

**THE EFFECT OF RECIPROCAL TEACHING METHOD  
TO READING COMPREHENSION IN SPOOF  
TEXT AT THE VIII GRADE STUDENTS  
OF MTS. M 09 KH. AHMAD  
DAHLAN SIPIROK**



**THESIS**

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as the partial fulfilment of the Requirement  
For the Graduate Degree of Education (S.Pd) in English*

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**2024**

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## LETTER OF AGREEMENT

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To : **Dean of Tarbiyah and Teacher  
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Assalamu'alaikum warahmatullahi wabarakatuh


After reading, studying and giving advice for necessary revision on the thesis belongs to **Nu'aim Marsudin Rangkuti**, entitled "**The Effect of Reciprocal Teaching Method to Reading Comprehension in Spoof Text at the VIII Grade Students of Mts. M 09 KH. Ahmad Dahlan Sapirok**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teaching Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Therefore, we hope that the thesis will soon be examined by the Thesis examined team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wa'alaikumsalam warahmatullahi wabarakatuh

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This research focused on using of Reciprocal Teaching Method on Reading Spoof Text at the VIII Grade Students of Mts. Muhammadiyah 09 Kh. Ahmad Dahlan Sapirok. The problem of this research are the students have lack of vocabulary, students can not comprehend the text, The purpose of this research is to know whether there is The Effect of Reciprocal Teaching Method on Reading Spoof Text at the VIII Grade Students of Mts. Muhammadiyah 09 Kh. Ahmad Dahlan Sapirok. The method that is used in this research was experimental research. The population was all the VIII-1 students. The sample was VIII-1 as experimental group consisted of 20 students and VIII-2 as control class consisted of 20 students. The data was collected through pre-test and post-test in normality and homogeneity test. To analyze the data, the researcher used t-test formula. The result of this research showed that mean score of experimental class after using reciprocal method was higher than control class and the mean score of experimental class before using reciprocal method was higher than control class, and the score of  $t_{count}$  was bigger than  $t_{table}$ , it meant that  $H_a$  was accepted. It was concluded that there was significant effect of Reciprocal Teaching Method on Reading Spoof Text at the VIII Grade Students of Mts. Muhammadiyah 09 Kh. Ahmad Dahlan Sapirok.

***Key Words : Reciprocal Method, Reading Spoof Text.***

## ABSTRAK

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**Judul Tesis** : Pengaruh Metode Reciprocal Teaching Terhadap Membaca Teks Spoof Pada Siswa Kelas VIII Mts. Muhammadiyah 09 Kh. Ahmad Dahlan Sapirok

Penelitian ini fokus pada penggunaan Metode Reciprocal Teaching dalam Membaca Teks Spoof pada Siswa Kelas VIII Mts. Muhammadiyah 09 Kh. Ahmad Dahlan Sapirok. Permasalahan dalam penelitian ini adalah siswa memiliki kosakata yang kurang, siswa tidak dapat memahami teks, Tujuan dari penelitian ini adalah untuk mengetahui apakah ada Pengaruh Metode Reciprocal Teaching dalam Membaca Teks Spoof pada Siswa Kelas VIII Mts. Muhammadiyah 09 Kh. Ahmad Dahlan Sapirok. Metode yang digunakan dalam penelitian ini adalah penelitian eksperimen. Populasinya adalah seluruh siswa kelas VIII-1. Sampelnya adalah kelas VIII-1 sebagai kelompok eksperimen yang berjumlah 20 siswa dan VIII-2 sebagai kelas kontrol yang berjumlah 20 siswa. Pengumpulan data dilakukan melalui pre-test dan post-test berupa uji normalitas dan homogenitas. Untuk menganalisis data, peneliti menggunakan rumus uji-t. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen setelah menggunakan metode resiprokal lebih tinggi dibandingkan kelas kontrol dan nilai rata-rata kelas eksperimen sebelum menggunakan metode resiprokal lebih tinggi dari kelas kontrol, serta nilai thitung lebih besar dari ttabel, artinya bahwa  $H_0$  diterima. Disimpulkan bahwa terdapat pengaruh yang signifikan Metode Reciprocal Teaching dalam Membaca Teks Spoof pada Siswa Kelas VIII Mts. Muhammadiyah 09 Kh. Ahmad Dahlan Sapirok.

*Kata Kunci : Metode Timbal Balik, Membaca Teks Spoof.*

## خلاصة

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القسم : (تعليم اللغة الانجليزية

عنوان الرسالة: أثر أسلوب التدريس التبادلي في قراءة النص الساخر لدى طلاب الصف الثامن بجامعة متس. المحمدية ٠٩ خ. أحمد دحلان سيبيروك

ركز هذا البحث على استخدام أسلوب التدريس التبادلي في قراءة النص المخادع لدى طلاب الصف الثامن بجامعة متس. المحمدية ٠٩ خ. أحمد دحلان سيبيروك. مشكلة هذا البحث هي أن الطلاب لديهم نقص في المفردات، ولا يستطيع الطلاب فهم النص، والغرض من هذا البحث هو معرفة ما إذا كان هناك تأثير أسلوب التدريس التبادلي على قراءة النص المخادع لدى طلاب الصف الثامن في المدرسة المتوسطة. المحمدية ٠٩ خ. أحمد دحلان سيبيروك. وكانت العينة الثامنة- ١. والطريقة المستخدمة في هذا البحث هي البحث التجريبي. كان عدد السكان جميع طلاب حيث تكونت المجموعة التجريبية من ٢٠ طالبا والثامن-٢ حيث تكونت المجموعة الضابطة من ٢٠ طالبا. تم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي في اختبار الحالة الطبيعية والتجانس. وتحليل البيانات استخدم أظهرت نتائج هذا البحث أن متوسط درجات الفصل التجريبي بعد استخدام الطريقة التبادلية t. الباحث صيغة اختبار كان أعلى من الفصل الضابط ومتوسط درجات الفصل التجريبي قبل استخدام الطريقة التبادلية كان أعلى من الفصل ، وهذا يعني تم قبول ها. وقد تم التوصل إلى وجود تأثير معنوي لأسلوب التدريس أكبر من الضابط، وكانت درجة التبادلي في قراءة النص الساخرة لدى طلاب الصف الثامن في المدرسة المتوسطة. المحمدية ٠٩ خ. أحمد دحلان سيبيروك.

الكلمات المفتاحية: الطريقة التبادلية، قراءة النص المخادع

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I realize this thesis cannot be considered perfect without critique and suggestions. Therefore, it is a pleasure for me to get critique and suggestions from the readers to improve this thesis.

Padangsidempuan, Januari 2024

Nuaim Marsudin Rangkuti  
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## TABLE OF CONTENTS

	Page
<b>TITTLE PAGE</b>	
<b>LEGALIZATION ADVISOR SHEET</b>	
<b>LETTER OF AGREEMENT</b>	
<b>DECLARATION OF SHEET SELF THESIS COMPLETION</b>	
<b>APROVAL STATEMENT FOR PUBLICATION</b>	
<b>LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER</b>	
<b>TRAINING FACULTY</b>	
<b>ABSTRACT</b> .....	i
<b>ABSTAK</b> .....	ii
<b>ARABIC ABSTRACT</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>TABLE OF CONTENT</b> .....	vii
<b>LIST OF TABLES</b> .....	ix
<b>LIST OF FIGURES</b> .....	x
<b>LIST OF APPENDIXES</b> .....	xi
<b>CHAPTER I: INTRODUCTION</b>	
A. The Background of the Problem .....	1
B. The Identification of the Problem .....	5
C. The Limitation of the Problem .....	5
D. The Formulation of the Problem .....	5
E. The Purpose of the Research .....	6
F. The Significances of the Research .....	6
G. The Outline of the Thesis .....	7
<b>CHAPTER II: LITERATURE REVIEW</b>	
A. The Theoretical Description .....	8
1. Reading Comprehension .....	8
a. Definitions of Reading Comprehension .....	8
b. Types of Reading Comprehension .....	9
a) Intensive Reading .....	9
b) Extensive Reading .....	9
c. Basic for Teaching Reading Comprehension .....	10
d. The Component Reading Comprehension.....	11
e. Reading Activities .....	12
2. Reciprocal Teaching Method .....	15
a. The Definition of Reciprocal Teaching Method....	15
b. Procedure of Reciprocal Teaching Method .....	17
c. Purpose of Reciprocal Teaching Method .....	19
d. Advantages of Reciprocal Teaching Method .....	20
e. Implementation of Reciprocal Teaching Method..	21

3. Definition of Spoof Text .....	22
a. Generic Structure of Spoof Text.....	23
b. Language Features of Spoof Text .....	25
c. Example of Spoof Text .....	26
B. The Related Finding.....	27
C. The Conceptual Framework.....	26
D. The Hypothesis of the Research.....	30
<b>CHAPTER III: RESEARCH METHODOLOGY</b>	
A. The Place and Time of the Research.....	31
B. The Research Design .....	31
C. The Population and Sample .....	32
D. The Definition of Operational Variable .....	33
E. The Instrument of the Research .....	34
F. The Validity and Reliability.....	36
G. The Technique of Data Collection .....	38
H. The Technique of Analyzing Data .....	39
<b>CHAPTE. R IV: RESULT RESEARCH AND DISCUSSION</b>	
A. The Data Description .....	42
B. The Data Analysis .....	42
1. Requirement Test .....	42
a. Pre-Test .....	45
b. Post-Test .....	50
C. The Hypothesis Testing .....	54
D. Discussion .....	55
E. The Threats of the Research.....	57
<b>CHAPTER V: CONCLUSION SUGGESTION IMPLICATION</b>	
A. Conclusions .....	59
B. Suggestions .....	60
C. Implication .....	60
<b>REFERENCES</b>	
<b>APPENDIXES</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLES

	<b>Page</b>
Table III.1 Pretest-Posttest Control Group Design .....	32
Table III.2 Population of the Research .....	33
Table III.3 Sample of the Research .....	33
Table III.4 Indicator of the Test .....	35
Table III.5 Data collection .....	38
Table IV.1 Score of Pre-Test in Experimental Class .....	43
Table IV.2. Frequency Distribution of Variable .....	43
Table IV.3 Score of Pre-Test in Control Class .....	45
Table IV.4 Frequency Distribution of Variable .....	46
Table IV.5 Score of Post-Test in Experimental Class.....	48
Table IV.6 Frequency Distribution of Variable .....	48
Table IV.7 Score of Post-Test in Control Class.....	50
Table IV.8 Frequency Distribution of Variable .....	51
Table IV.9 Result of T-test.....	55

## LIST OF FIGURES

	<b>Page</b>
Figure 4.1 Description Data of Pre-Test in Experimental Class.....	44
Figure 4.2 Description Data of Pre-Test in Control Class .....	44
Figure 4.3 Description Data of Post-Test in Experimental Class .....	45
Figure 4.4 Description Data of Post-Test in Control Class.....	46

## **LIST OF APPENDIX**

- Appendix 1 : Lesson Plan of Experimental Class
- Appendix 2 : Lesson Plan of Control Class
- Appendix 3 : Test in Pre-Test
- Appendix 4 : Test in Post-Test
- Appendix 5 : Key Answer in Post Test
- Appendix 6 : Key Answer in Pre Test
- Appendix 7 : Score of Experimental Class in Pre-Test
- Appendix 8 : Score of Experimental Class in Post-Test
- Appendix 9 : Score of Control Class in Pre-Test
- Appendix 10 : Score of Control Class in Post-Test
- Appendix 11 : Result of Normality and Homogeneity Experimental in Pre-Test
- Appendix 12 : Result of Normality and Homogeneity Control in Pre-Test
- Appendix 11 : Result of Normality and Homogeneity Experimental in Post-Test
- Appendix 12 : Result of Normality and Homogeneity Control in Post-Test
- Appendix 13 : Result of Hypothesis
- Appendix 14 : Research Documentation

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one of the most important language skills to be learned since reading is a window of knowledge. By reading, readers can get much information and become knowledgeable. Reading also helps the readers to enrich their vocabulary by knowing some new words from the book they read, improving writing skill and also speaking by remembering every new words and information they have got. Reading is exactly very beneficial not only for increasing reader's knowledge but also entertain them such as when they read a comic, novel or short funny story.

According to Grabe and Stoller reading is the ability to draw meaning from the printed page and interpret this information appropriately.<sup>1</sup>It is interpretation will give an understanding to the readers about the text they read. According to Haris and Sipay in Manzo's book, reading is the meaningful interpretation of written language.<sup>2</sup> Others have tended to define reading in ways that reflect the perspective of their research or school of thought.

Reading should be mastered by students because it is one of factors that help the learning process. In learning activity, reading is a capability that is an essential and is required by all students because the success of their study depends on their capability to read. It means that the students should have a

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<sup>1</sup>William Grabe and Fredrica L. Stoler, *Teaching and Researching Reading* (England: Longman, 2002), p.9.

<sup>2</sup>Anthony V. Manzo and Ula Casale Manzo, *Teaching Children to Be Literate: A Reflective Approach* (kansas: Harcourt Brace College, 1995), p.10.

good ability in reading. Without having the ability to read it will make the students difficult to get information or master the lesson given by the teacher. In reading skills, students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan Sapirok face some difficulties to comprehend the text because some factors.<sup>3</sup> There are some factors that influence the students in mastering reading skill to be low. They are internal and external factors.<sup>4</sup>

The internal factors comes from the students themselves. Based on interview with the teacher in MTs. Muhammadiyah 09 KH. Ahmad Dahlan Sapirok, students have lack of vocabulary. The students also could not able to comprehend the text when they read. They still have difficulties in interpreting words such as predict the meaning of unfamiliar words, main idea, structure and specific language features. They sometimes get frustrated on comprehending the text because most of them think that they have to know all the meaning of the words in the text to get the idea of the text. Hence, when they read a text, they just read it, because they are difficult to translate such a long text. Finally, they do not know the meaning of what they read about. It means they could not understand and comprehend the text well. The students do not like English because they think English is difficult and very complicated to understand.

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<sup>3</sup>English Teacher, "Private Interview on November in MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok," 2021.

<sup>4</sup>English Teacher, "*Private Interview* on November in MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok," 2021.,".

While the external factors come from the teacher. The teacher used discussion strategy in teaching reading. In discussion strategy the teacher usually explains about the reading topic with students then asks the students to comprehend the text with their partner and answer the question.<sup>5</sup> This strategy is less appropriate in teaching spoof text. In this case, the teacher should have an effective technique. The technique should make reading becomes an interesting lesson for the students.

Based on the 2013 curriculum, teachers' creativity is very necessary in order to make students to be more active in classroom activities. It means that in learning process of reading, the teacher should be more creative. In order to make the students interest in studying English especially reading, the teachers should have various methods. One of the methods that can be used is Reciprocal Teaching Method.

According to Harvey at.al., in Desi's thesis Reciprocal teaching method can improve students reading comprehension, can guide students to become metacognitive and reflective in their strategy use. help students monitor their reading comprehension using the four strategies, and can improve and scaffold reading comprehension.<sup>6</sup>

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<sup>5</sup>English Teacher, "Private Interview" on November in MTs. Muhammadiyah 09 KH.Ahmad Dahlan Sapiro, 2021.

<sup>6</sup>Perdila Desi, "The Effect of Using Reciprocal Teaching Strategy on Reading Comprehension of Nine Grade Students at Junior High School 13 Sarolangun" (State Islamic University Sulthan Thaha Saifuddin Jambi, 2018).

According to Lysynchuck et. al., in Reza's journal "reciprocal teaching model has been used to improve comprehension for students who can decode but have difficulty in comprehending text".<sup>7</sup>

The result of many researches shown that Reciprocal Method can help students overcome reading problems on comprehending the text. Mohammad Reza Ahmadi's research,<sup>8</sup> he found that, reciprocal teaching has a significantly positive effect on the English reading comprehension and metacognitive reading strategies of students. Reciprocal teaching enhances the reading ability of both the proficient and less proficient students. Besides, according Hicks, et.al.,<sup>9</sup> Reciprocal teaching provides the higher education instructor with a useful tool for engaging students, individually and socially, in the exploration and critical evaluation of texts. So, Reciprocal teaching method has any effects on students' reading comprehension.

