writer read?
   a. The Inventors of Medicine
   b. The Scientist of Math
   c. The Founders of Sciences
   d. The History of The Investors of Medicine

8. Who were mentioned in the book?
   a. The writer’s mother   c. Biology teacher
   b. The writer himself   d. The writer’s friends

9. Who were they?
   a. The scientist of medicine
   b. The scientist of history
   c. The scientist of math
   d. The scientist of computer

10. What happened to the writer after he read the book?
    a. He knew some the name of the investors of math science
    b. He realized that science is useful for human kind.
    c. He found the new of knowledge
    d. He learned of the rote some the name of scientist of sociology
The Answer of the fifth meeting

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The Fox and the Grapes

There was once a fox with an empty stomach, who went in search for food. Then he saw a vineyard, where large bunches of golden grapes hung from the vines above his head. The fox jumped up and down, trying to bite into a bunch of the grapes, but he failed. He tried again and again, with all his might, but he still failed to reach the grapes.

Suddenly, he thought a way of how he can get the grapes, he climbed the grapes tree and then he can get the grapes easily.

1. What is the main idea of the text above?
   a. The fox experience in the vineyard
   b. The fox which searched the food because of his empty stomach
   c. The fox really like the grapes
   d. The fox which saw the vineyard

2. What is the name of the text?
   a. Narrative
   b. Recount
   c. Descriptive
   d. Expository

3. Why the fox search for food?
   a. Because he wanted to give the food for his children
   b. Because he was hungry
   c. Because his wife ask him to search the food
   d. Because he wanted to give the food for the other fox

4. Where did the fox see the grapes?
   a. In the yard
   b. In the vineyard
   c. In the garden
   d. In the jungle

5. How the first way of the fox to get the grapes?
   a. He climbed the grapes tree
   b. He jumped up and down into a bunch of grapes
   c. He bit the bunch of grapes
   d. He pushed the grapes tree

6. “Then he saw a vineyard, where large bunches of golden grapes hung from the vines above his head.” The underlined word above has the same meaning as__________
   a. Small
   b. Narrow
b. Big  d. Little

7. What did finally the fox do to get the grapes?
   a. Going home  c. Climbing the tree
   b. Beating the bunch  d. Leaving the vineyard

8. “He tried again and again, with all his might, but he still failed to reach the grapes.” The word he refers to __________
   a. The writer  c. The fox
   b. The grapes  d. The tree

9. Which were grapes that the fox saw?
   a. The purple grapes  c. The green grapes
   b. The golden grapes  d. The red grapes

10. What did finally the fox do to get the golden grapes?
   a. He leaved the bunch of grapes
   b. He tried to bite the bunch of grapes
   c. He go home and crying because he was still hungry
   d. He climbed the tree and ate the grapes
The Answer of the sixth meeting

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**KISI-KISI SOAL PRE-TEST**

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<td>Memahami makna dalam esei pendek sederhana berbentuk <em>recount</em>, dan <em>narrative</em> untuk berinteraksi dengan lingkungan sekitar.</td>
<td>Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk <em>recount</em> dan <em>narrative</em> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.</td>
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**KISI-KISI SOAL POST-TEST**

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<td>Memahami makna dalam esei pendek sederhana berbentuk <em>recount, dan narrative</em> untuk berinteraksi dengan lingkungan sekitar.</td>
<td>Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk <em>recount</em> dan <em>narrative</em> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.</td>
<td>1. Mengidentifikasi ide pokok berdasarkan teks.</td>
<td>Multiple choices</td>
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*Nama Sekolah*: SMP Dwi Putra  
*Mata Pelajaran*: Bahasa Inggris  
*Kelas/Semester*: VIII/2 (Genap)  
*Jumlah Soal/Waktu*: 30/60 menit
Pre-Test

Answer the following question by choosing a, b, c or d based on the text!

