



**IMPROVING STUDENTS' READING COMPREHENSION
BY USING RECIPROCAL TEACHING IN DESCRIPTIVE TEXTS AT
GRADE VIII SMP NEGERI 3 PANYABUNGAN**

A THESIS

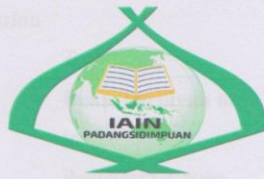
*Submitted to the State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirement
for the Graduate Degree of Education Scholar (S.Pd.) in English*

Written By:

**MORA KARTIKA SARI NASUTION
Reg. Number 14 203 00081**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018**



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MORA KARTIKA SARI NASUTION
Reg. Number. 14 203 00081



Advisor I

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Advisor II

Sojuangon Rambe, S.S, M.Pd
NIP. 19790815 200604 1 003

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2018

Term : Thesis

Padangsidempuan, November 2018

a.n. **Mora Kartika Sari Nasution**

Amount : 7 (seven) exemplars

To:

Dean Tarbiyah and Teacher Training Faculty

In-

Padangsidempuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Mora Kartika Sari Nasution**, entitled **"IMPROVING STUDENTS' READING COMPREHENSION BY USING RECIPROCAL TEACHING IN DESCRIPTIVE TEXTS AT GRADE VIII SMP NEGERI 3 PANYABUNGAN"**. 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 Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

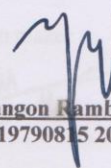
Assalam 'alaikum wr.wb.

Advisor I



Sestri Harida, M.Pd
NIP. 19750917 200312 2 002

Advisor II



Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : **MORA KARTIKA SARI NASUTION**
Registration Number : 14 203 00081
Faculty/ Department : Tarbiyah and Teacher Training Faculty
The Title of Thesis : **IMPROVING STUDENTS' READING
COMPREHENSION BY USING RECIPROCAL
TEACHING IN DESCRIPTIVE TEXTS AT
GRADE VIII SMP NEGERI 3 PANYABUNGAN**

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MORA KARTIKA SARI NASUTION
Reg. Number 14 203 00081

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As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : MORA KARTIKA SARI NASUTION
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Reg. No. 14 203 00081

REPUBLIC OF INDONESIA
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
JALAN PADANGSIDIMPUAN 22732
PADANGSIDIMPUAN

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Mora Kartika Sari Nasution
Reg. No : 14 203 00081
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-III)
Thesis : Improving Students' Reading Comprehension by Using Reciprocal Teaching In Descriptive Texts At Grade VIII SMP Negeri 3 Panyabungan

Chief,



Fayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Secretary,

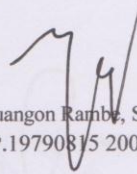


Eka Sustri Harida, M.Pd
NIP.19750917 20012 2 002

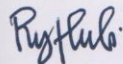
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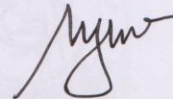
Eka Sustri Harida, M.Pd
NIP. NIP.19750917 20012 2 002



Sojuangon Rambe, S.S., M.Pd
NIP.19790815 200604 1 003



Fayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001



Yusni Sinaga, S.Pd., M.Hum
NIP.19700715 200501 2 010

Proposed:

Place : Padangsidimpuan
Date : November, 27th 2018
Time : 08.00WIB - finish
Result/Mark : 83.25 (A)
PK : 3.48
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RELIGION MINISTRY REPUBLIC OF INDONESIA
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Jalan. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidempuan 22733
Telepon. (0634) 22080 Fax. (0634) 24022

LEGALIZATION

**:IMPROVING STUDENTS' READING COMPREHENSION BY
USING RECIPROCAL TEACHING IN DESCRIPTIVE TEXTS AT
GRADE VIII SMP NEGERI 3 PANYABUNGAN**

Written By : MORA KARTIKA SARI NASUTON
Registration Number : 14 203 00081
Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY/

The Thesis had been accepted as a partial fulfillment of the requirement for the
Graduate Degree of Education (S.Pd) in English Program.