Based on the above explanation, the researcher is interested in conducting Reciprocal Teaching Method to teach reading comprehension. The research wants to know whether Reciprocal Teaching Method will give significant effect to students' reading comprehension or not.

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<sup>7</sup>Mohammad Reza Ahmadi, "Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension," *Theory and Practice in Language Studies* 2, no. 10 (2012): 2053–60, <https://doi.org/10.4304/tpls.2.10.2053-2060>.

<sup>8</sup>Ahmadi.

<sup>9</sup>Peter E Doolittle, David Hicks, and Cheri F Triplett, "Reciprocal Teaching for Reading Comprehension in Higher Education : A Strategy for Fostering the Deeper Understanding of Texts Reciprocal Teaching for Reading Comprehension in Higher Education : A Strategy for Fostering the Deeper Understanding of Texts," *International Journal of Teaching and Learning in Higher Education* 17, no. 2 (2006).

## **B. The Identification of the Problem**

Based on the above background, there are some problems on students' reading comprehension at the VIII grade students' of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sipirok. There are :

1. The students are not able to comprehend the text well when they read because they have lack of vocabulary.
2. The students still have difficulties in interpreting words and some important aspects such as, main idea, structure and specific language features.
3. The discussion strategy applied by the teacher is less appropriate in comprehending spoof text.

## **C. The Limitation of the Problem**

Based on the above identifications of the problems, there are some problems involving in this research. In this research, the researcher only focuses on students' problem in reading comprehension and the effect of Reciprocal Teaching Method to students at the VIII grade students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sipirok. The research focuses on Spoof Text because it is appropriate material for junior high school students to improve their thinking and analysis.

## **D. The Formulation of Study**

Based on the above identification, finally the problem is formulated as follows:

1. How is the students' reading comprehension before using Reciprocal in Spoof Text Teaching Method at the VIII grade students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok?
2. How is the students' reading comprehension after using Reciprocal in Spoof Text Teaching Method at the VIII grade students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok?
3. Is there any significant effect of using Reciprocal in Spoof Text Teaching Method on the students' reading comprehension at the VIII grade students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok?

#### **E. The Purpose of the Research**

From the formulation above, the purpose of this research are:

1. To know the students' reading comprehension on spoof text before using Reciprocal Teaching Method at the VIII grade students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok.
2. To know the students' reading comprehension on spoof text after using Reciprocal Teaching Method at the VIII grade students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok.
3. To examine whether there is effect of Reciprocal Teaching Method to students' reading comprehension on spoof text.

#### **F. The Significances of the Research**

1. For teacher, this study is expected to give contribution on helping them when they use reciprocal teaching method can enhance the quality of students' reading comprehension.

2. For other researcher, the result of this research is expected to develop all information for other researcher as references.

### **G. The Outline of the Thesis**

The systematic of this research is divided into five chapter. Each chapter consist of many sub chapters are follow: Chaper one, consisted of introduction, they are: the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definitions of operational variables, and the outline of thesis.

Chapter two consits of the description of Reading Comprehension, Reciprocal Teaching Method, the related findings, the conceptual framework, and the hypothesis. Chapter three consists of methodology of the research which is divided into sub chapter; the place and time of the research, the research methodology, the population and sample, the research instrument, procedure of data collection, technique of analyzing data.

Chapter four consists of data description, hypothesis testing, discussion and the treaths of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Reading Comprehension

###### a. Definition of Reading Comprehension

Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is most useful and important skill for people. Beatrice and Jeffries said that Reading is one of the important ways to improve general language skills in English.<sup>10</sup> If we have a good skill in reading, it means that we constantly improve our writing and speaking skill by getting many information from the text we read

According to Haris and Sipay in Manzo's book, reading is the meaningful interpretation of written language.<sup>11</sup> In addition Grabe and Stoller said that reading is the ability to draw meaning from the printed page and interpret this information appropriately.<sup>12</sup> Its interpretation will give an understanding to the readers about the text they read.

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<sup>10</sup>L. Mikulecky, B. S., & Jeffries, "More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills" (Washington: Longman, 2018), p.1.

<sup>11</sup>Anthony V. Manzo and Ula Casale Manzo, *Teaching Children to Be Literate: A Reflective Approach* (Kansas: Harcourt Brace College, 2016), p.10.

<sup>12</sup>William Grabe and Fredrica L. Stoller, *Teaching and Researching Reading* (England: Longman, 2020), p.9.

Based on some of explanations above, the researcher concluded that reading is a process to get the information of text that the writers share their mind to the readers.

#### **b. Definition of Reading Comprehension**

Reading is an activity with a specific purpose, meaning that readers have something that would be reached by doing reading activity itself, such as gaining the necessary information or even getting pleasure, but the main point is the reader should understand what the text or author talks about. In other words, the reader should comprehend the text in order to reach his purpose to do reading activity. As Nunan states that the goal of reading is comprehension.<sup>13</sup> Reading without comprehending is nothing more than tracking symbols on a page with your eyes and sounding them out. So, Reading comprehension is important because without it reading doesn't provide the reader with any information.

Furthermore, Harida said that reading comprehension is a mental process in which the readers try to understand the meaning in text by interpreting what have been read in order to find the idea given by the writers<sup>14</sup> Therefore, in order to get the idea from the text we read we have to interpret the text appropriately despite the fact that it is not as easy as we think.

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<sup>13</sup>David Nunan, *Practical English Language Teaching*, 1stEdition ed. (New York: McGraw Hill, 2021), p.68.

<sup>14</sup>Eka Sustris Harida, "Students' Ability and Difficulties in Understanding English Text ( A Study at English Program IAIN Padangsidimpuan )" 21, no. 3 (2014): p.184.

Based on statements above, it is clear that reading comprehension cannot be separated with the knowledge of the students' possession, or prior knowledge. A person with more prior knowledge is able to comprehend and interpret the text better than a person with less, because all readers use their prior knowledge to bring meaning to texts. Thus, the reader should have knowledge about understanding the reading passage. The common questions on the passage are primarily about the main ideas, details, and an inference that can be drawn from the passages. In brief, reading is an activity to get main purpose. It is a comprehension.

### c. Types of Reading Comprehension

There are some type of reading that can make the reader easier to understand the text. According to Patel and Jain there are two types of reading:

- 1) Intensive Reading, this reading can be called text reading or passage reading. In this type of reading the learner needs the text to get knowledge. Reading is done to carry out to get specific information. Teacher plays main role in this Reading. This reading helps learner to develop active vocabulary. In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected
- 2) Extensive reading is the reading for pleasure. Extensive reading happens when the reader wants to know about something. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. The reader does not care about specific or important information after reading. Usually people read for keep them update. Extensive reading is actually silent reading. The aim of extensive reading is to enrich learners' knowledge. Through extensive reading the good reading habit can be developed.<sup>15</sup>

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<sup>15</sup>M.F.Patel & Praveen M.Jain, *English Language Teaching (Methods, Tools, & Techniques)* (Jaipur: Sunrise Publisher, 2021), p.115.

Students mostly used an intensive reading at school, because with the intensive reading the students can get more knowledge and it help the students to get the specific information.

#### **d. Basics for Teaching Reading Comprehension**

When reading is effortless, it is difficult to imagine what it might be like to read and not be able to understand it or say much about it afterward. Although we might occasionally encounter text with which we are unfamiliar or in which we are uninterested and therefore have reduced comprehension, it is difficult for us to imagine what it would be like to experience these same challenges with all material that we read. Yet, the teacher have taught their students who lack understanding of whatever they read, and they still struggle with ways to increase their reading and comprehension skills.

In teaching reading as well as teaching other skill such as listening, speaking and writing, the teacher should assess students' reading comprehension and development of skills. Consider some of the following overt responses that indicate comprehension:

- 1) Doing : the reader responds physically to a command
- 2) Choosing: the reader selects from alternatives posed orally or in writing.
- 3) Transferring: the reader summarizes orally what is read.
- 4) Answering: the reader answers question about the message.
- 5) Condensing: the reader outlines or takes notes on a passage.
- 6) Extending: the reader provides an ending to a story.

- 7) Duplicating: the reader translates the message into the native language or copies it (beginning level, for very short passages only).
- 8) Modelling: the reader puts together a toy, for example, after reading directions for assembly.
- 9) Conversing: the reader engages in a conversation that indicates appropriate processing of information.<sup>16</sup>

One of the purposes of teaching reading is to know the ability in comprehending the text. The use of Reciprocal Teaching Method strategy will help the students to comprehend the text. In Reciprocal Teaching Method, the students will be emphasizes on the responses that indicate comprehension that explained above.

#### **e. The Components Reading Comprehension**

In reading comprehension, students may struggle to understand what they are reading, often confused, and disinterested in making sense of the reading paragraphs and understanding the message. Students must be able to comprehend reading material by mastering the components of reading in order to achieve proper reading comprehension.

Jumrah states that reading has five components which contain in reading texts,<sup>17</sup> they are as follows:

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<sup>16</sup>H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (new jersey: Prentice Hall, 2015), p.300.

<sup>17</sup> Jumrah. (2019). *The Effectiveness of Reciprocal Teaching on Students' Competence in Reading Skill* (A Quasi Experimental Research at the Eight Grade Students of SMP Negeri 2 Bajeng Barat, Kab.Gowa). Thesis. Makassar: Muhammadiyah University of Makassar.

1. Finding the main idea

Recognition of the main idea of a paragraph is very important because it helps the readers to understand the paragraph on the first reading and to remember the content later. The main idea of a paragraph is what the paragraph develops.

2. Finding the detail information

Detail information requires readers to scan specific details when reading factual material. Scanning can be done by reading a question given and finding words of content - synonyms or same words. The detail information is usually prepared for the students and the following questions of the reading are started with WH Question word in multiple choice options.

3. Finding the meaning of vocabulary in context

Vocabulary is knowledge of words and their meanings. It means that readers can develop guesses for unfamiliar words by relating the closest meaning of the unfamiliar word to the text and the topic of the text they are reading.

4. Identifying references

A reference is a word or phrase to which a pronoun refers. Recognizing references and identifying the words and phrases they refer to helps readers understand the text or textbook they are reading. References are generally symbolized by possessive adjectives (my,

your, our, their, his, her, its), subject pronouns (I, you, we, they, he, she, it) and object pronoun (me, you, us, them, him, her, it).

#### 5. Making inference

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions; draw logical inferences and make accurate prediction. Prediction can be made by correctly interpreting the signs writer gives.

#### **f. Reading Activities**

According to Davies there are three stages to make reading more realistic and interesting:<sup>18</sup>

##### 1. Pre – reading

This stage is to prepare the learners for what they are going to read, just as we are usually prepared in real life.

##### 2. While – reading

This stage is to help the learner understand the text. They may first do an easy scanning or skimming task, and then a task requiring more through comprehension.

##### 3. Post – reading

This stage is to help the learners to connect what they have read with their own ideas and experience, just as we often do in real life, and perhaps to move fluently from reading to another classroom activity

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<sup>18</sup> Paul Davies (2020). Success in English Teaching. Oxford Handbook for Language Teachers.

## **2. Reciprocal Teaching Method**

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

Reciprocal teaching method is an instructional activity that utilizes four comprehension strategies (questioning, summarizing, predicting and clarify) in the form of a dialogue between teachers and students regarding segments of a text. Reciprocal teaching is an instructional approach to encourage learning of reading comprehension skills by students. Students are taught cognitive strategies that help them construct meaning from texts and simultaneously monitor their reading comprehension. Reciprocal teaching encourages students to take a more active role in leading a group dialogue, and helps to bring more meaning to the text at a personal and cognitive level.<sup>19</sup> It is based on the assumption that knowledge and meaning are the result of creative socializations arranged through negotiation and discourse among teachers and students, or students and students.

Three theoretical perspectives underpin reciprocal teaching: interactive, cognitive constructivist, and the social constructivism perspective. Knowledge and meaning can only be derive when the reader either interacts with the next alone or constructs its meaning with others. When students interact with the next, they use their prior knowledge, acquire information from the context, and combine disparate elements

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<sup>19</sup> Blazer, C. (2019). Reciprocal teaching. Research Services of Miami-Dade County Public Schools, 6(9), 1-15.

into a new before they arrive at their own idea of the meaning.<sup>20</sup> In the process of interacting with others, the learning takes place in a sociocultural environment (students to students or students to teacher).

Sociocultural theory, in which learning takes place in an interactive environment. Reciprocal teaching is based on active socialization, where in the knowledge construct from the next is negotiation within discourse communities through both teacher students and students` interactions.<sup>21</sup> In facilitating learning using reciprocal teaching activities, students are taught cognitive strategies through appropriate support and feedback. Students learn these strategies through discussion, support, and feedback to enhance reading

Reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive thinking as they make meaning from a text.<sup>22</sup> Reciprocal teaching model has been used to improve comprehension for students who can decode but have difficulty comprehending text. Reciprocal teaching is an instructional procedure in which small groups of students learn to improve their reading comprehension through scaffold instruction of comprehension-monitoring strategies.<sup>23</sup> It occurs in the form of dialogues between teachers and students.

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<sup>20</sup> Neil, Mc. *Effects of Reciprocal Teaching Strategies on Reading Comperhension*. (Malaysia: Universiti Sains Malaysia, 2017), P.123.

<sup>21</sup> Harmer, *Improving the Students' Reading Comperhension Through Reciprocal Teaching Strategy at the Class VII of Madrasah Tsanawiyah DDI Seppong Kab.Majene Sulbar*. Thesis. Muhammadiyah University of Makassar. 2020.

<sup>22</sup>Ahmadi, "Reciprocal Teaching Strategies and Their Impacts on English Reading Comperhension."

<sup>23</sup>Ahmadi.

At first, the students learn the four key strategies and practice them. Second, the teacher models the entire process step by step using structured dialogues. Third, the teacher gives the students a chance to get involved and coaches them on how to ask appropriate questions, write adequate summaries, and so on. Gradually, the teacher's role as a leader decreases. Finally, the students take on greater responsibility to carry out the whole process.

#### **b. Procedures of Reciprocal Teaching Method**

There are some procedures to guide teaching reading by using Reciprocal Teaching Method as following.<sup>24</sup>

<b>Teacher's Activity</b>	<b>Procedure</b>	<b>Students Activity</b>
<b>Pre-Reading</b>		
<ol style="list-style-type: none"> <li>1. Teacher open the class by greeting and asks the students pray together.</li> <li>2. Teacher checks the students attendance list</li> <li>3. Teacher explain about the material</li> <li>4. Distributing the text to the students.</li> <li>5. Asking the students predict what the text is</li> </ol>	Predicting	<ol style="list-style-type: none"> <li>1. Students answer the teacher greeting and pray together</li> <li>2. Students state the attendance by saying present</li> <li>3. Students listen carefully to the teacher.</li> <li>4. Observing the text</li> <li>5. Students Predicting what is the text about or what will happen</li> </ol>

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<sup>24</sup>Doolittle, Hicks, and Triplett, "Reciprocal Teaching for Reading Comprehension in Higher Education : A Strategy for Fostering the Deeper Understanding of Texts Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts."

about or what will happen in the text by observing the text or the title		in the text by observing the picture or the title
<ol style="list-style-type: none"> <li>1. Asking the students to answer the questions on text.</li> <li>2. Giving time to the students to answer the question.</li> </ol>	Questioning	<ol style="list-style-type: none"> <li>1. Doing the test.</li> <li>2. Doing the test.</li> </ol>
<b>While-Reading</b>		
<ol style="list-style-type: none"> <li>1. Asking the students to look for their problem to answer the question.</li> <li>2. Asking the students to tell the meaning of the difficult words or sentences</li> </ol>	Clarifying	<ol style="list-style-type: none"> <li>1. Students tell their problem.</li> <li>2. Students tell their difficult meaning.</li> </ol>
<b>Post-Reading</b>		
<ol style="list-style-type: none"> <li>1. Asking the students to summarize the main point or the conclusion of the text</li> </ol>	Summarizing	<ol style="list-style-type: none"> <li>1. Students make summarize about today's learning</li> <li>2. Students collecting their works</li> <li>3. Closing the class</li> </ol>

2. Asking the students to collect their works.		
3. Closing the meeting.		

### c. The Purposes of Reciprocal Teaching Method

Palincsar and Brown explained that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is based on a sociocultural method through which readers are modeled, explained, and guided in acquiring strategies within a social, supportive environment. The four main strategies of predicting, questioning, clarifying, and summarizing promote and enhance reading comprehension.