Text for number 1-4

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to and that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

1. What is the main idea of the text above?
   a. Redfeathers was peeped by fox
   b. Fox wanted to play together with Redfeathers
   c. Fox was peeped by Redfeathers
   d. Redfeathers did not want to play with fox

2. “She fluttered on to the path in the woods, and lay there”, the word she refers to
   a. The hen   c. The dove
   b. The duck   d. The swan

3. What did Redfeathers do to trick the fox?
   a. She slipped out of the sack
   b. She put nothing in the dove
   c. She yelled for help
   d. She flew away to the tree

4. The hen was so-called red feathers, because
   a. All her feathers were red
   b. She had red-crest
   c. All her friend had red feathers
   d. She lived in the middle of red-grassland

Text for number 5-9

Do You Know This Girl?
I was in the park with my older sister, Cathy, on Friday. My sister left her jacket on a bench while we talked to some friends. When we went back to the bench, a girl in a red T-shirt was sitting there. She had some money in her hand. When she saw us, she got up and walked away.

I said to my sister, “Did you have any money in your jacket?”

“She said, “Yes, Anna, I did.”

I said, “Look in your jacket quickly.” Cathy looked in her jacket, but her money was not there.

“That girl stole it!” I said, and we all ran after her. We caught her quickly.

My sister was very angry and she said, “Give me the money!” The girl gave the money to Cathy and ran away. We all ran after her, but we lost her.

Then we went home. But before we could tell our parents, my mother said to Cathy, “You left your money at home. It’s on the table in the sitting room. You must be more careful with money.”

So the girl in the red T-shirt was not a thief! She probably thought we were thieves! We felt terrible.

Please telephone us if you know this girl. We are very sorry for our mistake. We would like to say sorry to her and give her money back to her. Our number is 512667. My name is Anna.

5. What is the main idea of the text above?
   a. Cathy left her money at home
   b. Anna left her money at home
   c. A girl in a red T-shirt was a thief
   d. a, b and c are wrong

6. Cathy's money was________
   a. At her friend’s home
   b. At home
   c. On the bench
   d. At school

7. The girl gave the money to Cathy and running away, because____
   a. Cathy wants the money
   b. She was afraid
   c. Cathy asked her nicely
   d. It was Cathy's money

8. When were they in the park?
   a. On Tuesday
   b. On Friday
   c. On Sunday
   d. On Saturday

9. “She said, “Yes, Anna, I did.”
   The word she refers to____
   a. Anna  c. Mother
   b. Cathy  d. The thief

Text for number 10-12

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said: “I’m so thirsty. Let’s find a spring and have a drink.”

However, as the young boy bent down to drink, his sister heard a voice which said: “Who drinks from me will turn into a fawn.” It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into
a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch’s evil spell, and they lived safely and happily with king for ever after.

10. What is the main idea of the text above?
   a. A little brother and sister like to play in the woods
   b. A little brother and sister that fled into the woods
   c. A good step mother that was loved by her children
   d. A little brother and sister that love their stepmother

11. The young boy to change into a fawn, because __________
   a. He was eating something
   b. He was saying something bad
   c. He was drinking in a spring
   d. He was having cursed by someone

12. What is the main idea of the last paragraph?
   a. The king tears and he became the human
   b. The little brother tears because of the king fell in love to his daughter
   c. The king falling in love and the little brother changed back to her once more.
   d. The little sister got married to the king

**Text for number 13-17**

**Festival of Lights**

Last autumn I was in India during Diwali, the “Festival of Lights” which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the walls and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of Diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colourful candles. After dark, the whole neighbourhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.
Diwali was a deeply moving festival. I was very grateful I had the chance to share in this celebration of peace and harmony. I had found memories of the experience, and in particular I would never forget how friendly and generous people were.

13. What is the main idea of the text above?
   a. I was not happy in seeing Diwali celebration
   b. Diwali was a deeply moving festival
   c. Diwali is “Festival of Lights” which takes place every year to celebrate the victory of good over evil
   d. I liked to join in the spirit of Diwali celebration

14. The text is about?
   a. Celebration
   b. Wonderful designs
   c. Festival of Lights
   d. Home and temple in India

15. “I was very grateful I had the chance to share in this celebration of peace and harmony.” The underlined word has the same meaning as
   a. Wonderful  c. Thankful
   b. Hopefully    d. Wishful

16. What is the main idea of the third paragraph?
   a. The preparations for Diwali was very long.
   b. Diwali was celebrated everywhere.
   c. The writer was very happy with Diwali.
   d. During Diwali, houses were decorated with lamps and candles.