Padangsidempuan, 28th November 2018
Dean



Dr. Letya Hilda, M.Si
NIP. 19720920 200003 2 002

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Padangsidempuan, November 2018
Researcher

MORA KARTIKA SARI NASUTION
Reg. Number.14 203 00081

Name : MORA KARTIKA SARI NASUTION
Reg. No : 14 203 00081
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-III)
Title of Thesis : **Improving Students' Reading Comprehension
by Using Reciprocal Teaching In Descriptive Texts at Grade VIII
SMP Negeri 3 Panyabungan**

ABSTRACT

This research is done to solve the students' problems in reading comprehension. The crucial problems that influence the students' reading comprehension were: students' reading achievement was low, students were passive in the class, students were lack of motivation in reading and low intensity to communicate with their friends. This research purposed to describe the improvement of students' reading comprehension and identify the factors that influence the improving students' reading comprehension by Reciprocal Teaching in Descriptive Texts at grade VIII SMP Negeri 3 Panyabungan.

This research is categorized into action research that consisted of two cycles. This research used model that proposed by Kemmis and Mc Taggart. It consisted of four steps, there are; plan, action, observation, and reflection. The participants of this research are 24 students at grade VIII¹ SMP Negeri 3 Panyabungan. The instruments of collecting the data were observation, test, and interview. To analyze the data, the researcher used quantitative and qualitative analysis.

Based on the research result, students mean score in cycle 1 was 70.83 (33.33%) and students mean score in cycle 2 was 83.75 (87.50%). It showed the students' mean score from cycle 1 to cycle 2 improved. It meant that the Reciprocal Teaching strategy could improve students' reading comprehension at grade VIII SMP Negeri 3 Panyabungan.

Keywords: *Improving, Reading Comprehension, & Reciprocal Teaching*

Nama : MORA KARTIKA SARI NASUTION
NIM : 14 203 00081
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI-III)
Judul Skripsi : Meningkatkan Pemahaman Membaca Siswa Melalui Reciprocal Teaching didalam Teks Deskriptif dikelas VIII SMP Negeri 3 Panyabungan

ABSTRAK

Penelitian ini membahas tentang pemecahan masalah pemahaman membaca siswa. Masalah yang sangat mempengaruhi pemahaman membaca siswa diantara lain: prestasi pemahaman siswa sangat menurun, siswa tidak aktif didalam kelas, kurangnya motivasi siswa dalam membaca dan kurangnya minat untuk berkomunikasi dengan siswa lainnya. Penelitian ini bertujuan untuk menggambarkan peningkatan kemampuan membaca siswa dan mengidentifikasi faktor-faktor yang mempengaruhi peningkatan pemahaman membaca siswa melalui Reciprocal Teaching didalam Teks Deskriptif dikelas VIII SMP Negeri 3 Panyabungan.

Penelitian ini dikategorikan ke dalam penelitian tindakan kelas yang terdiri dari dua siklus. Penelitian ini menggunakan model yang dikemukakan oleh Kemmis dan Mc Taggart. Penelitian ini terdiri dari empat tahap, yaitu; perencanaan, tindakan, pengamatan, dan perenungan. Partisipan dalam penelitian ini berjumlah 24 siswa kelas VIII¹ SMP Negeri 3 Panyabungan. Instrumen pengumpulan data adalah observasi, tes, dan wawancara.

Berdasarkan hasil penelitian, nilai rata-rata siswa pada siklus I adalah 70.83 (33.33%) dan nilai rata-rata siswa pada siklus II adalah 83.75 (87.50%). Hal ini menunjukkan bahwa nilai rata-rata siswa dari siklus I ke siklus II meningkat. Ini menunjukkan bahwa Reciprocal Teaching dapat meningkatkan pemahaman membaca siswa di kelas VIII SMP Negeri 3 Panyabungan.