According to Harvey et al., in Desi's thesis the purposes of Reciprocal teaching method are:<sup>25</sup>

- 1) To improve students reading comprehension using four comprehension strategies: predicting, questioning, clarifying, and summarizing.
- 2) To scaffold the four strategies by modeling, guiding, and applying the strategies while reading.
- 3) To guide students to become metacognitive and reflective in their strategy use.

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<sup>25</sup>Desi, "The Effect of Using Reciprocal Teaching Strategy on Reading Comprehension of Nine Grade Students at Junior High School 13 Sarolangun."

- 4) To help students monitor their reading comprehension using the four strategies.
- 5) To use the social nature of learning to improve and scaffold reading comprehension.
- 6) To strengthen instruction in a variety of classroom settings whole class sessions, guided reading groups, and literature circles.
- 7) To be a part of broader framework of comprehension strategies that comprises previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating.

In short, Reciprocal Teaching Method can help students to understand the reading materials since they read it.

#### **d. Advantages of Reciprocal Teaching Method**

Advantages of Reciprocal Teaching Beside the definition of using Reciprocal Teaching, there are some advantages that give benefit for teaching and learning English, especially in reading. According to Annemarie, et.al., in Kartika's thesis, The advantages of Reciprocal Teaching are as follows:<sup>26</sup>

- 1) To make students become independent readers.
- 2) Help students before doing examination.

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<sup>26</sup>Mora Kartika, "Improving Students' Reading Comprehension by Using Reciprocal Teaching in Descriptive Texts at Grade VIII Smp Negeri 3 Panyabungan" (Institute for Islamic Studies Padangsidempuan, 2018).

- 3) To active the background knowledge of students when they application of Reciprocal Teaching in teaching class.
- 4) Building on the ideas of others which is an important skill for students to learn.
- 5) Make students are actively engaged in thinking.

Based on the advantages above, it can be concluded that Reciprocal Teaching strategy helps students to gain better in understanding the text and it also helps students to monitor their own understanding about reading.

#### **e. Implementation of the Reciprocal Teaching Method**

According to Klinger et al, there are five stages in the implementation of reciprocal teaching strategy, as follows:<sup>27</sup>

##### **1. Teacher Demonstration**

In this stages, the teacher explains strategies reciprocal teaching strategy. The first was a prediction, the second was a clarification, the third was a question, and the last was a summary. Therefore, it is easier and less difficult for students to apply strategies in reciprocal teaching strategy.

##### **2. Guided Practice**

The teacher explains how to carry out the reciprocal technique where the students were reading the text. The teacher 20 also give

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<sup>27</sup> Klingner, J.K., Vaughn, S. and Boarman, A. (2007). Teaching Reading Comprehension to Students With Learning Difficulties. New York: The Guilford Press.

the support to students with motivated and advice when they were implement strategy. Teacher and student engaged in a small dialogue in which the teacher had to give feedback.

### 3. Teacher-Students Groups

Teachers set up some group work, lead discussions of the text, give advice to students to used to reciprocal strategies and give feedback as needed.

### 4. Teacher-Students

Groups Teachers set up some group work, lead discussions of the text, give advice to students to used to reciprocal strategies and give feedback as needed.

### 5. Students Independent Used the Strategies

Students' read the text, apply the four strategies to each other, and decide on their own implementation strategy. Students also learn through discussion how to respond to understanding friends in a group.

## 3. Definition of Spoof Text

According to Linda and Wignell Spoof text is a text to retell an event humorous twist.<sup>28</sup> It means spoof text is a text which tell factual story with unpredictable ending. The social function of spoof text is to tell an event with humorous twist and entertain the reader. According to Budi in Priscilla, et.al

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<sup>28</sup>Gerot, Linda and Peter Wignell. Making Sense of Functional Grammar. Sidney: Gerd Stabler. (2020).

journal the purpose of spoof text is to tell an event with a humorous twist and entertain the reader in spoof text.<sup>29</sup> So if there is no twist in the end of the text, it will not be a spoof text.

According to Nurdiono in Yuliani's journal spoof text is a text which tell about factual story, happened in the past time with unpredictable and funny ending. The purpose of spoof text is to amuse reader with funny story.<sup>30</sup> From the above statements, the researcher concluded that spoof text is a kind of text which tell about humurous story. For example, comedy movies, jokes and humors article.

The purpose of Spoof Text is to tell an event with a humorous twist and entertain the reader in Spoof text. So if there is no twist in the end of text, it will not be a Spoof Text. The ending part of this story makes the story funny. Furthermore the communicative purpose of the Spoof Text is to entertain and share stories with the readers.<sup>31</sup>

#### **a. Generic Structure of Spoof Text**

There are three part of generic structure of spoof text. They are orientation, event, and twist. According Priscilla the generic structure of spoof text are:<sup>32</sup>

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<sup>29</sup>Priscilla, "Student of English Language Teaching Program of FBS UNP Graduated on March 2013 Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang," *English Language Teaching* 1, no. 2 (2019).

<sup>30</sup>Sri Yuliani, "Teaching Reading Comprehensin of Spoof Text By Using Jigsaw Learning Model to the Eleventh Grade Students at SMA Negeri 13 Palembang," *English Community* 3, no. 1 (2019): 335–41.

<sup>31</sup>Nining setiawati "pengertian dan struktur spoof text". <https://www.ef.co.id/englishfirst/englishstudy/pengertian-dan-struktur-spoof-text.aspx>. Accessed on May 28th 2018

<sup>32</sup>Priscilla, "Student of English Language Teaching Program of FBS UNP Graduated on March 2013 Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang."

### 1) Orientation

It is the introduction of the story. By giving the orientation, reader will recognize, for the first time, who were involved in the story/participants, when/time, and where/place. It should introduce participants of events happen, show place where the events happen and identify the event clearly.

### 2) Event

Tell what happened in chronological order and in what sequence. A personal comment or evaluate remarks, which are interspersed throughout record events. Events should be written in complete sentence. Events should be confirmative and entertaining for readers (both). Events should be added with irrelevant details to the topic of the text.

### 3) Twist

Provide the funniest part of story which unpredictable and funny ending to involve entertain the reader. Readers even did not predict before that it would be.

Based on the above explanations, spoof text is a text tells about humorous. It begins with an orientation Which tells the reader who was involved, what happened, where this event took place and when it happened. Then the events are described some sort of order time. Last, it twist at the end which provide the funniest part of story which unpredictable and funny ending to involve entertain the reader.

## **b. Language Features of Spoof Text**

In making recount text, the writer must know the language features of recount text. There are some language features of recount text. According to Sudarwati and Grace in Fitriana's Thesis, a spoof text has the following language features:

- 1) Noun: deals with people, animals or certain things in the text.
- 2) Actions verb: deals with the verbs that show events (examples: walked, ran, etc).
- 3) Connectives: connectives with a sequence of events (examples: first, then, finally, etc).
- 4) Adverbs of time and place: explain when and where the events happened (examples: in the garden, yesterday, etc).
- 5) Simple past tense: simple past tense deals with activities that happened in the past and uses verbs in the past form (examples: he walked away from the village).<sup>33</sup>

The language features above are commonly used in spoof text. By knowing the language features the readers can catch the information easily.

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<sup>33</sup>Yuni Fitriana, "An Analysis of Students' Problem in Wrting Spoof Text at the EleventhGrade of SMK PGRI 4 Bandar Lampung in Academic Year of 2020/2021" (Raden Intan State Islamic University Lampung, 2021).

**c. Example of Spoof Text**

Here is an example of spoof text.

**Snow White**

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

**Event:** One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White. Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

**Twist:** Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “what is your name?” Snow White said, “My name is Snow White.” Doc, one of the dwarfs, said, “If you wish, you may live here with us.” Snow White said, “Oh could I? Thank you.” Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

### **Penguin in the Park**

**Orientation:** Once upon a time, there was walking in a park when he comes across a penguin.

**Event:** He took him to a policeman and said, “ I have just found this penguin. What should I do?” the policeman said “takes him to a zoo”. The next day the police man saw the same man still carrying the penguin with him. The police man was rather suppressed and walked up to the man and asked “why are you still carrying that penguin about? Did not you take it to the zoo?”

**Twist:** “I certainly did” replied the man. “and it was a great idea because he really enjoyed it, so today I am taking him to the movies, and the next day I will take it to the beach it will be more fun” said the man.

### **B. The Review of Related Findings**

This research is not the first research that had been done. There are some related findings to this research. The first is Siregar research.<sup>34</sup> By using Reciprocal Teaching Method there is a significant effect on reading comprehension of spoof text.

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<sup>34</sup>Murni Dahlena Siregar, “*The Effect of Reciprocal Teaching Method on Reading Comprehension of Spoof Text (A Study at the XI Grade of SMA Negeri 7 Padangsidimpuan 2016/2017 Academic Year)*” 2016.

The second is Desi,<sup>35</sup> the result showed it can be concluded that there is a significant effect on reading comprehension by the application of Reciprocal Teaching. It means reciprocal teaching method can improve students' reading comprehension.

The third is Reza,<sup>36</sup> the result showed that it concluded there is a significantly positive effect on English reading comprehension. It means that reciprocal teaching method can improve students' reading comprehension.

Due to the previous research, state schools were used as location. Therefore, the researcher wants to try this research in Islamic school with different population, problem and situation.

### **C. Conceptual Framework**

The concept of reciprocal teaching method can make easier to the students on reading skill. Reading is one of language skills that is important for students. Reading is an activity with a specific purpose, meaning that readers have something that would be reached by doing reading activity itself, such as gaining the necessary information or even getting pleasure, but the main point is the reader should understand what the text or author talks about. Some of students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan Sipirok feel difficult in comprehend spoof text, especially at the VIII grade.

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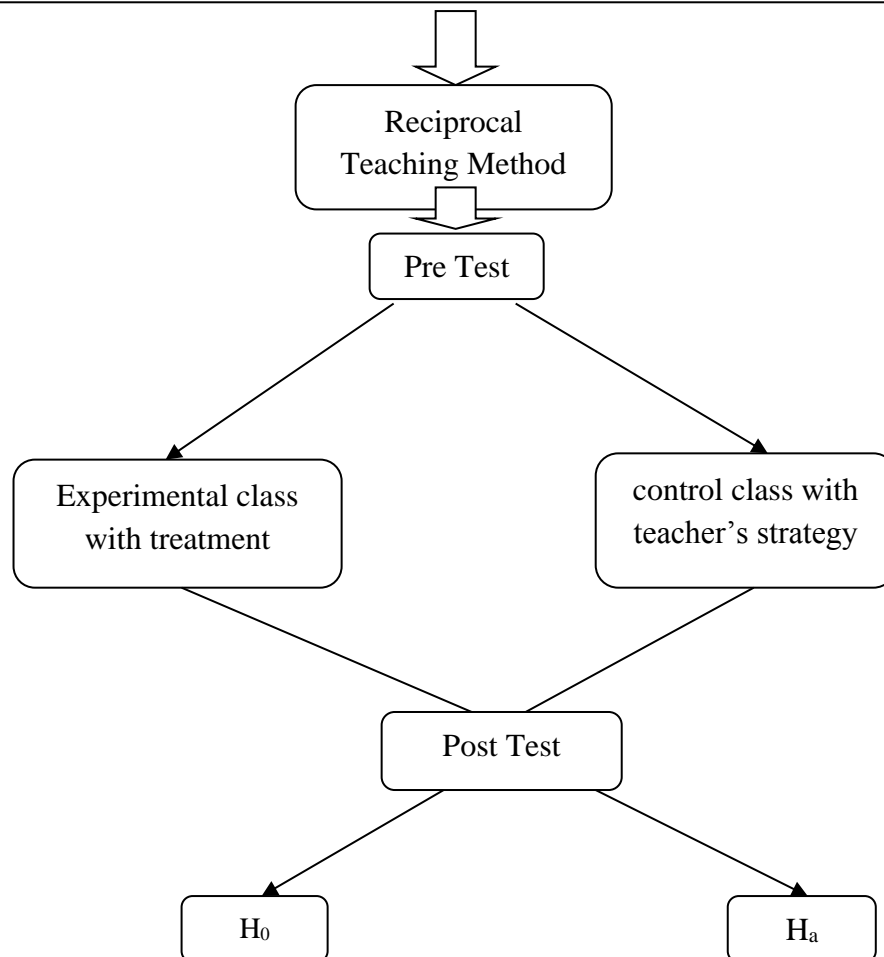
<sup>35</sup>Perdila Desi, "*The Effect of Using Reciprocal Teaching Strategy on Reading Comprehension of Nine Grade Students at Junior High School 13 Sarolangun.*"

<sup>36</sup>Ahmadi, "*Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension.*" (Malang: Universitas Negeri Malang), 2019.P.7.

Reciprocal teaching Method can help the students to enrich students' reading skill. So by applying this method, the students will be easier to comprehend spoof text.

Student problems are:

1. The students are not able to comprehend the text well when they read because they have lack of vocabulary
2. The students still have difficulties in interpreting words and some important aspects such as, main idea, structure and specific language features.
3. The discussion strategy applied by the teacher is less appropriate in comprehending spoof text.



**Figure 1**  
**Conceptual Framework**

Based on above picture, Reciprocal teaching is a method use by the teacher to teach reading comprehension. Reciprocal teaching is a technique that can help the students in process learning reading comprehension. First, the researcher will give the pre test to know the students' skill in comprehend spoof text before treatment. Then, the researcher will give the treatment with using reciprocal teaching method for experimental class and teacher strategy for control class. The last, the researcher will give the post test to find out the effect of using reciprocal teaching method on students' reading comprehension at the VIII grade students of MTs. Muhammadiyah 09 KH.Ahmad Dahlan Sapirok.

#### **D. Hypothesis**

The hypothesis of this research:

1. There is significant effect of using reciprocal teaching method on students' reading comprehension at the VIII grade students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok ( $H_a$ ).
2. There is no significant effect of using reciprocal teaching method on students' reading comprehension at the VIII grade students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok ( $H_0$ ).

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Place and Time of Research**

The location of this research is in MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sipirok. It is located in Jl. Lobu Tanjung Baringin Dusun Setia, Desa Sarogodung Sipirok, Tapanuli Selatan, Sumatera Utara. The process of the research was done from November until December 2022

#### **B. Research Design**

The design of this research was quantitative design in experimental research. This research used two classes, as an experimental class and a control class. The experimental class is the class that taught with collaborative writing strategy as a treatment and control class is the class that taught with a conventional strategy. The researcher was used true experimental design with Pretest-Posttest Control Group Design. It means there are two classes would be chosen, then would be given pre-test to know the basic condition of the two classes. Next, the both of class would be given post-test. The result of the test would be compared to know the different effect of treatment to experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below:

**Table III.1**  
**Pretest-Posttest Control Group Design**

A	$O_1$	X	$O_2$
B	$O_1$	-	$O_2$

Where:

A: Symbol for experimental class

B: Symbol for control class

X: Symbol for treatment.<sup>37</sup>

In this model, both of classes were given pre-test ( $O_1$ ). Then, experimental class was given a treatment (X) and control class was not given a treatment. After giving a treatment, both of classes was given post-test ( $O_2$ ).