17. When is Diwali held?
   a. In Autumn
   b. Every year
   c. At the first week of November
   d. At the end of October

Text for number 18-24

Mantu’s Little Elephant

Little Mantu lived in a village deep in the jungle where elephant helped the men with their work. These elephant were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie’s ear that someday he would become a biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. “We are so big and tall, but you’re so small. You are nothing at all,” said one of the big elephant.

Mantu looked up at the huge elephant with a mischievous glint in his eye. “You’re so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be danger.” After hearing the word snakes, the elephant screeched and off they went thundering in fright.

“Did I say there were snakes?” giggled mantu. “No, I don’t think so,” smiled Opie. Mantu then climbed upon his little friend’s back and went home to village to tell everyone about the foolish elephants.

18. What is the main idea of the text above?
a. Opie was a nice elephant
b. Opie lived together with Mantu
c. Mantu liked an elephant
d. Mantu lived in a village deep in the jungle who had a little elephant named Opie

19. “He was just a baby and Mantu loved him very much.” The word *he* in the paragraph above refers to____
   a. Mantu
   b. The huge elephant
   c. The other elephant
   d. Opie

20. “They began to laugh and made rude noises with their trunks”. Why did the others elephant do this thing?
   a. They were proud of Opie
   b. They loved Opie
   c. They hated Opie
   d. They underestimated Opie

21. “Did I say there were snakes?” giggled Mantu. “No, I don’t think so,” smiled Opie.” What is the purpose of Mantu’s words?
   a. To make the other elephant afraid
   b. To make Opie smile
   c. To make a joke
   d. To make other elephant laugh

22. What is the main idea of the second paragraph above?
   a. Mantu had an elephant of his very own. His name was Opie.
   b. Mantu was a diligent boy that live in the jungle
   c. Opie was a nice elephant
   d. Mantu had an elephant was so big and strong.

23. What made the huge elephant run away? Because_____
   a. It heard the word snakes.
   b. It was afraid of Opie
   c. It was hungry
   d. It saw snakes

24. “You’re so tall and can see far away.” The word *you* refers to________
   a. Huge Elephant
   b. Opie
   c. Mantu
   d. Snake

Text for number 25-30

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took my extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

25. What is the main idea of the text above?
a. Adolescence was a time of change between childhood and adulthood
b. Adolescence a period of adult
c. Adolescence was a period of physical growth only
d. Adolescence can be created an emotional

26. The text is about
   a. The story of adolescence
   b. The experience of the writer when she was adolescence
   c. The characteristic of adolescence
   d. The afraidness of the writer when she was adolescence

27. What is adolescence? It was
   a. A period of transition
   b. A time of change between childhood and adulthood
   c. A period of adult
   d. A time of puerility

28. What is the main idea of the third paragraph?
   a. The writer was able to control his emotion.
   b. The writer took many extra curricular activities to divert his emotion.
   c. The writer read the article at the library.
   d. The writer enjoy read the article.

29. How did the writer felt when he was adolescence?
   a. Very happy
   b. Very emotional
   c. Very fun
   d. Very good

30. What did the writer do to divert his emotions?
   a. Shopping
   b. Taking many extra curricular activities
   c. Spending a lot money
   d. Travelling to other countries
Post-Test

Answer the following question by choosing a, b, c or d based on the text!

Text for number 1-8

The Tour Surprised to Lombok

Last Saturday I woke up early, but I didn’t get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was receipt of a four nights tour to Lombok!! The expired date was that day. To tour surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it as also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the “gift” happily. We also bought some presents for our family and friends.

1. What is the main idea of the text above?
   a. The writer and Fanny
   b. Fanny
   c. The writer
   d. Fenita

2. “Finally, we were out.” The word *we* refers to ______
   a. Fanny  c. The writer
   b. The tour agency  d. I

3. “She wanted to buy something in traditional market.” The word *She* refer to ______
   a. Fanny  c. The writer
   b. The tour agency  d. I

4. What time Fanny and the writer go out to traditional market?
   a. At ten o clock
   b. At six o clock
   c. At seven o clock
   d. At nine o clock

5. When did Fanny want to buy something?
   a. Traditional Market
   b. Mall
   c. Modern Market
   d. In the Senggigi Beach