Kata Kun: *Meningkatkan, Pemahaman Membaca, & Reciprocal Teaching*

TABLE OF CONTENTS

	Page
COVER SHEET	i
LEGALIZATION OF ADVISOR SHEET	ii
AGREEMENT OF ADVISOR SHEET	iii
DECLARATION LETTER OF WRITING OWN THESIS SHEET	iv
AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVILITY SHEET	v
SCHOLAR MUNAQOSAH EXAMINATION SHEET	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY SHEET	vii
ABSTRACT IN ENGLISH LANGUAGE	viii
ABSTRACT IN INDONESIA LANGUAGE	ix
ACKNOWLEDGEMENTS	xii
TABLE OF CONTENTS	xiv
LIST OF APPENDIXES	xv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF CHARTS	xix

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Purpose of the Research	7
F. Significances of the Research	8
G. Definition of Key Terms	8
H. Thesis Outline	9

CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Descriptions	10
1. Reciprocal Teaching	10
a. Definition of Reciprocal Teaching	10
b. Advantages of Reciprocal Teaching	11
c. Procedure of Reciprocal Teaching	12
2. Description of Reading Comprehension	14
a. Definition of Reading Comprehension	14
b. Types of Reading Comprehension	16
c. Purpose of Reading Comprehension	18
d. Levels of Reading Comprehension	18
e. Teaching Reading Comprehension	20

f. Principle of Teaching Reading Comprehension	20
g. Assessment of Reading Comprehension.....	21
3. Description Descriptive Text.....	23
a. Definition of Descriptive Text	23
b. Generic of Descriptive Text.....	23
c. Language Features of Descriptive Text	24
d. Example of Descriptive Text	24
B. Review of Related Findings.....	25
C. Conceptual Framework.....	26
D. Hypothesis of The Action	28

CHAPTER III RESEARCH METHODOLOGY

A. Time and Place of the Research	29
B. Research Design	29
C. Procedures of Research	31
D. Subject of Research	35
E. Instrument Data	35
F. Technique of Collecting Data	40
G. Technique of Analyzing Data	41

CHAPTER IV RESEARCH RESULT

A. Data Description.....	45
B. Technique of Data Analysis.....	57
C. Findings.....	68
D. Data Discussion.....	69
E. Treats of the Research.....	70

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	72
B. Suggestion.....	72

REFERENCES
CURRICULUM VITAE
APPENDIXES

LIST OF APPENDIXES

Appendix I	LESSON PLAN I
Appendix II	LESSON PLAN II
Appendix III	FIRST TEST
Appendix IV	SECOND TEST
Appendix V	LIST OF TEACHER' OBSERVATION IN CYCLE 1
Appendix VI	LIST OF TEACHER' OBSERVATION IN CYCLE 2
Appendix VII	LIST OF INTERVIEWS
Appendix VIII	LIST OF STUDENTS' OBSERVATION IN CYCLE 1
Appendix IX	LIST OF STUDENTS' OBSERVATION IN CYCLE 2
Appendix X	READING COMPREHENSION TEST CYCLE I (FIRST CYCLE)
Appendix XI	READING COMPREHENSION TEST CYCLE II (SECOND CYCLE)
Appendix XII	STUDENTS' READING SCORE OF FIRST TEST
Appendix XIII	STUDENTS' READING SCORE OF SECOND TEST
Appendix XIV	HYPHOTESIS TEST
Appendix XV	DOCUMENTATION

LIST OF TABLES

	Page
Table 1. Example of Descriptive Text	26
Table 2. Indicators of Reading comprehension Test of First Test	35
Table 3 Indicators of Reading comprehension Test of Second Test.....	36
Table 4. Indicators of Observation to students.....	37
Table 5. Indicators of Observation to teacher	37
Table 6. Indicators of interview	38
Table 7. Categories of Standard of Value	42
Table 8. Students' Reading Comprehension Scores in Cycle 1.....	51
Table 9. Students' Reading Comprehension Scores in Cycle 2.....	56
Table 10. Students' Observation Comparison in cycle 1 and cycle 2.....	64
Table 11. Teacher's Observation Comparison in cycle 1 and cycle 2.....	64
Table 12. Interview Comparison in Cycle 1 and Cycle 2	65