### C. The Population and Sample

#### a. Population

The population as the data sources of this research are all the students at VIII grade of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok that consist of 2 classes with 60 students. The Headmaster of MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok said that, the students are not grouped by IQ or level of intelligence means there is no placement test for them.<sup>38</sup> So that it can be conclude that the population is a homogeneous population. It can be seen from the table below:

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<sup>37</sup>John W. Creswell, *Research Design*, Third Edition (America, 2019).

<sup>38</sup>Headmaster, "Private Interview on November in MTs. Muhammadiyah 09 KH. Ahmad Dahlan, Sapirok," 2021.

**Table. III.2**  
**The Population of the VIII Grade Students**

No	Class	Students
1	VIII-1	20
2	VIII-2	20
Total Population		40

#### **b. Sample**

This research used total sampling to take research samples. Total sampling is a sampling technique where the sample size is the same as the population. Therefore, the researcher took the entire population as a sample, where the sample consisted of VIII-1, totaling 20 students, as the experimental class and VIII-2, totaling 20 students, as the control group. So the total sample for this research is 40 students.

**Table III.3**  
**The Sample of Students MTs. Muhammadiyah 09 KH.**  
**Ahmad Dahlan, Sapirok**

No	Class	Number
1	Experimental Class VIII-1	20
2	Control Class VIII-2	20
Total		40

#### **D. The Definition of the Operational Variables**

##### **1. Reading Comprehension (Variable Y)**

Reading comprehension is the act of understanding or getting information from the outside, processing in mind and try to interpreted it. Therefore, students' Reading Comprehension means the students' ability in catching the meaning, and comprehends the text.

## **2. Reciprocal Teaching Method (Variable X)**

Reciprocal Teaching Method is a cooperative grouping strategy that calls on students to become “the teacher” and work as a group to bring meaning text. It is one of the method that emphasizes on critical thinking and comprehending in reading.

### **E. The Research Instrument**

Instrument is the general term that researcher uses for a measurement device. It is a tool that can be used by the researcher to collect the data. In this research, the researcher use the test. The test is multiple choice test that consist of four options a, b, c, and d. The researcher has made 20 questions of pre-test and 20 questions of post-test to validate. The questions were validated by expert judgement by using content validity. In this research the test is validated by teacher by considering it according to the indicators that apply in Ahmad Dahlan School. Expert judgement in this research is the English teacher in KH. Ahmad Dahlan school. As the result, there are 16 valid questions for pre-test and there are 19 valid questions for post-test. Then the researcher took 20 questions of each test. So there were 20 questions for each pre-test and post-test. This test was given to experimental class and control class. Each question was given 5 score to get the students’ score in answering the questions. So, the maximum score of test was 100. The researcher observed then controlled all the students involve this research during do the test.

To assess students' reading comprehension skill, they are asked to read the passage. After reading the passage, students were asked to answer questions based on what they read to demonstrate their understanding of the passage include reading test are Topic Sentence, Main Idea, Specific Information, Vocabulary, and conclusion.

To know the students' reading comprehension is improve, there were some criterions that must be considered. The indicators of reading test were Topic Sentence, Main Idea, Specific Information, Vocabulary, and conclusion. It can be seen in the table below:

**Table. III.4**  
**Indicators of Reading Comprehension**

No.	Indicators	Questioning	
		Pre test	Post test
1.	Identifying the Topic Sentence	2, 14	2, 8, 18
2.	Identifying the Main Idea	5, 13	5, 11, 19
3.	Identifying Specific Information	1, 3, 4, 6, 7, 9, 15, 17, 18	1, 7, 9, 12, 13, 14
4.	Identifying the Vocabulary	7, 11, 12,16, 19	3, 4, 6, 16, 17
5.	Identifying the Conclusion	10, 20	10, 15, 20
	<b>Total Questions</b>	<b>20</b>	<b>20</b>

**Assessment:**

$$\frac{\text{Students'score}}{\text{Score maximum}} \times 100$$

**Note:**

The total score obtained by students is the number of scores obtained students from indicator 1 to 5. The maximum score is the result of multiplying the highest score (1) by the number of criteria defined. So, the maximum score =  $1 \times 20 = 20$

**F. The Validity and Reliability****a. Test of Validity**

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor that can make it. The test must aim at providing a true measure of the particular skill intended to measure.

Gay and Airasian state that validity is the most important characteristic a test or measuring instrument can possess. It is concerned with the appropriateness of the interpretations made from test score.<sup>39</sup> In this research, the researcher uses item validity to find out the validity of instrument.

To know the validity of the each question was refer to list  $r$  biserial with  $r_t$  in 5% significant: 0.396 and 1% significant: 0.463. So, if  $r_{count} > r_{table}$  the test is classified valid.

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<sup>39</sup>L. R. Gay, *Educational Research: Competence for Analysis and Applications*, ed. Jeffery W. Johnston, 10th ed (Boston: Pearson Education, Inc, 2017), P.161.

## b. Reliability Test

An instrument of the research must be reliable. A reliable test is consistent and dependable.<sup>40</sup> Reliability is the degree of accuracy or precision in the measurements made by a research instrument.<sup>41</sup> Reliable instrumentation shows that there is a trustworthy or reliable of the test to take the data. In this research, the researcher uses Kuder-Richardson 21 (KR-21) formula to measure the reliability of test. The formula is as follow:

$$R_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S_t^2 - \sum pq}{S_t^2} \right)$$

Where:

$R_{11}$  : Reliability of the Instrument

$N$  : Total of Question

$St^2$  : Variants Total

$p$  : Proposion Subject who is right Answer (1)

$q$  : Proporsion Subject who is Wrong Answer (0)<sup>42</sup>

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if  $r_{\text{count}} > r_{\text{table}}$  by using formulation KR-20.

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<sup>40</sup>H. Douglas brown, *Lan,guage Aessment : Principles and Classroom Practices*, P.20.

<sup>41</sup>L. R. Gay, *Educational Research: Competence for Analysis and Applications*, p.181.

<sup>42</sup>Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta, 2021), p.182, Rineka Cipta.

### G. Technique of Data Collection

To get the data of the researcher, the researcher gave some steps, it consist of pre-test and post-test.. The function of data collecting is to determine the result of the research in collecting, the researcher used some steps. They are pre-test, treatment, and post-test.

**Table III.5**  
**Data Collection**

Activities	Experimental Class	Control Class
Pre-test	The researcher give the test to the students about a spoof text and ask students to answer the question about the text.	The researcher give the test to the students about a spoof text and ask students to answer the question about the text.
Treatment	<p>The researcher teaching reading Spoof Text using Reciprocal Teaching Method</p> <ol style="list-style-type: none"> <li>1. The researcher prepare the material that will be given to the students.</li> <li>2. The researcher explain about the spoof text.</li> <li>3. Then, the students understand about the material.</li> <li>4. The researcher give test to the students about spoof text.</li> <li>5. After the students answer the text. The researcher give the score on students activities.</li> </ol>	<p>The researcher teaching reading Spoof Text using Reciprocal Teaching Method</p> <ol style="list-style-type: none"> <li>1. The researcher asked the students to read the text.</li> <li>2. The researcher instruct the students to answer the test.</li> <li>3. The researcher give a brief explanation as well as provides a conclusion</li> <li>4. Evaluation</li> <li>5. closing</li> </ol>
Post-test	The researcher give the test about spoof text.	The researcher give the test about spoof text

## H. Technique of Analyzing Data

The technique of data collection in this research was test technique. The test technique was used to look at the students' reading comprehension on the class VIII (experimental and control class) at MTs. Muhammadiyah 09 KH. Ahmad Dahlan Sipirok.

1. Requirement test
  - a. Normality test

In normality test, the data can be tested with Chi-quadrante:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = Chi-quadrante

$f_o$  = obtained frequency

$f_h$  =expected frequency.<sup>43</sup>

To Calculate the result of *Chi- Square*, it was used significant level 5% (0.05) and degree of freedom as big as of frequency is lessened 3 (dk=k-3). If result  $x^2_{\text{count}} < x^2_{\text{table}}$ .

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<sup>43</sup>Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

### b. Homogeneity

Homogeneity test is used to find homogeneity of the variances of each class. If the both of class are same, it is can be called homogeneous. To test it, researcher use formula as follow:

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

Where:

$n_1$ : total of the data that bigger variant

$n_2$ : total of the data that smaller variant.<sup>44</sup>

## 2. Hypothesis Test

The technique analysis of data is to find out the achievement of the two groups that have been divided into experimental class and control class. To know the difference between the two classes, the researcher was used t-test as formula:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

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<sup>44</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010).

Where:

$T_t$ : the value which the statistical significant

$X_1$ : the average score of the experimental class

$X_2$ : the average score of the control class

$s_1^2$ : derivation standard of the experimental class

$s_2^2$ : derivation standard of the control class

$n_1$ : number of experimental class

$n_2$ : number of control class<sup>45</sup>

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<sup>45</sup>Sugiyono.

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

To analyze the data as mentioned in earlier chapter, in order to evaluate the effect of Reciprocal Teaching Method on Reading Spoof Text, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T-test. It is done to know the effect of Reciprocal Teaching Method on Reading Spoof text. Next, researcher described the data as follow:

#### **A. Description of Data**

The pre-test scores obtained before teaching in experimental class and control class.

##### **1. Description of Data Before Using Reciprocal Teaching Method**

###### **a. The Pre-test Score for Experimental Class**

As the experimental class, the researcher took class VIII-1. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students' reading spoof text (multiple choices test). The researcher has calculated the students' score in appendix 6 and 7. The score of pre-test for experimental class can be seen in the following table:

**Table. 4.1**  
**The Score of Experimental Class in Pre-test**

<b>Descriptive</b>	<b>Statistic</b>
Total score	1.350
The Highest score	80
The Lowest score	50
Mean	67.5
Median	69.75
Modus	71.1
Range	30
Interval	5
Standard deviation	8.6602
Variant	75

Based on the above table, the total score of pre-test for experimental class was 1.350, mean was 67.5, standard deviation was 8.6602, variant was 75, median was 69.75, range was 30, modus was, 71.1, interval class was 5. The researcher got that lowest score was 50 and highest score was 80. Next, the calculation of how to get it could be seen in appendix 6. Then the calculation of the frequency distribution of the students' score as follow:

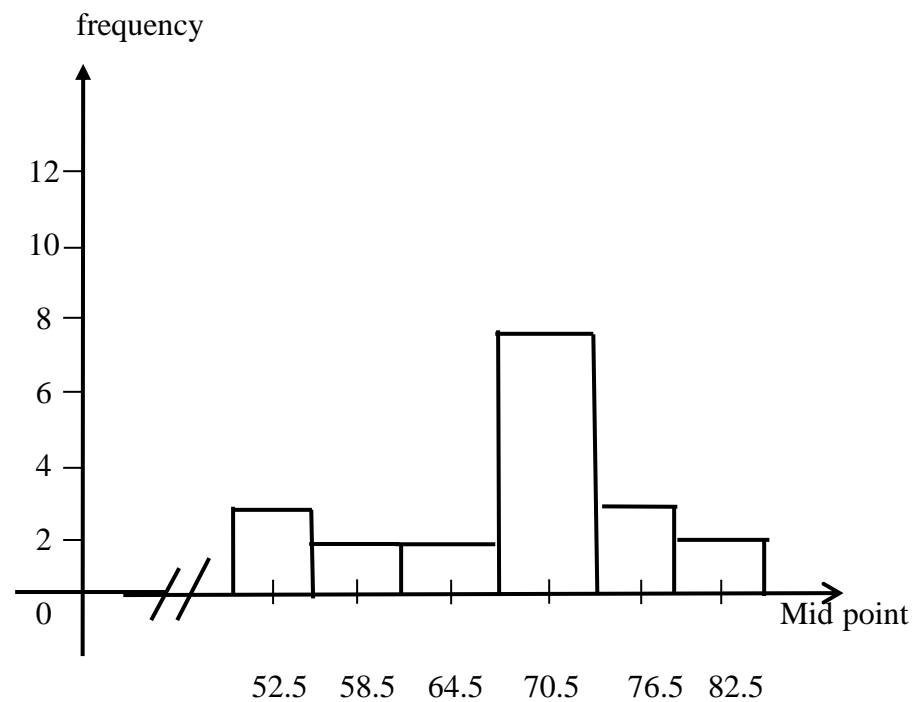
**Table. 4.2**  
**Frequency Distribution of the Variables**

No	Interval	Mid Point	Frequency	Percentages
1	50-55	52.5	3	15%
2	56-61	58.5	2	10%
3	62-67	64.5	2	10%
4	68-73	70.5	8	40%
5	74-79	76.5	3	15%
6	80-85	82.5	2	10%
	$i=6$		20	100%

From the table above, the students' score in class interval between 50-55 was 3 students (15%), class interval between 56-61 was 2 students, (10%), class interval between 62-67 was 2 students (10%),

class interval between 68-73 students (40%), class interval between 74-79 was 3 students (15%) and the last class interval between 80-85 was 2 students (10%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 4.1: Data of Description Students' Reading Spoof Text in Experimental Class (Pre-test)**

Based on the figure o data description post-test in experimental class the students' score start from interval 50-55 up to 80-85. Most of the students or the highest frequency was in interval 68-73 with total 8 students.

### b. The Pre-test Score in Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by students' Students' Reading Spoof Text (multiple choices test). The score of pre-test for control class can be seen in the following table:

**Table. 4.3**  
**The Score of Control Class in Pre-test**

No	Descriptive	Statistic
1	Total score	1.330
2	The Highest score	80
3	The Lowest score	50
4	Mean	66.5
5	Median	68.46
6	Modus	70.5
7	Range	30
8	Interval	5
9	Standard deviation	8.4448
10	Variant	71.3157

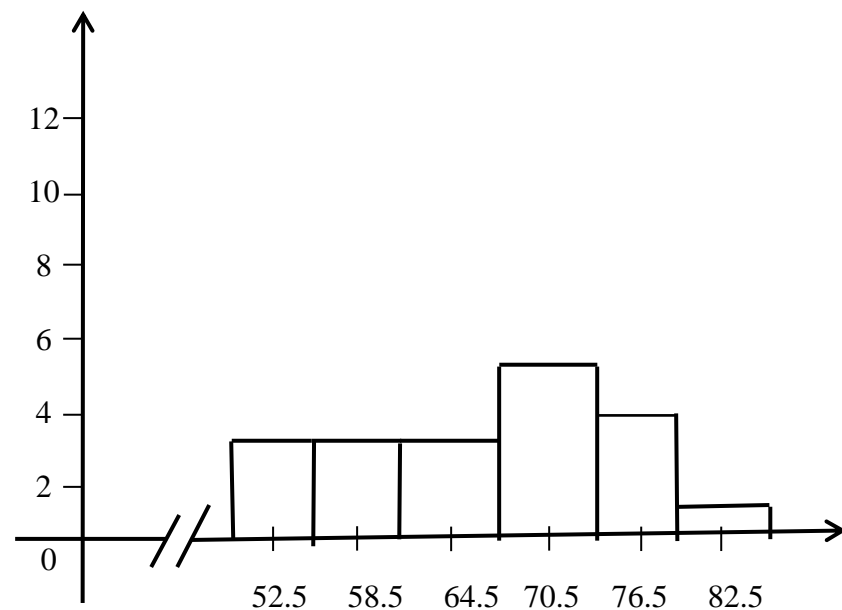
Based on the above table, the total score of pre-test for control class was 1.330, mean was 66.5, standard deviation was 8.4448, variant was 71.3157, median was 68.46, range was 30, modus was 70.5, interval class was 5. The researcher got that lowest score was 50 and highest score was 80. Next, the calculation of how to get it could be seen in appendix 6. Then the calculation of the frequency distribution of the students' score as follow:

**Table. 4.4**  
**Frequency Distribution of the Variables**

No	Interval	Mid Point	Frequency	Percentages
1	50-55	52.5	3	15%
2	56-61	58.5	3	15%
3	62-67	64.5	3	15%
4	68-73	70.5	6	30%
5	74-79	76.5	4	20%
6	80-85	82.5	1	5%
	i=5		20	100%

From the table above, the students' score in class interval between 50-55 was 3 students (15%), class interval between 56-61 was 3 students, (15%), class interval between 62-67 was 3 students (15%), class interval between 68-73 was 6 students (30%), class interval between 74-79 was 4 students (20%) and the last class interval between 80-85 was 1 students (5%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 4.2: Data Description of Students' Reading Spoof Text in Control Class (Pre-test)**

Based on the figure o data description post-test in experimental class the students' score start from interval 50-55 up to 80-85. Most of the students or the highest frequency was in interval 68-73 with total 6 students.