6. What is the main idea of the second paragraph?
   a. The writer and Funny went to the market to buy something
   b. The writer found a piece of pink coupon
   c. Funny found the pink coupon in the market
   d. Writer and Funny went to the Senggigi Beach

7. What was the color of the coupon which was seen by the writer?
   a. Yellow  c. Green
   b. Pink  d. Black

8. When did Fanny and the writer go out to the traditional market?
   a. Monday  c. Tuesday
   b. Saturday  d. Sunday

Text for number 9-13

Buggy races

Once upon a time there lived two best friends, the hare and the tortoise. They
liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. To tortoise refused, he said that he will loose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

9. What is the main idea of the text above?
   a. The hare is the winner
   b. Two best friends which likes to race
   c. Two best friend which are the looser
   d. The tortoise is the winner

10. Where did Fanny and the writer spent times or their holiday?
    a. In the Senggigi Beach
    b. In the mall
    c. In the traditional market
    d. In the modern market

11. When the tortoise and the hare race?
    a. In the garden
    b. In the jungle
    c. In the beach
    d. In the house

12. What is the main idea of the last paragraph of the text above?
    a. The Tortoise asked to the Hare to race in the Beach
    b. Two best friends liked to race against each other.
    c. The Hare found a way to race the tortoise that would be fair and lots of fun.
    d. The Tortoise and the Hare race everyday in the Beach

13. “He will loose anyway.” The word he refers to ________

Text for number 14-20

Botanical Garden

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down Flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labelled with their popular as well as their scientific names.

In greenhouses, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.

One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13,000 species varieties of plants.

14. What is the main idea of the text above?
    a. I went to botanical garden
    b. Greenhouse was long, low buildings made of glass and artificially heated
    c. Botanical garden was large, landscaped parks where plants were grown for scientific purposes and for public display.
    d. The plants were labelled with their popular as well as their scientific names.

15. What is botanical garden? ___
    a. Trees  c. Plants
    b. Shrubs  d. Vegetables

16. What is a bench? It is a/an ___ made of wood or stone.
    a. Round seat
    b. Equilateral seat
    c. Long seat
    d. Short seat

17. Where did Royal Botanical Garden address?
a. At New York
b. At America
c. At Florida
d. At Kew

18. The delicate plants are cultivated.
   One of the following is not the meaning of *delicate*:
   a. Fine.  
   b. Soft.  
   c. Nice.  
   d. Harsh.

19. Where is the Royal Botanic Garden at Kew?
   a. In Europe.  
   b. In West Europe. 
   c. In East Europe. 
   d. In England.

20. What is the main idea in the third paragraph above?
   a. The Royal Botanical Garden contains 13,000 species varieties of plants.
   b. The Royal Botanical garden is full of the plants.
   c. New York Botanical Gardens is the greatest botanical garden in the world today.
   d. The Royal Botanical Garden is one of the greatest botanical gardens in the world today.

**Text for number 21-26**

**The Flowers from the Moon**

High in the mountains live a prince whose great wish was to journey to the moon, because he loves its gentle glow. His dream finally comes true. When he reaches the moon he discovered its light came from the moon king’s beautiful daughter.

The two young people soon fall in love, but the worlds they come was just too different and soon they had to part. As a sign of her great love, the moon king’s daughter give the prince one of the smooth and lovely flowers that covered the moon like snow and this was how the first alpine flower was bring to earth.

21. What is the main idea of the text above?

22. “He discovered its light came from the moon king’s beautiful daughter.” The underlined word above has the same meaning as:
   a. Pretty  
   b. Bad  
   c. Wonderful  
   d. Sweet

23. “His dream finally comes true. When he reaches the moon he discovered its light came from the moon king’s beautiful daughter.” The word *his* refer to:
   a. The prince  
   b. The flowers  
   c. The king  
   d. The moon

24. Where did this story take place?
   a. In the moon  
   b. In the sky  
   c. In the prince’s house  
   d. In the king’s house

25. What did the prince live?
   a. In the high mountains  
   b. In the jungle  
   c. In the garden  
   d. In the palace