LIST OF FIGURES

	Page
Figure 1: Research Conceptual Framework.....	27
Figure 2: Action Research Spiral by Kemmis	30

LIST OF CHARTS

	Page
Chart 1. The Test Results Based on the Minimum Mastery Criteria in Cycle 1...	52
Chart 2. The Test Results Based on Indicator Test in Cycle 1	53
Chart 3. The Test Results Based on the Minimum Mastery Criteria in Cycle 2...	57
Chart 3. The Test Results Based on Indicator Test in Cycle 2	58
Chart 4. Comparison of Students' Mean score in Cycle 1 and 2	62
Chart 5. The Comparative of Indicators' Scores between First Cycle and Second Cycle	63

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of International language. English is very important and has many inter relationship with various aspect of life owned by human being. Indonesia is one of nations that take a part in the world society. English in Indonesia is use as a subject in the schools since the junior high schools, senior high schools until university.

There are two skills in English that should be master, they are productive skills are speaking and writing. Receptive skills are listening and reading. In this case researcher focuces on reading skill that is one of the problematic in factors English learning.

Reading is one strand of literacy. The reading process is complex and multi-dimensional. Effective teachers have an understanding of this complexity and are able to use a range of teaching approaches that produce confident and independent readers.

Reading is important to be learnt and mastered by every individual. Reading is regard as a receptive skill it aims related to the productive skills. This skill has function to complete each other. Therefore, students have to extensive knowledge if they want to read something and there are few reasons why reading is necessary in our life.

First, in Holy book, Allah has ordered people to read al- Quran as much as people can, Allah has said in holy book, suroh Al-Alaq 1-5 as follow:

عَلَّمَ بِالْقَلَمِ عَلَّمَ الَّذِي ۞ الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ ۞ عَلَقٍ مِّنَ الْإِنْسَانِ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ ۞
يَعَلِّمَ لِمَا لَا يُنْسِنُ ۞

The meaning:

Recite in the name of your lord who created (1). Created man from a clot of congealed blood(2). Recite and your lord are most generous (3). Who taught by the pen(4). Taught man what he did not know(5).¹

According to suruh Al-Alaq 1-5, thus verses have described to people how important reading in people life is, then Allah ordered human to read. It is caused that reading activities people can comprehend something. Also from the reading aspects around people, people will comprehend that there are the creature of nature, that is Allah. In education life, reading is very important because to know or to understand about the lesson students must be read to comprehend the lesson. Then, from reading, people or students can get the important information from the text, when they do read. So students always have the up to date knowledge in they life.

Second, by the reading students will know their creature, as a result from verses above Allah have thought people how to know him, and how to know life and also to know everything that students' want. From this verse, Allah has told to people that he has taught people everything and he has created people.

Finally, reading can develop knowledge. Learning to read well and learning to read better is a key to gain our knowledge. We can learn, add our knowledge and understand about informations when we read. So, reading is an activity to get the information from our reading like read Al-Qur'an, the novel, history, reading text book, and the others.

In reading, there are some kinds of the text: exposition, argumentation, report, procedure, narrative and descriptive. Descriptive is giving a picture in the words. Descriptive text is kind

¹Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language* (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 840.

of the text which the content is a description of case being describe clearly. Descriptive text is the text which describe something, someone, situation, or text about the way persons, places, or things appear. The components of descriptive text are identification and descriptions. The students should know about the component of descriptive text to able read descriptive text.

Reading on Junior High School is not easy, because reading needs rules as topic sentence, supporting sentences, concluding sentence of text. It can be seen that reading plays a big role in learning English at Junior High School. Moreover in Indonesia, English is a foreign language. The students need teachers to help them to improve their knowledge or skills. Actually, students at grade VIII of SMP Negeri 3 Panyabungan can not read well.