## **2. Description of Data After Using Reciprocal Teaching Method**

### **a. Score of Post-test for Experimental Class**

In post-test for experimental class, the researcher calculated the result that had been gotten by students' Students' Reading Spoof Text (multiple choices test). The researcher has calculated the students' score in appendix 9 and 10. The score of post-test for experimental class can be seen in the following table:

**Table. 4.5**  
**The Score of Experimental Class in Post-test**

No	Descriptive	Statistic
1	Total score	1.700
2	The Highest score	95
3	The Lowest score	65
4	Mean	85
5	Median	95.39
6	Modus	89.5
7	Range	30
8	Interval	6
9	Standard deviation	8.8852
10	Variant	78.9473

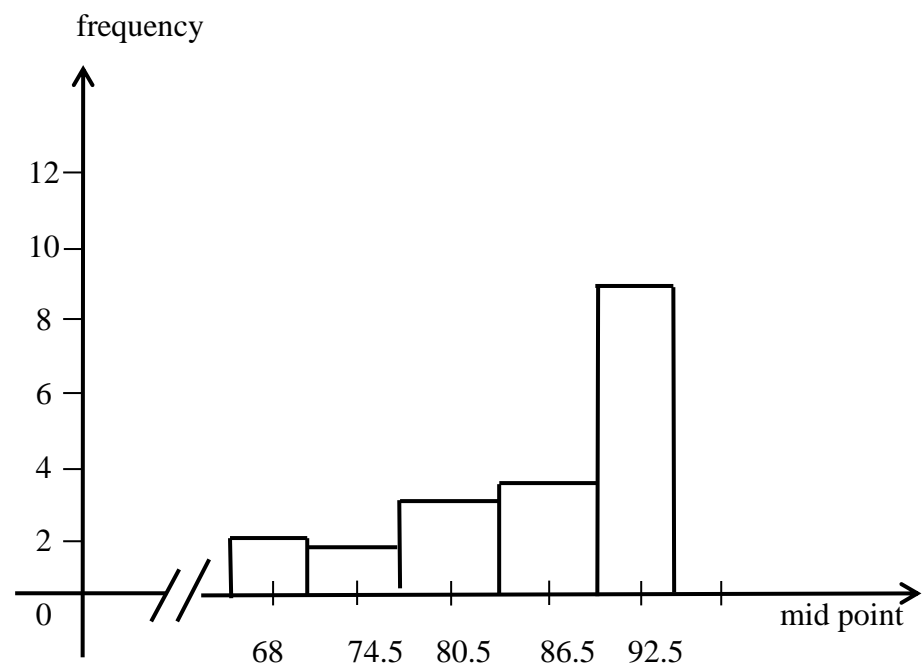
Based on the above table, the total score of post-test for experimental class was 1.700, mean was 85, standard deviation was 8.8852, variant was 78.9473, median was 95.39, range was 30, modus was 89.5, interval class was 6. The researcher got the lowest score was 65 and highest score was 95. Next, the calculation of how to get it could be seen in appendix 9. Then the calculation of the frequency distribution of the students' score as follow:

**Table. 4.6**  
**Frequency Distribution of the Variables**

No	Interval	Mid Point	Frequency	Percentages
1	65-71	68	2	10%
2	72-77	74.5	2	10%
3	78-83	80.5	3	15%
4	84-89	86.5	4	20%
5	90-95	92.5	9	45%
	i=5		20	100%

From the table above, the students' score in class interval between 65-71 was 2 students (10%), class interval between 72-77 was 2 students, (10%), class interval between 78-83 was 3 students (15%), class interval between 84-89 was 4 students (20%), class interval between 90-95 was 9 students (45%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 4.3 : Data Description of Students' Reading Spoof Text in Experimental Class (Post-test)**

Based on the figure o data description post-test in experimental class the students' score start from interval 65-71 up to 90-95. Most of the students or the highest frequency was in interval 90-95 with total 9 students.

**b. The Post-test Score in Control Class**

In post-test for control class, the researcher calculated the result that had been gotten by students' Students' Reading Spoof Text (multiple choices test). The researcher has calculated the students' score in appendix 10. The score of post-test for control class can be seen in the following table:

**Table. 4.7**  
**The Score of Control Class in Post-test**

<b>No</b>	<b>Descriptive</b>	<b>Statistic</b>
1	Total score	1.600
2	The Highest score	95
3	The Lowest score	65
4	Mean	80
5	Median	78.46
6	Modus	74.92
7	Range	25
8	Interval	5
9	Standard deviation	8.2716
10	Variant	68.4210

Based on the above table, the total score of post-test for control class was 1.600, mean was 80, standard deviation was 8.2716, variant was 68.4210, median was 78.46, range was 25, modus was 74.92, interval class was 5. The researcher got the lowest score was 65 and highest score was 95. Next, the calculation of how to get it could be seen in appendix 9. Then

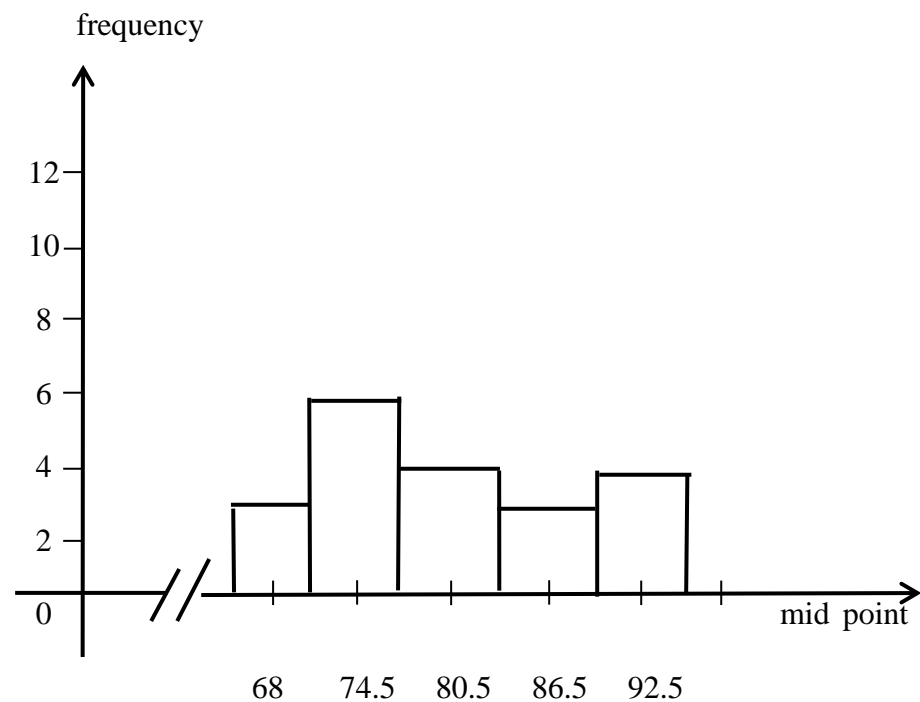
the calculation of the frequency distribution of the students' score as follow:

**Table. 4.8**  
**Frequency Distribution of the Variables**

No	Interval	Mid Point	Frequency	Percentages
1	65-71	68	3	15%
2	72-77	74.5	6	30%
3	78-83	80.5	4	20%
4	84-89	86.5	3	15%
5	90-95	92.5	4	20%
	$i=5$		20	100%

From the table above, the students' score in class interval between 65-71 was 3 students (15%), class interval between 72-77 was 6 students, (30%), class interval between 78-83 was 4 students (20%), class interval between 84-89 was 3 students (15%), class interval between 90-95 was 4 student (20%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 4.4 : Data Description of Students' Reading Spoof Text in Control Class (Post-test)**

Based on the figure o data description post-test in experimental class the students' score start from interval 65-71 up to 90-95. Most of the students or the highest frequency was in interval 72-77 with total 6 students.

## **B. Requirement Test**

Requirement test is the test to find out mean score of the data also to prove whether the data is normality and homogenous or not.

### **1. Normality and Homogeneity of Experimental and Control Class in Pre-test**

#### **a. Normality of Experimental and Control Class**

from the researcher calculation, it was found that the score of Experimental class  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$  ( $7.6619 < 7.815$ ) with  $n = 20$  and

control class  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$  ( $2.4134 < 7.815$ ) with  $n = 20$  and real level  $\alpha = 0.05$ . Cause  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$  in both of classes. So,  $H_a$  was accepted. It means that experimental class and control class were distributed normal.

#### **b. Homogeneity of Experimental and Control Class**

After doing the calculation, researcher found that  $F_{\text{count}} = 1.0516$ . It had been compared to  $F_{\text{table}}$  with  $\alpha$  5% and dk numerator and dominator were same ( $n_1$  and  $n_2 = 20$ ;  $dk = 20 - 1 = 19$ ). From the distribution list F, researcher found that  $F_{\text{table}} = 3.23$  because  $F_{\text{count}} < F_{\text{table}}$  ( $1.0516 < 3.23$ ). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

### **2. Normality and Homogeneity of Experimental and Control Class in**

#### **Post-test**

##### **a. Normality of Experimental and Control Class**

The researcher calculation found that the score of Experimental class  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$  ( $4.8584 < 7.815$ ) with  $n = 20$  and control class  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$  ( $4.2971 < 7.815$ ) with  $n = 20$  and real level  $\alpha = 0.05$ . Cause  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$  in both of classes. So,  $H_a$  was accepted. It means that experimental class and control class were distributed normal.

### **b. Homogeneity of Experimental and Control Class in Post-test**

After doing the calculation, researcher found that  $F_{\text{count}} = 1.538$ . It had been compared to  $F_{\text{table}}$  with  $\alpha$  5% and dk numerator and dominator were same ( $n_1$  and  $n_2 = 20$ ;  $dk=20-1=19$ ). From the distribution list F, researcher found that  $F_{\text{table}} = 3.23$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $1.538 < 3.23$ ). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

### **C. Hypothesis Test**

After calculating the data of post-test, researcher found that the post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative ( $H_a$ ) of the research was "There is an effect of Reciprocal Teaching Method to Reading Spooft text at the VIII Grade Students of MTs Muhammadiyah 09 KH. Ahmad Dahlan Sapirok." The calculation can be seen in appendix 12. The result of t-test was as follow:

**Table. 4.9**  
**Result of T-test from the Both Averages**

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
0.3696	2.0042	2.8421	2.0042

The test hypothesis have two criteria. First, if  $t_{count} < t_{table}$ ,  $H_0$  is accepted. Second, if  $t_{count} > t_{table}$ ,  $H_a$  is accepted. Based on researcher calculation in pre-test, researcher found  $t_{count}$  0.3696 while  $t_{table}$  2.0042 with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$ . Cause  $t_{count} < t_{table}$  ( $0.3696 < 2.0042$ ), it means that hypothesis  $H_a$  was rejected and  $H_0$  was accepted. So, in pre-test, two classes were same. There is no difference in the both classes. However, in post-test, researcher found that  $t_{count}$  2.8421 while  $t_{table}$  2.0042 with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$ . Cause,  $t_{count} > t_{table}$  ( $2.8421 > 2.0042$ ), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. The calculation can be seen on the appendix 13. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 67.5 and in post-test was 85. Then the mean score of control class in pre-test was 66.5 and in post-test was 80. The gain score was 4. The calculation can be seen on appendix 14.

#### **D. Discussion**

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 67.5 and in post-test was 85. The proof was 17.5. Then the mean score of control class in pre-test was 66.5 and in post-test was 80.

So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Reciprocal Teaching Method on Reading Spoof text.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from Harvey at.al., in Desi's thesis Reciprocal teaching method can improve students reading comprehension, it can guide students to become metacognitive and reflective in their strategy use. it helps students monitor their reading comprehension using the four strategies, and it can improve and scaffold reading comprehension.<sup>46</sup>

According to Lysynchuck et. al., in Reza's journal "reciprocal teaching model has been used to improve comprehension for students who can decode but have difficulty in comprehending text".<sup>47</sup>

The result of many researches shown that Reciprocal Method can help students overcome reading problems on comprehending the text. Ahmadi's research,<sup>48</sup> he found that, reciprocal teaching has a significantly positive effect on the English reading comprehension and metacognitive reading strategies of students. Reciprocal teaching enhances the reading ability of both the proficient and less proficient students. Besides, according

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<sup>46</sup>Perdila Desi, "The Effect of Using Reciprocal Teaching Strategy on Reading Comprehension of Nine Grade Students at Junior High School 13 Sarolangun" (State Islamic University Sulthan Thaha Saifuddin Jambi, 2018).

<sup>47</sup>Mohammad Reza Ahmadi, "Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension," *Theory and Practice in Language Studies* 2, no. 10 (2012): 2053–60, <https://doi.org/10.4304/tpls.2.10.2053-2060>.

<sup>48</sup>Ahmadi.

Hicks, et.al.,<sup>49</sup> Reciprocal teaching provides the higher education instructor with a useful tool for engaging students, individually and socially, in the exploration and critical evaluation of texts. So, reciprocal teaching method strategy can be applied to decrease in activity in learning process.

The proofs show that reciprocal teaching method strategy in teaching students' reading spoof text. So, reciprocal teaching method has given the effect to the research that has been done by researcher or the other researcher who mentioned in related findings.

#### **E. The Threats of the Research**

In conducting of this researcher, the researcher realized that there were many threats in this research, it started from the reciprocal teaching method limited, or the effectiveness of the spoof text is only seen from several topics including Topic Sentence, main idea, specific information, vocabulary and conclusion because the topics are limited by the researcher. So, all aspect of types on reading comprehension .

Several other factors are, the students were lack of experience in processing data or lack of knowledge about it. There were some students that were noisy while teaching and learning process. Although they looked like not serious. So, it can disturb the concentration of the others, and there were some students that were lack of serious to answer the questions in pre-

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<sup>49</sup>Peter E Doolittle, David Hicks, and Cheri F Triplett, "Reciprocal Teaching for Reading Comprehension in Higher Education : A Strategy for Fostering the Deeper Understanding of Texts Reciprocal Teaching for Reading Comprehension in Higher Education : A Strategy for Fostering the Deeper Understanding of Texts," *International Journal of Teaching and Learning in Higher Education* 17, no. 2 (2006).

test and post-test. It can be the threat of the research. So, the researcher cannot reach the validity of trust worthiness data.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using Reciprocal Teaching Method, the mean score of pre-test for experimental class was 67.5 and the mean score of pre-test for control class was 66.5.
2. After using Reciprocal Teaching Method, the mean score of experimental class was higher than before using reciprocal teaching method. The mean score of post-test for the experimental class was 85 and the mean score of post-test for control class taught by conventional strategy was 80.
3. The researcher found the research result of t-test where  $t_0$  was higher than  $t_t$  was 2.8421 and  $t_t$  was 2.0042 ( $2.8421 > 2.0042$ ). It means that  $H_a$  was accepted, so there was a significant effect of Reciprocal Teaching Method on Reading Spooof text at the VIII Grade Students of MTs Muhammadiyah 09 KH. Ahmad Dahlan Sapirok.