26. What is the main idea of the last paragraph of the text above?
   a. The prince live in the mountains  
   b. The two young people fall in love but the world they come was just too different. 
   c. The prince gave the king’s daughter alpine flower  
   d. The journey of the king in the moon

**Text for number 27-30**

**My Football Experience**

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

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

27. What was the main idea of the text above?
   a. Mr. Sentara was kind person
   b. The writer really loved football
   c. 67 team from SMP 67 always win
   d. The writer had many fans

28. “He would grounded anyone who came late and not obeyed the team’s rules.” The word he refers to
   a. The team of SMP 67
   b. Mr. Sentana
   c. The writer
   d. The students of SMP 67

Text for number 29-30

The Owl and the Nightingale

There was once nightingale a cage by a window, that was his habit to sing only at night. An owl was puzzled by this and went to ask the nightingale what the reason was. “When I was captured,” explained the nightingale, “it was day and I was singing. In this way I learnt to be more carefully and to sing only at night.

“Are you afraid you might be captured second time?” asked the owl. “Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now, it doesn’t really matter any more, right?”

29. What is the main idea of the text above?
   a. A nightingale and an owl
   b. A nightingale that had habit to sing only at night
   c. An owl loves a nightingale
   d. An owl that was hated by a nightingale

30. Where did a nightingale live?
   a. In the cage
   b. In the tree
   c. Beside of owl’s house
   d. In the garden
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Jumlah Subyek= 28
Butir Soal= 40
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Bila koefisien = 0,000 berarti tidak dapat dihitung.
KORELASI SKOR BUTIR DG SKOR TOTAL

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Butir Soal= 40
Nama berkas: VALIDITAS POST-TEST ANA.

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The Answer Key of Pre-test and Post-test

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PENGESAHAN PROPOSAL SKRIPSI

Nama : VESI SAPWENDA

NIM : 10901400185

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul Proposal : The Effectiveness of Reciprocal Teaching Technique Toward Students' Reading Comprehension of Descriptive Text

Proposal skripsi dengan judul tersebut di atas telah diujikan pada tanggal 22 Februari telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS.

Jakarta, 28 Juni 2013

Penguji I

[Signature]
Dr. Ratna Sari Dewi, M.Pd.
NIP. 19720501 199903 2 2013

Penguji II

[Signature]
Masrin Rieanuddin, M.Pd.
NIP. 19880301 201101 1 2

Pembimbing

Dr. Ratna Sari Dewi, M.Pd.
Tj. Achmad Kharun, M.Ag.
Kepada Yth.

Dr. Ratna Sari Dewi, M.Pd
NIP. 197205 01 199903 2 01
Teguh Khaeruddin, MA/pling
NIP. 19811031 201101 1 6
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 : Vesi Sarwenda
NIM : 109014000185
Jurusan : Pendidikan Bahasa Inggris (PBI)
Semester : IX ( Sembilan )
Judul Skripsi : The Influence of Reciprocal Teaching Technique Toward Students’ Reading Comprehension of Descriptive Text


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.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syauki, M.Pd
NIP. 19611212 199103 1 002

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Kepada Yth.

Kepala SMP Dwi Putra

di
Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Vesi Sarwenda
NIM : 109014000185
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Tahun Akademik : 2013/2014
Judul Skripsi : The Influence of Reciprocal Teaching Technique Toward Students' Reading Comprehension

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.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syauki, M.Pd. 
NIP. 19641212 199103 1 002

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT REKOMENDASI
046/03.060/SMP-DP/IV/2014

Yang bertanda tangan dibawah ini, Kepala Sekolah SMP DWI PUTRA, Sarua – Ciputat, kota Tangerang Selatan :

Nama : Drs. Fuad Gagarin Siregar, MM
Jabatan : Kepala Sekolah
Alamat : Jl. Aria Putra Bukit Nusa Indah Sarua Ciputat

Dengan ini menyatakan kepada :

Nama : Vesi Sarwenda
NIM : 109014000185
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Tahun Akademik : 2013/2014


Demikian surat rekomendasi ini dibuat agar dapat digunakan sebaik-baiknya dengan penuh tanggung jawab. Atas perhatiannya kami ucapkan terimkasih.

Ciputat, 12 April 2014

Kepala SMP DWI PUTRA

Drs. Fuad Gagarin Siregar, MM