Based on interview with teacher, the teachersaid that the students' problem were they do not what should be read and sometimes students imitated when they do reading task with their friends.²It is Shown that the students unfortunately have some difficulties in comprehending the reading material. Consequently, they got nothing in reading as they found difficulty in grasping the information of texts. That students' inability to comprehend texts is cause by some factors as the following.

First, the students did not have a great interest in reading as it is reflected by their behaviour in the class. They often laid their head down on the table when the teacher asked them to read the text. They just looked at the text and did something that had no relation with the teaching and learning process like having a chat with their friends or playing with their pens. When the teacher asked them to answer a question orally about text being discussed, they kept quiet and ignored her.

²*Private Interview*, Mrs. Rukiah Nasution, English Teacher in SMP Negeri 3 Panyabungan, recorded on September 12th, 2017 at 09.35 a.m.

Second, based on private interview with students, one of them said that English is one of the most difficult lessons and reading a text is boring because he did not know the meaning and cannot comprehend the text. Students also said that sometimes, she knew the meaning of every single word but she is unable to link the words together and grasp the meaning of the text.³ So, it could be concluded that students find difficult to understand what is on reading passage since they didn't know the technique which can help them to comprehend the text.

Third, the strategy that the teacher uses to teach reading. The teacher only uses lecturing or teacher-centred approach in teaching reading so the teaching learning is monotonous. The teacher usually only gives the text, read it, translate it, then ask students to do exercise based on the content of the text and gives homework for students to make other similar texts. This strategy is not suitable to the condition of teaching learning process.

To make students understand reading descriptive text, there are some ways to teach reading for students. There are PQ4R (Preview, Question, Read, Refled, Recite, Review), SQRW (Survey, Question, Read, Write), Reciprocal Teaching. From ways that can use for teaching reading, researcher chose Reciprocal Teaching. There are some reasons why researcher chose Reciprocal Teaching for teaching reading.

First, in teaching reading there are PQ4R (Preview, Question, Read, Refled, Recite, Review). It is providing students with explicit knowledge for about language. PQ4R (Preview, Question, Read, Recite, Review) is one of the for teaching reading that have the function to make reading easier, and to improves un recall of fact from text by as much as 70%. Most of school that use PQ4R for teaching genre in reading, but in fact many students still confuse when students will read a text. They do not know the specific meaning from the

³*Private interview*, Rizky Kholilah, student in SMP Negeri 3 Panyabungan, recorded on September 12th, 2017 at 10.00 a.m

text. Reciprocal Teaching is one of alternative ways that can be use for teaching reading, because in Reciprocal Teaching, students will be guide and they will not confuse what they will do when reading a text. Teacher will give them an example step by step and help to solve their problem when they read. So, students can improve their reading ability.

Second, in teaching reading, idea or topic sentence is a clue for starting reading a text. SQRW strategy is a four step strategy use to help students when they are reading and taking notes from one of their subject text books. This strategy has just over few steps and each letter of the strategy stand for a different step. This strategy will help student to prepare for exams because it enables they to read carefully and it helps they has a complete understanding of what students has just read. So this strategy just get the important information or specific information from text. Impact students can not describe information from text with clearly. Reciprocal Teaching can help them to solve their problem. Reciprocal teaching is a strategy used to improve a better understanding of what presented and any given text. It eourages interactive dialogue or discussion between teacher and student's and is mostly used with pupils who have adequate reading ability.

The last the researcher chose reciprocal teaching strategy because Reciprocal Teachingstrategy is an excellent learning strategy that is found to be effective in improving the reading and comprehension skills of young students. Annemarie Sullivan Palincsar in Uttara Manohar said that “Reciprocal teaching is best represented as a dialog between teachers and student in which participants take turns assuming the role of teacher”.⁴Then, ReciprocalTeaching is based on Vygotsky's theory of the fundamental role of social interaction (dialog) in the development of cognition. Thinking aloud and discussion of

⁴UttaraManohar, “*Reciprocal Teaching*” retrieved <http://www.buzzle.com/articles/reciprocal-teaching-strategies.html> accessed on Monday, 5thSeptember 2017.

thoughts aid in clarification and revision of thinking and learning, therefore developing cognition.⁵The research has been done by NurInayah related to Reciprocal Teaching strategy. There research which investigate the using of Reciprocal Teaching strategy on students' reading comprehension. Based on data analysis, the researcher concluded that using Reciprocal Teaching strategy is better than conventional strategy with mean score was 73.09 in experimental class and 54.36 in control class.