## **B. Suggestion**

Based on the study's limitations, the researcher has a few suggestions for English teachers, researcher, and the school. Here are suggestions given by researcher as follow:

1. For English teacher, should be using reciprocal teaching method in class when teaching learning process to make enjoy, fun situation and enthusiastically the students in class.
2. For headmaster, to motivation the English teacher in teaching English.
3. This research's findings may be compared in those of other studies, which reinforces the earlier studies' finding that Topic Sentence, main idea, specific information, vocabulary and conclusion.

## **C. Implication**

This research has some implication in theoretically and practically as follow:

Theoretically, in this research, Topic Sentence, main idea, specific information, vocabulary and conclusion are aspects that can determine students' success in reading comprehension. So, this research can be a relevant source for promoting the process of teaching and learning in the classroom.

Practically, the result of this research offers some implications. The first is for developing classroom activities and maximizing the use of reciprocal teaching method and learning process. In addition, this research can be used as a source for the teachers to promote a successful teaching and learning

process. The materials about a spoof text should be able to engage the students to extend and enrich their knowledge. The materials should be prepared and presented in appropriate and interesting way so that the students will fully understand the materials and the elements of constructing sentences and increase their awareness to produce spoof text. By having better in reading comprehension in spoof text using reciprocal teaching method.

### **C. Implication**

This research has some implication in theoretically and practically as follow:

Theoretically, in this research, word stress and intonation are two aspects that can determine students' success in pronunciation. So, this research can be a relevant source for promoting the process of teaching and learning in the classroom.

Practically, the result of this research offers some implications. The first is for developing classroom activities and maximizing the use of media in the teaching and learning process. In addition, this research can be used as a source for the teachers to promote a successful teaching and learning process. The materials about how to perform pronunciation should be able to engage the students to extend and enrich their knowledge about word stress and intonation. The materials should be prepared and presented in appropriate and interesting way so that the students will fully understand the materials and the elements of constructing sentences and increase their

awareness to produce word stress properly. By having better mastery in word stress and intonation the students will get better performing pronunciation

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## APPENDIX I

### EXPERIMENTAL CLASS RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : Mts. Muhammadiyah 09 KH. Ahmad  
DahlanSipirok  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII  
Materi Pokok : Spoof Text  
Alokasi Waktu : 4x 45 menit (2 pertemuan)

#### A. Kompetensi Inti

1 : Memahami makna teks fungsional pendek dan esai pendek sederhana berbentuk spoof text dalam konteks kehidupan sehari-hari

#### B. Kompetensi Dasar

1. Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk spoof teks.

#### C. Indikator

Siswa diharapkan mampu:

1. Mengidentifikasi kalimat utama teks
2. Mengidentifikasi ide utama teks

3. Mengidentifikasi informasi spesifik dari teks
4. Mengidentifikasi kosakata pada teks
5. Mengidentifikasi kesimpulan dari teks

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

Di akhir pembelajaran, siswa diharapkan dapat:

1. Siswa mampu Mengidentifikasi kalimat utama teks
2. Siswa mampu Mengidentifikasi ide utama teks
3. Siswa mampu Mengidentifikasi informasi spesifik dari teks
4. Siswa mampu Mengidentifikasi kosakata pada teks
5. Siswa mampu Mengidentifikasi kesimpulan dari teks

#### **Karakter siswa yang diharapkan**

1. Dapat dipercaya
2. Rasa hormat dan perhatian
3. Tekun

#### **E. Materi Pembelajaran**

##### **Wrong Choice**

That day was our second day in Krabi. It was very hot, my Indonesian friend and I just stayed in our dorm. In the afternoon, we found that our mineral water was completely gone. We decided to go to a minimarket and bought some bottles of water. I rode the motorcycle faster than usual, so we did not need to burn our skin.

In the minimarket, we went to beverage section that was located next to food supplies. We saw plenty of choices of mineral water. The brands were written in Thai, so we could not read anything. After a few minutes of choosing, my friend and I decided to pick a brand that we thought the best. We brought the bottles to the cashier and she smiled at us. She talked in Thai, so I said that I could not speak Thai. Then, she talked in English.

“What will you do with these bottles?” she asked.

Of course, I said that I wanted to drink them. She laughed even louder but I did not know what she was laughing at. Seeing our curious face, she said, “It is vinegar, not mineral water.”

My friend and I were so embarrassed. We put the bottles back into the rack. We did not realize that we went too far to food supplies section. Besides, the bottles of vinegar looked similar to mineral water so we did know that we picked the wrong product.

## **F. Metode Pembelajaran**

Reciprocal Method

## G. Langkah-langkah Pembelajaran

Teacher's Activity	Procedure	Students Activity
<b>Pre-Reading</b>		
<ol style="list-style-type: none"> <li>1. Guru membuka kelas dengan memberi salam dan mengajak siswa berdoa bersama.</li> <li>2. Guru memeriksa daftar hadir siswa</li> <li>3. Guru menjelaskan materi</li> <li>4. Bagikan teks tersebut kepada siswa</li> <li>5. Minta siswa memprediksi isi teks atau apa yang akan terjadi dalam teks dengan mengamati teks atau judul tersebut</li> </ol>	Predicting	<ol style="list-style-type: none"> <li>1. Siswa menjawab salam guru dan berdoa bersama</li> <li>2. Siswa menyatakan kehadiran dengan menyebutkan hadir</li> <li>3. Siswa mendengarkan guru dengan seksama.</li> <li>4. Mengamati teks</li> <li>5. Siswa Memprediksi teks itu tentang apa atau apa yang akan terjadi dalam teks tersebut dengan mengamati gambar atau judulnya</li> </ol>
<ol style="list-style-type: none"> <li>1. Meminta siswa menjawab pertanyaan pada teks.</li> <li>2. Memberikan waktu kepada siswa untuk menjawab pertanyaan.</li> </ol>	Questioning	<ol style="list-style-type: none"> <li>3. Siswa memanfaatkan waktu yang diberikan guru dengan baik</li> <li>4. Siswa menjawab pertanyaan pada teks.</li> </ol>
<b>While-Reading</b>		
<ol style="list-style-type: none"> <li>1. Meminta siswa mencari masalahnya untuk menjawab</li> </ol>	Clarifying	<ol style="list-style-type: none"> <li>1. Siswa menceritakan masalahnya.</li> </ol>

pertanyaan tersebut. 2. Meminta siswa untuk menceritakan arti kata atau kalimat yang sulit		2. Siswa menceritakan makna sulitnya.
Post-Reading		
1. Meminta siswa merangkum poin utama atau kesimpulan teks 2. Meminta siswa mengumpulkan karyanya. 3. Menutup rapat	Summarizing	1. Siswa membuat rangkuman pembelajaran hari ini 2. Siswa mengumpulkan karyanya 3. Menutup kelas

## H. Media Pembelajaran

1. Papan Tulis
2. Spidol
3. Penghapus

## I. Penilaian

Indicaor Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
a. Mengidentifikasi kalimat utama teks b. Mengidentifikasi ide utama teks c. Mengidentifikasi spesifikin formasi dari teks d. Mengidentifikasi kosa kata dariteks e. Mengidentifikasi kesimpulan dari teks	Tes Tulis	Pilihan Ganda	Choose the best answer based on the text (a, b, c, or d)

a. Pedoman Penilaian

- 1) Untuk tiap nomor, tiap jawaban benar skor 1
- 2) Jumlah skor maksimal  $1 \times 20 = 100$
- 3) Nilai maksimal = 100
- 4) Nilai siswa =  $\frac{\text{Skor perolehan}}{100} \times 100$

b. Instrument: Menjawab pertanyaan berdasarkan kepada teks

c. Rubrik Penilaian

Uraian	Skor
Jawaban benar	1
Jawaban salah	0

Validator

Santi Pertiwi Pane, S.Pd

Peneliti

Nu`aim Marsudin Rangkuti

NIM.1720300106

## **APPENDIX II**

### **CONTROL CLASS RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : Mts. Muhammadiyah 09 KH. Ahmad  
DahlanSipirok

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII

Materi Pokok : Spoof Text

Alokasi Waktu : 2 x 45 menit (2 pertemuan)

#### **A. Kompetensi Inti**

- 1 : Memahami makna teks fungsional pendek dan esai pendek sederhana berbentuk spoof dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

#### **B. Kompetensi Dasar**

1. Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk spoof

#### **C. Indikator**

Siswa diharapkan mampu:

1. Mengidentifikasi kalimat utama teks
2. Mengidentifikasi ide utama teks

3. Mengidentifikasi informasi spesifik dari teks
4. Mengidentifikasi informasi spesifik dari teks
5. Mengidentifikasi kesimpulan dari teks

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

Di akhir pembelajaran, siswa diharapkan dapat:

1. Siswa mampu Mengidentifikasi kalimat utama teks
2. Siswa mampu Mengidentifikasi ide utama teks
3. Siswa mampu Mengidentifikasi informasi spesifik dari teks
4. Siswa mampu Mengidentifikasi kosakata pada teks
5. Siswa mampu Mengidentifikasi kesimpulan dari teks

#### **Karakter siswa yang diharapkan**

1. Dapat dipercaya
2. Rasa hormat dan perhatian
3. Tekun

#### **E. Materi Pembelajaran**

##### **Wrong Choice**

That day was our second day in Krabi. It was very hot, my Indonesian friend and I just stayed in our dorm. In the afternoon, we found that our mineral water was completely gone. We decided to go to a minimarket and bought some bottles of water. I rode the motorcycle faster than usual, so we did not need to burn our skin.

In the minimarket, we went to beverage section that was located next to food supplies. We saw plenty of choices of mineral water. The brands were written in Thai, so we could not read anything. After a few minutes of choosing, my friend and I decided to pick a brand that we thought the best. We brought the bottles to the cashier and she smiled at us. She talked in Thai, so I said that I could not speak Thai. Then, she talked in English.

“What will you do with these bottles?” she asked.

Of course, I said that I wanted to drink them. She laughed even louder but I did not know what she was laughing at. Seeing our curious face, she said, “It is vinegar, not mineral water.”

My friend and I were so embarrassed. We put the bottles back into the rack. We did not realize that we went too far to food supplies section. Besides, the bottles of vinegar looked similar to mineral water so we did know that we picked the wrong product.

## F. Metode Pembelajaran

Conventional Technique

## G. Langkah-langkah Pembelajaran

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<b>1. kegiatan Awal</b> a. Guru menyapa siswa dengan mengucapkan salam b. Guru mengajak siswa berdoa sebelum belajar	a. Siswa menjawab salam dari guru b. Siswa berdoa bersama sebelum	10 menit

<p>c. Guru mengecek kehadiran siswa</p> <p>d. Guru menjelaskan tujuan pembelajaran yang akan dicapai.</p>	<p>pembelajaran dimulai</p> <p>c. Mengatakan kehadiran kepada guru dengan mengatakan “present”</p> <p>d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru</p>	
<p><b>2.Kegiatan Inti</b></p> <p>a. Guru memberikan penjelasan mengenai judul dan menjelaskan materi pembelajaran mengenai spoof text, dimulai dari penengertian spoof text, tujuan, generic structure dan language feature dari spoof teks.</p> <p>b. Guru meminta siswa untuk mencatat hal penting dari apa yang telah dijelaskan sebelumnya.</p> <p>c. Guru memberikan contoh dari spoof text.</p> <p>d. Guru bertanya mengenai pemahaman siswa terhadap spoof teks.</p> <p>e. Guru membuat kesimpulan dari materi pembelajaran mengenai spoof text.</p>	<p>a. Siswa mendengarkan penjelasan dari guru</p> <p>b. Siswa mencatat point penting dari penjelasan guru.</p> <p>c. Siswa memperhatikan contoh dari spoof text.</p> <p>d. Siswa bertanya mengenai apa yang tidak dimengarti.</p> <p>e. Siswa mendengarkan kesimpulan yang disampaikan oleh guru</p>	60 menit
<p><b>3. KegiatanPenutup</b></p> <p>a. Guru meminta siswa untuk membuat kesimpulan tentang materi dan bertanya kepada siswa untuk mengecek apakah mereka sudah mengerti</p>	<p>a.Siswa menyimpulkan materi dan menjawab pertanyaan guru</p> <p>b. Siswa mendengarkan kesimpulan dari guru dan</p>	10 menit

b. Guru menyimpulkan materi dan menanyakan apa kesulitan siswa dalam pemahaman membaca spoof teks. c. Teacher menutup pertemuan dengan berdoa bersama siswa	mengatakan apa kesulitan mereka dalam pemahaman membaca spoof teks c.Siswa berdoa untuk menutup pertemuan dan siswa memberi salam kepada guru	
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## H. Media Pembelajaran

1. Papan Tulis
2. Spidol
3. Penghapus

## I. Penilaian

<b>Indicaor Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen Soal</b>
a. Mengidentifikasi kalimat utama teks  b. Mengidentifikasi ide utama teks  c. Mengidentifikasi spesifik informasi pada teks	Tes Tulis	Pilihan Ganda	Choose the best answer based on the text (a, b, c, or d)

d. Mengidentifikasi kosa kata pada teks			
e. Mengidentifikasi kesimpulan dari teks			

a. Pedoman Penilaian

- 1) Untuk tiap nomor, tiap jawaban benar skor 1
- 2) Jumlah skor maksimal  $1 \times 20 = 20$
- 3) Nilai maksimal = 100
- 4) Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Skor maksimal

b. Instrument: Menjawab pertanyaan berdasarkan kepada teks

c. Rubrik Penilaian

Uraian	Skor
Jawaban benar	1
Jawaban salah	0

Validator

Peneliti

Santi Pertiwi Pane, S.Pd

Nu`aim Marsudin Rangkuti

NIM.1720300106

### APPENDIX III

### PRE- TEST QUESTION

**Read the following text to answer questions number 1 to 10.**

**Instruction: choose the correct answer by crossing (X) a, b, c, or d**

Once, a man was walking in a park when he came across a penguin. He took him to a policeman and said “I have just found this penguin. What should I do?” the policemen replied, “take him to the zoo”

The next day the policemen saw the same in the same park and the man was still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked. “Why are you still carrying that penguin about? Didn’t you take to the zoo?” ‘I certainly did,’ replied the man.and it was a regret idea because he really enjoyed it, so today I am taking him to the movies.

Answer the the question below correctly..

1. The text above belongs to.....
  - a. Spoof
  - b. Recount
  - c. News Item
  - d. Narrative
2. What is the topic of the text?
  - a. A lost penguin
  - b. A man with a penguin
  - c. A beautiful penguin
  - d. A zoo park
3. Where did the man find the penguin?
  - a. In a zoo
  - b. In a park
  - c. In a movie
  - d. At his home
4. Where did the man take the penguin for the first time?
  - a. To a park
  - b. To a police station
  - c. To a zoo
  - d. To a theater

5. What is the main idea of the first paragraph?
  - a. a man was walking in a park
  - b. I have just found this penguin
  - c. he came across a penguin
  - d. took him to a policeman
6. Why was the man still carrying the penguin the next day? Because.....
  - a. He would take the penguin to the zoo again
  - b. He enjoyed bringing the penguin everyday
  - c. He found that the penguin enjoyed the zoo
  - d. He misinterpreted to what the police said
7. "Take him to the zoo" the underline word is belongs to.....
  - a. Penguin
  - b. Man
  - c. Policeman
  - d. His friend
8. What is the conclusion of the second paragraph?
  - a. Still carrying the penguin
  - b. The policeman was rather surprised
  - c. Take the penguin from the zoo
  - d. Take the penguin with him
9. "and it was a great idea because he really enjoyed it, so today I'm taking him to the movies" This part is called
  - a. Twist
  - b. Event
  - c. Coda
  - d. Orientation
10. What is the conclusion of the text?
  - a. The man taking the penguin to the movies
  - b. The man regret for bringing the penguin to the zoo
  - c. The man was carrying of the penguin
  - d. The man enjoyed the zoo park

Read the following text to answer questions number 11 to 20.

A young lion came to a small zoo in Europe. In the next cage was a tired, old lion, which did nothing except lie about and sleep. "Lion ought not to be like that!" Young lion said to himself, so he roared at all the visitors and tried to break the bars of the cage.

At three o'clock a man brought a big piece of meat and put it in the old lion's

cage then he put a bag of nuts and two bananas in the young lion's cage. The young lion was very surprised. "I don't understand this," he said to the old lion, "I behave like a real lion while you lie there doing nothing, and look what happens!"

"Well, you see," said the old lion kindly, "this is a small zoo. They haven't got enough money for two lions, so in their books you are here as a monkey.

11. The writer wants to say that ....
  - a. There were two lions in the zoo
  - b. The young lion ate nut and banana
  - c. We must respect the older people
  - d. There were so many visitors in the zoo
  
12. What is the synonym of small?
  - a. Big
  - b. Large
  - c. Rough
  - d. Soft
  
13. What is the main idea of the second paragraph?
  - a. The young lion was very surprised
  - b. At three o'clock a man brought a big piece of
  - c. a real lion while you lie there doing nothing
  - d. look what happens
  
14. What is the topic sentence of the paragraph?
  - a. A young lion came to a small zoo in Europe
  - b. In the next cage was a tired
  - c. Break the bars of the cage
  - d. Lie about and sleep
  
15. The communicative purpose of the text above is to ....
  - a. To entertain the readers with story of young lion
  - b. To inform the readers about the story of old lion
  - c. To describe about the process of the lions in the zoo
  - d. To describe about the animals in the zoo
  
16. "Young lion said to himself" The himself is refers to.....
  - a. Young lion
  - b. A monkey
  - c. A man
  - d. A girl

17. The young lion was very surprised because ....
- It doesn't understand the words
  - It couldn't break the bars of the cage
  - The man fed it a bag of nuts and two bananas
  - The old lion just did nothing
18. What did the man put in the young's lion cage?
- Money and meat
  - Nuts and bananas
  - Meat and bananas
  - Bananas and meat
19. . "I behave like a real lion while you lie there doing nothing ...."  
(paragraph 2) What is the synonym of the underlined word is?
- Act
  - Fond
  - Love
  - See
20. What is the conclusion of the text?
- Animal in a zoo
  - A dialogue between a lion
  - A young lion is a monkey in their book
  - Lion was lied to his friends

## APPENDIX IV

### POST TEST QUESTIONS

#### Text for questions number 1 to 10

**Instruction: choose the correct answer by crossing (X) a, b, c, d or d**

Last week I took my five-year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive. We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then. Seeing the policeman blowing his whistle, Willy asked me at once, “Dad, why is the policeman using a whistle, not a drum?” Hearing his unexpected question I answered reluctantly, “Because he is not Phil Collins!”

1. What does the text talk about .....

  - a. Willy and his new drum
  - b. Phil Collins and his drum
  - c. A policeman and his whistle
  - d. Willy’s drum private teacher
  - e. The writer’s five-years old son

2. What is the topic sentence of the text?

  - a. Last week I took my five-year old son, Willy, to a musical instrument store in my hometown.
  - b. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one.
  - c. He also likes asking me everything he wants to know.
  - d. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive.
  - e. Seeing the policeman blowing his whistle

3. What is the verb 2 from buy?
- a. Through
  - b. Bought
  - c. Brought
  - d. Buyed
  - e. Bring
4. "He is very inquisitive" The underline word is refers to.....
- a. Willy
  - b. Phil Collins
  - c. Policeman
  - d. A musical
  - e. Cars
5. What is the main idea of the text?
- a. a musical instrument store
  - b. Willy likes listening to music very much
  - c. He is very inquisitive
  - d. precocious for a boy of his age
  - e. likes asking me everything he wants to know
6. "He is very inquisitive" inquisitive means.....
- a. Curious
  - b. Up to you
  - c. Do not know anything
  - d. Everything is funny
  - e. Regret
7. From the text above we know that Willy is a/n ..... boy.
- a. Smart
  - b. Funny
  - c. Stupid
  - d. Childish
  - e. Annoying

8. Which sentence makes the text a funny story .....
- a. He is very inquisitive
  - b. Because he is not Phil Collins
  - c. He blew his whistle now and then
  - d. He also likes asking me everything he wants to know
  - e. Dad, why is the policeman using a whistle not a drum?
9. What is generic structures of the text above?
- a. Orientation-Events-Reorientation
  - b. Orientation-Twist-Events
  - c. Orientation-Events-Twist
  - d. Orientation-Complication-Twist
  - e. Orientation-Complication-Resolution
10. What is the conclusion of the text?
- a. Willy is a musical
  - b. Willy was birthday
  - c. Willy is an inquisitive son
  - d. Willy likes listening to the music
  - e. Willy is a bad son

**Text for questions number 11 to 20**

**The Blonde and the Lawyer**

A blonde and a lawyer are seated next to each other on a flight from LA to NY. The lawyer asks if she would like to play a fun game. The blonde, tired, just wants to take a nap, politely declines and rolls over to the window to catch a few winks. The lawyer persists and explains that the game is easy and a lot of fun. He explains, "I ask you a question, and if you don't know the answer, you pay me \$5.00, and vice versa." Again, she declines and tries to get some sleep. The lawyer, now agitated, says, "Okay, if you don't know the answer you pay me \$5.00, and if I don't know the answer, I will pay you \$500.00."

This catches the blonde's attention and, figuring there will be no end to this torment unless she plays, agrees to the game. The lawyer asks the first question. "What's the distance from the earth to the moon?" The blonde

doesn't say a word, reaches into her purse, pulls out a \$5.00 bill and hands it to the lawyer. "Okay" says the lawyer, "your turn." She asks the lawyer, "What goes up a hill with three legs and comes down with four legs?" The lawyer, puzzled, takes out his laptop computer and searches all his references, no answer. He taps into the air phone with his modem and searches the net and the library of congress, no answer. Frustrated, he sends e-mails to all his friends and coworkers, to no avail. After an hour, he wakes the blonde, and hands her \$500.00. The blonde says, "Thank you", and turns back to get some more sleep. The lawyer, who is more than a little miffed, wakes the blonde and asks, "Well, what's the answer?" Without a word, the blonde reaches into her purse, hands the lawyer \$5.00, and goes back to sleep.

11. The story tells us about ...
  - a. A plane which a blonde and a lawyer took.
  - b. A lawyer who played a game with a blonde.
  - c. A lawyer who bet on something with a blonde.
  - d. A blonde who was tricked by a lawyer.
  - e. A blonde who lost her money.
12. What did the lawyer want to play with the blonde?
  - a. Hide and seek
  - b. Chicken limbo
  - c. Jump rope
  - d. Guessing game
  - e. Scrabble
13. What was the rule of the game finally?
  - a. If the blonde could not answer the lawyer's question, she paid him \$5.00, and vice versa.
  - b. If the blonde could not answer the question, she should pay \$5.00. If the lawyer could not answer her question, he should pay \$500.00.
  - c. If the blonde could not answer the lawyer's question, she paid him \$500.00, and vice versa.

- d. If the blonde could not answer the lawyer's question, she paid him \$500.00. If the lawyer could not answer her question, he paid her \$5.00.
  - e. If the lawyer could not answer her question, he paid her \$500.00. If the blonde could not answer his question, she did not have to pay him.
14. How much money did the blonde benefit from the game?
- a. \$5.00
  - b. \$50.00
  - c. \$500.00
  - d. \$510.00
  - e. \$490.00
15. Who was cleverer, the blonde or the lawyer?
- a. The blonde
  - b. The lawyer
  - c. None of them was clever.
  - d. Both were clever.
  - e. They were the same.
16. The word "miffed" in the last paragraph has the similar meaning to...
- a. Shy
  - b. Happy
  - c. Generous
  - d. Doubt
  - e. Angry
17. "He explains", the underline word is refers to.....
- a. A blonde
  - b. A lawyer
  - c. The lawyer
  - d. A blonde and A lawyer
  - e. A lawyer and A lawyer

18. What is the topic in the second paragraph?
- a. blonde's attention
  - b. Blonde reaches into her purse
  - c. She plays and agrees to the game
  - d. A little miffed
  - e. He sends e-mails to all his friends and coworkers, to no avail
19. What is the main idea of the text?
- a. A blonde and a lawyer are seated next to each other on a flight and they play a game
  - b. The lawyer takes out his laptop computer and searches all his references
  - c. The lawyer persists and explains that the game is easy and a lot of fun
  - d. The blonde, tired, just wants to take a nap
  - e. He wakes the blonde, and hands her \$500.00.
20. What is the conclusion of the text?
- a. They play the game on a flight
  - b. The Blonde sleep on a flight
  - c. The lawyer knows the game well
  - d. the Blonde do not know the game
  - e. Blonde and lawyer do not know each other

## **APPENDIX V**

### **Key Answer of Pre-Test**

- 1. C**
- 2. B**
- 3. C**
- 4. C**
- 5. A**
- 6. D**
- 7. A**
- 8. B**
- 9. A**
- 10. A**
- 11. A**
- 12. B**
- 13. D**
- 14. A**
- 15. A**
- 16. A**
- 17. C**
- 18. B**
- 19. A**
- 20. C**

## **APPENDIX V**

### **Key Answer of Post-Test**

- 1. E**
- 2. A**
- 3. B**
- 4. A**
- 5. B**
- 6. A**
- 7. A**
- 8. B**
- 9. C**
- 10. C**
- 11. B**
- 12. D**
- 13. B**
- 14. E**
- 15. A**
- 16. E**
- 17. B**
- 18. C**
- 19. A**
- 20. E**

## APPENDIX VI

### Score of Experimental Class and Control Class in Pre-Test

#### a. Score of Experimental Class Pre-Test

No	Students Initial Name	Pre-test	X <sup>2</sup>
1	RAN	70	4900
2	ALS	60	3600
3	ADA	60	3600
4	ARP	70	4900
5	ARW	70	4900
6	IM	65	4225
7	IAN	70	4900
8	IZR	65	4225
9	IHG	70	4900
10	JAA	55	3024
11	KFA	70	4900
12	MDA	50	2500
13	NS	50	2500
14	OJR	70	4900
15	PAH	80	6400
16	RP	75	5625
17	R	75	5625
18	SAH	80	6400
19	SA	70	4900
20	SM	75	5625
<b>Total</b>		<b>1350</b>	<b>92550</b>

**b. Score of Control Class Pre-Test**

No	Students Initial Name	Xi	X <sup>2</sup>
1	AR	60	3600
2	ALH	60	3600
3	AA	70	4900
4	KR	50	2500
5	FA	70	4900
6	I	75	5625
7	RMR	60	3600
8	RAT	75	5625
9	RP	60	3600
10	RAD	80	6400
11	R	70	4900
12	SR	65	4225
13	S	50	2500
14	SK	55	3025
15	UA	60	3600
16	YAD	75	5625
17	YPH	75	5625
18	YIM	70	4900
19	WRA	75	5625
20	VM	70	4900
<b>Total</b>		<b>1.330</b>	<b>89.800</b>

## APPENDIX VII

### RESULT OF NORMALITY TEST IN PRE TEST

#### RESULT OF THE NORMALITY TEST OF VIII-I IN PRE-TEST

1. The score of VIII- I in pre test from low score to high score:

50	50	55	60	60
60	65	65	70	70
70	70	70	70	70
75	75	75	80	80

2. High = 80  
Low = 50  
Range = High – Low  
= 80 – 50  
= 30

3. Total Classes =  $1 + 3,3 \log (n)$   
=  $1 + 3,3 \log (20)$   
=  $1 + 3,3 (1.30)$   
=  $1 + 4,29$   
= 5,29  
= 5

4. Length of Classes =  $\frac{\text{range}}{\text{total of class}} = \frac{30}{5} = 6$

5. Mean

Interval class	F	Mid Point	fx
50-55	3	52,5	3
56-61	2	58,5	5
62-67	2	64,5	7
68-73	<b>8</b>	<b>70,5</b>	<b>15</b>
74-79	3	76,5	18
80-85	2	82,5	20
<i>i=6</i>	20		20

$$M_x = \frac{\sum \text{total score}}{N}$$
$$= \left( \frac{1350}{20} \right)$$

$$= 67,5$$

$$\begin{aligned}SD_t &= \sqrt{\frac{\sum x_i^2}{n} - \left(\frac{\sum x_i}{n}\right)^2} \\&= \sqrt{\frac{(20 \cdot (92.500)) - \left(\frac{1350}{20}\right)^2}{20}} \\&= \sqrt{\frac{28.500}{380}} \\&= \sqrt{75} \\&= 8,66\end{aligned}$$

Table of Normality Data Test with Chi kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F <sub>e</sub>	F <sub>o</sub>	(fo - fe)	$\frac{(fo - fe)}{fe}$
50-55	49,5	-2,0748	0,4808	0,0646	1,292	3	1,708	2,2578
56-61	55,5	-1,3856	0,4162	0,1613	3,226	2	1,226	0,4659
62-67	61,5	-0,6928	0,2549	0,2549	5,098	2	3,098	1,8826
68-73	67,5	0	0,0000	0,2549	5,098	8	2,902	1,6519
74-79	73,5	0,6928	0,2549	0,1613	3,226	3	0,226	0,0158
80-85	79,5	1,3856	0,4162	0,0646	1,292	2	0,5012	0,3879
								7,6619

Based on the table above, the researcher found that  $x^2_{\text{count}} = 7,6619$  while  $x^2_{\text{table}} = 7,815$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $7,6619 < 7,815$ ) with degree of freedom (dk) = 6-3 = 3 and significant level  $\alpha = 5\%$ . So, distribution of VIII-1 class (pre-test) is normal.

#### 6. Median

$$\text{Me} = Bb + i \left[ \frac{\frac{n}{2} - Fk}{fm} \right]$$

$$\text{Me} = 67,5 + 6 \left[ \frac{20/2 - 7}{8} \right]$$

$$\text{Me} = 67,5 + 6 \left[ \frac{10 - 7}{8} \right]$$

$$\text{Me} = 67,5 + 6 \left[ \frac{3}{8} \right]$$

$$\text{Me} = 67,5 + 6(0,6)$$

$$\text{Me} = 67,5 + 2,25$$

$$\text{Me} = 69,75$$

#### 7. Modus

$$\text{Mo} = L + \frac{d_1}{d_1 + d_2} i$$

$$\text{Mo} = 67,5 + \frac{3}{3+2} 6$$

$$\text{Mo} = 67,5 + \frac{3}{5} 6$$

$$\text{Mo} = 67,5 + (0,6)6$$

$$\text{Mo} = 67,5 + 3,6$$

$$\text{Mo} = 71,1$$

## RESULT OF NORMALITY TEST IN PRE TEST

### RESULT OF THE NORMALITY TEST OF VIII-2 IN PRE-TEST

1. The score of VIII-2 in pre test from low score to high score:

50	50	55	60	60
60	65	65	65	70
70	70	70	70	70
75	75	75	75	80

2. High = 80

Low = 50

Range = High – Low

$$= 80 - 50$$

$$= 30$$

3. Total Classes =  $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 (1.30)$$

$$= 1 + 4,29$$

$$= 5,29$$

$$= 5$$

4. Length of Classes =  $\frac{\text{range}}{\text{total of class}} = \frac{30}{5} = 6$

8. Mean

Interval class	F	Mid Point	fx
50-55	3	52,5	3
56-61	3	58,5	6
62-67	3	64,5	9
68-73	<b>6</b>	<b>70,5</b>	<b>15</b>
74-79	4	76,5	19
80-85	1	82,5	20
<i>i=6</i>	20		20

$$M_x = \frac{\sum \text{total score}}{N}$$

$$= \left( \frac{1330}{20} \right)$$

$$= 66,5$$

$$\begin{aligned}SD_t &= \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x^1}{n}\right)^2} \\&= \sqrt{\frac{(20 \cdot (89.800)) - (1330)^2}{20}} \\&= \sqrt{\frac{27.100}{380}} \\&= \sqrt{71,3157} \\&= 8,4448\end{aligned}$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F <sub>e</sub>	F <sub>o</sub>	(f <sub>o</sub> - f <sub>e</sub> )	$\frac{(f_o - f_e)}{f_e}$
50-55	49,5	-2,0130	0,4778	0,0746	1,492	3	1,508	1,5241
56-61	55,5	-1,3025	0,4032	0,1808	3,616	3	0,616	0,1049
62-67	61,5	-0,5920	0,2224	0,1786	3,572	3	0,572	0,0915
68-73	67,5	0,1184	0,0438	0,2501	5,002	6	0,998	0,1991
74-79	73,5	0,8289	0,2939	0,1431	2,862	4	1,138	0,4524
80-85	79,5	1,5394	0,4370	0,0408	0,816	1	0,184	0,0414
								2,4134

Based on the table above, the researcher found that  $x^2_{\text{count}} = 2,4134$  while  $x^2_{\text{table}} = 7,815$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $2,4134 < 7,815$ ) with degree of freedom (dk) =  $6-3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-2 class (pre-test) is normal.

##### 5. Median

$$\text{Me} = Bb + i \left[ \frac{\frac{n}{2} - Fk}{fm} \right]$$

$$\text{Me} = 67,5 + 6 \left[ \frac{20/2 - 12}{5} \right]$$

$$\text{Me} = 67,5 + 6 \left[ \frac{10-9}{6} \right]$$

$$\text{Me} = 67,5 + 6 \left[ \frac{1}{6} \right]$$

$$\text{Me} = 67,5 + 6(0,16)$$

$$\text{Me} = 67,5 + 0,96$$

$$\text{Me} = 68,46$$

## 6. Modus

$$\text{Mo} = L + \frac{d_1}{d_1+d_2} i$$

$$\text{Mo} = 67,5 + \frac{4}{4+3} 6$$

$$\text{Mo} = 67,5 + \frac{4}{7} 6$$

$$\text{Mo} = 67,5 + (0,5)6$$

$$\text{Mo} = 67,5 + 3$$

$$\text{Mo} = 70,5$$

## APPENDIX 8

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are use homogeneity test by using formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

The formula was used to test hypothesis was:

1. VIII-1 and VIII-2:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$F = \frac{75}{71,3157}$$

$$= 1,0516$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1,0516$ . It had been compared to  $F_{\text{table}}$  with  $\alpha$  5% and dk numerator and dominator were same ( $n_1$  and  $n_2 = 20$ ;  $dk = 20 - 1 = 19$ ). From the distribution list F, researcher found that  $F_{\text{table}} = 3,23$  because  $F_{\text{count}} < F_{\text{table}}$  ( $1,0516 < 3,23$ ). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

## APPENDIX 9

### Score of Experimental Class and Control Class on Post-Test

#### a. Score of Experimental Class Post-Test

No	Students Initial Name	Post-test	X <sup>2</sup>
1	RAN	90	8100
2	ALS	85	7225
3	ADA	80	6400
4	ARP	65	4225
5	ARW	85	7225
6	IM	70	4900
7	IAN	95	9025
8	IZR	75	5625
9	IHG	80	6400
10	JAA	75	5625
11	KFA	95	9025
12	MDA	90	8100
13	NS	85	7225
14	OJR	85	7225
15	PAH	80	6400
16	RP	90	8100
17	R	90	8100
18	SAH	95	9025
19	SA	95	9025
20	SM	95	9025
<b>Total</b>		<b>1.700</b>	<b>146.000</b>

#### b. Score of Control Class Post-Test

No	Students Initial Name	Post-test	X <sup>2</sup>
1	AR	80	6400
2	ALH	80	6400
3	AA	90	8100
4	KR	75	5625
5	FA	80	6400
6	I	95	9025
7	RMR	75	5625
8	RAT	85	7225
9	RP	70	4900
10	RAD	95	9025
11	R	85	7225
12	SR	80	6400

13	S	75	5625
14	SK	65	4225
15	UA	70	4900
16	YAD	75	5625
17	YPH	85	7225
18	YIM	75	5625
19	WRA	90	8100
20	VM	75	5625
<b>Total</b>		<b>1.600</b>	<b>129.300</b>

## APPENDIX 10

### RESULT OF NORMALITY TEST IN POST TEST

#### RESULT OF THE NORMALITY TEST OF VIII-1 IN POST-TEST

1. The score of VIII-1 in post test from low score to high score:

65	70	75	75	80
80	80	85	85	85
85	90	90	90	90
95	95	95	95	95

$$\begin{aligned} 2. \text{ High} &= 95 \\ \text{Low} &= 65 \\ \text{Range} &= \text{High} - \text{Low} \\ &= 95 - 65 \\ &= 30 \end{aligned}$$

$$\begin{aligned} 3. \text{ Total Classes} &= 1 + 3,3 \log (n) \\ &= 1 + 3,3 \log (20) \\ &= 1 + 3,3 (1.30) \\ &= 1 + 4,29 \\ &= 5,29 \\ &= 5 \end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{30}{5} = 6$$

5. Mean

Interval class	F	Mid Point	fx
65-71	2	68	2
72-77	2	74,5	4
78-83	3	80,5	7
84-89	4	86,5	11
<b>90-95</b>	<b>9</b>	<b>92,5</b>	<b>20</b>
<i>i=6</i>	20		20

$$\begin{aligned} M_x &= \frac{\sum \text{total score}}{N} \\ &= \left( \frac{1700}{20} \right) \end{aligned}$$

$$= 85$$

$$SD_t = \sqrt{\frac{\sum x_i^2}{n} - \left(\frac{\sum x_i}{n}\right)^2}$$

$$= \sqrt{\frac{(20 \cdot (146.00)) - \left(\frac{1700}{20}\right)^2}{20}}$$

$$= \sqrt{\frac{30.000}{380}}$$

$$= \sqrt{78,9473}$$

$$= 8,8852$$

Table of Normality Data Test with Chi kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F <sub>e</sub>	F <sub>o</sub>	(fo - fe)	$\frac{(fo - fe)}{fe}$
65-71	64,5	-2,3072	0,4898	0,0553	1,106	2	0,7992	0,7226
72-77	71,5	-1,5193	0,4345	0,135	2,7	2	0,49	0,1814
78-83	77,5	-0,8441	0,2995	0,2359	4,718	3	2,9515	0,6255
84-89	83,5	-0,1688	0,0636	0,1279	2,558	4	2,0793	0,8128
90-95	89,5	0,5064	0,1915	0,2938	5,996	9	9,2051	1,5429
<b>X<sup>2</sup></b>								<b>4,8584</b>

Based on the table above, the researcher found that  $x^2_{count} = 4,8584$  while  $x^2_{table} = 7,815$  because  $x^2_{count} < x^2_{table}$  ( $4,8584 < 7,815$ ) with degree of freedom (dk) = 6-3 = 3 and significant level  $\alpha = 5\%$ . So, distribution of VIII-1 class (post-test) is normal.

#### 6. Median

$$Me = Bb + i \left[ \frac{\frac{n}{2} - Fk}{fm} \right]$$

$$Me = 89,5 + 6 \left[ \frac{\frac{20}{2} - 11}{9} \right]$$

$$Me = 89,5 + 6 \left[ \frac{10 - 11}{9} \right]$$

$$Me = 89,5 + 6 \left[ \frac{-1}{9} \right]$$

$$Me = 89,5 + 6 (-0,11)$$

$$Me = 83,61$$

#### 7. Modus

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 89,5 + \frac{0}{0+4} 6$$

$$Mo = 89,5 + \frac{0}{4} 6$$

$$Mo = 89,5 + (0)6$$

$$Mo = 89,5 + 0$$

$$Mo = 89,5$$

## RESULT OF NORMALITY TEST IN POST TEST

### RESULT OF THE NORMALITY TEST OF VIII-2 IN POST-TEST

1. The score of VIII-2 in post test from low score to high score:

65	70	70	75	75
75	75	75	75	80
80	80	80	85	85
85	90	90	96	95

2. High = 65  
 Low = 95  
 Range = High – Low  
       = 95 – 65  
       = 30

3. Total Classes =  $1 + 3,3 \log (n)$   
       =  $1 + 3,3 \log (20)$   
       =  $1 + 3,3 (1.30)$   
       =  $1 + 4,29$   
       = 5,29  
       = 5

4. Length of Classes =  $\frac{range}{total\ of\ class} = \frac{30}{5} = 6$

5. Mean

Interval class	F	Mid Point	fx
65-71	3	68	3
<b>72-77</b>	<b>6</b>	<b>74,5</b>	<b>9</b>
78-83	4	80,5	13
84-89	3	86,5	16
90-95	4	92,5	20
<i>i=5</i>	20		20

$$M_x = \bar{x} = \frac{\sum total\ score}{N}$$

$$= \left( \frac{1600}{20} \right)$$

$$= 80$$

$$SD_t = \sqrt{\frac{\sum x'^2}{n} - \left( \frac{\sum x'}{n} \right)^2}$$

$$= \sqrt{\frac{(20 \cdot (129.300)) - (1600)^2}{20}}$$

$$= \sqrt{\frac{26.000}{380}}$$

$$= \sqrt{68,4210}$$

$$= 8,2716$$

Table of Normality Data Test with Chi kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F <sub>e</sub>	F <sub>o</sub>	(fo - fe)	$\frac{(fo - fe)}{fe}$
65-71	64,5	-1,8740	0,4693	0,1232	2,464	3	0,536	0,1165
72-77	71,5	-1,0276	0,3461	0,2282	4,564	6	1,436	0,4517
78-83	77,5	-0,3022	0,1179	0,0375	0,75	4	1,25	1,0833
84-89	83,5	0,4018	0,1554	0,2175	4,35	3	1,35	0,4189
90-95	89,5	1,1485	0,3729	0,0964	1,928	4	2,072	2,2267
<b>X<sup>2</sup></b>								<b>4,2971</b>

Based on the table above, the researcher found that  $x^2_{count} = 4,2971$  while  $x^2_{table} =$

7,815 because  $x^2_{count} < x^2_{table}$  ( $4,2971 < 7,815$ ) with degree of freedom (dk) = 6-3 =

3 and significant level  $\alpha = 5\%$ . So, distribution of VIII-2 class (post-test) is normal.

#### 6. Median

$$Me = Bb + i \left[ \frac{\frac{n}{2} - Fk}{fm} \right]$$

$$Me = 71,5 + 6 \left[ \frac{20/2 - 3}{6} \right]$$

$$Me = 71,5 + 6 \left[ \frac{10 - 3}{6} \right]$$

$$Me = 71,5 + 6 \left[ \frac{7}{6} \right]$$

$$Me = 71,5 + 6(1,16)$$

$$Me = 71,5 + 6,96$$

$$Me = 78,46$$

#### 7. Modus

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 71,5 + \frac{4}{4+3} 6$$

$$\text{Mo} = 71,5 + \frac{4}{7}6$$

$$\text{Mo} = 71,5 + (0,57)5$$

$$\text{Mo} = 71,5 + 3,42$$

$$\text{Mo} = 74,92$$

## APPENDIX 11

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### MOGENEITY TEST OF POST TEST

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are use homogeneity test by using formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

The formula was used to test hypothesis was:

VIII-1 and VIII-2

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$F = \frac{78,9473}{68,4210}$$

$$=1,1538$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1,1538$ . It had been compared to  $F_{\text{table}}$  with  $\alpha$  5% and dk numerator and dominator were same ( $n_1$  and  $n_2 = 20$ ;  $dk=20-1=19$ ). From the distribution list F, researcher found that  $F_{\text{table}} = 3,23$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $1,1538 < 3,23$ ). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

## APPENDIX 12

### T-test of the Both Averages in Pre-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$S = \sqrt{\frac{(20 - 1)75 + (20 - 1)71,3157}{20 + 20 - 2}}$$

$$S = \sqrt{\frac{1425 + 1354,9983}{38}}$$

$$S = \sqrt{\frac{2.779,9983}{38}}$$

$$S = \sqrt{73,1578}$$

$$S = 8,5532$$

Maka t hitung =

$$t \text{ hitung} = s \frac{x_1 - x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{67,5 - 66,5}{8,5532 \sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$$= \frac{1}{8,5532 \sqrt{0,1}}$$

$$= \frac{1}{2,7045}$$

$$= 0,3696$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that  $t_{\text{count}} = 0,3696$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$ , researcher found that  $t_{\text{table}} = 2,0042$  cause  $t_{\text{count}} < t_{\text{table}}$  ( $0,3696 < 2,0042$ ). So,  $H_a$  was rejected, it means that there is no difference in average between experimental class and control class in pre test.

## APPENDIX 13

### T-test of the Both Averages in Post-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{85 - 80}{\sqrt{\left(\frac{(20-1)78,9473 + (20-1)68,4210}{20+20-2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$Tt = \frac{85 - 80}{\sqrt{\left(\frac{(19)78,9473 + (19)68,4210}{20+20-2}\right) (0,05 + 0,05)}}$$

$$t = \frac{5}{\sqrt{\left(\frac{1.499,9987 + 1.299,999}{38}\right) (0,1)}}$$

$$t = \frac{5}{\sqrt{\left(\frac{2.799,9977}{38}\right) (0,1)}}$$

$$t = \frac{5}{\sqrt{(73,6841) (0,1)}}$$

$$t = \frac{5}{2,7142}$$

$$t = 2,8421$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that  $t_{\text{count}} = 2,8421$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1+n_2-2 = 20+20-2 = 38$ , researcher found that  $t_{\text{table}} = 2,0042$  cause  $t_{\text{count}} > t_{\text{table}}$  ( $2,8421 > 2,0042$ ). So,  $H_a$  was accepted, it means that there was a difference average between experimental class and control class in post test. It can be conclude that there was the significant effect of Reciprocal Teaching Method On Reading Spooof

Text at The VIII Grade Students of MTs Muhammadiyah 09 KH. Ahmad Dahlan

Sipirok.

## APPENDIX 14

### GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

<b>Class</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>Enhancement</b>	<b>Gain Score</b>
Experimental	67,5	85	17,5	4
Control	66,5	80	13,5	

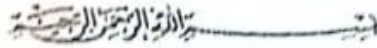


**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN DAERAH MUHAMMADIYAH TAPANULI SELATAN  
MTs. M 09 KHA DAHLAN SIPIROK**

NPSM : 10263931 NSM : 121212030001 Akreditasi "B"

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PIAGAM PENDIRIAN  
No.1898/II-47/G2/1978



**SURAT KETERANGAN**  
No. 035/III.4.AU/P/2023

Yang bertanda tangan dibawah ini :

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Menyatakan bahwa :

Nama : Nu'aim Marsudin Rangkuti  
Nim : 1720300106  
Judul Skripsi : **The Effect of Reciprocal Teaching Method on Reading Comprehension on Spoof Text at the VIII Grade Students of MTs M 09 KHA. Dahlan Sipirok".**

Yang benar Mahasiswa tersebut diatas telah melaksanakan penelitian di MTs M 09 KHA. Dahlan Sipirok pada tanggal 10 Januari 2023 sampai dengan 12 Januari 2023.

Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