Thus, the researcher concluded that Reciprocal Teaching strategy was an effective and efficient strategy and can improve the students comprehension.⁶While, Brown stated "the strategies embedded in Reciprocal Teaching represent those that successful learners engage in while interacting with text".⁷So, Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. The findings of this study showed that there was significant difference in reading comprehension achievement between the students who were taught by using Reciprocal Teaching and those who were taught by using Teacher-Centred method. So, the researcher need to prove further by conducting a classroom action research (CAR).

Based on explanation above, the researcher is interest to conduct classroom action research in which use Reciprocal Teaching strategy on students' reading comprehension.

B. The Identification of the Problem

Based on above background of the research, researcher find some problems are:

1. Student's reading achievement was low.

⁵L. S. Vygotsky, *Mind in Society: The Development of the Higher Psychological Process*, (Cambridge, MA: The Harvard University Press, 1978), p. 86.

⁶Nur Inayah Hasibuan, "The Effect of Reciprocal Teaching Strategy on Students' Reading Comprehension in Narrative Text at Grade IX of SMP N 5 Panyabungan" (*un publish Thesis*, English Education Department Faculty of Tarbiyah and Teacher Training IAIN Padangsidimpuan, 2015), p. 49

⁷A. L. Brown, *Metacognitive Development and Reading*. In R.S. Spiro, B.B. Bruce & W.L. Brewer (Eds), *Theoretical Issues in Reading Comprehension*, (Hillsdace, Ng: Erlboum, 1980), p. 67.

2. Student's passive in the class.
3. Student's lack of motivation in reading and low intensity for the students to communicate with their friends.
4. Lack of teacher's strategy in teaching reading.

C. Limitation of the Problem

Based on above identification of problem, the researcher only focused on low achievement of student's reading comprehension. It will be solved by using reading strategies, it is Reciprocal Teaching.

D. Formulation of the Problem

In reference with the problems, there are two formulations of problem in this research, they are:

1. How can Reciprocal Teaching Strategies improve students' reading comprehension at grade VIII SMP Negeri 3 Panyabungan?
2. What factors can influence the improving of students' reading comprehension at grade VIII SMP Negeri 3 Panyabungan?

E. Purposes of the Research

Base on the Formulations of the problem above, the purposes of this research are:

1. To describe the improvement of students' reading comprehension by using Reciprocal Teaching Strategies at grade VIII SMP Negeri 3 Panyabungan.
2. To identify the factors that influence the improving students' reading comprehension at grade VIII SMP Negeri 3 Panyabungan.

F. Significance of the Research

The significances of this research are:

1. Headmaster, the result of this research would expect to be useful to developed the English learning process where the headmaster could guide the English teacher to use the best strategies for improving students' reading comprehension at Grade VIII SMP Negeri 3 Panyabungan.
2. English Teachers, to add references and strategies in teaching and learning reading that could make it more enjoyable and interesting to study.
3. Further researchers, it is expected the result of this study could be as reference for other researchers who want to conduct more related research.

G. Definition of the Key Terms

There are some terms that use in this research, they are:

1. Improving means to make become better.⁸ Therefore, improving is going through better work to achieve something. Generally, improving consist of three steps; doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. By crossing these in step by step process is called improving.
2. Students' Reading Comprehension is defined as the ability of person on grade VIII of junior high school in understanding English reading text such as finding the main idea or general information, identifying the specific information of the text, and identifying the textual reference.

⁸ A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1974), p.427

3. Reciprocal Teaching Strategy is an interactive reading strategy designed to enhance the student's comprehension of English text by integrating the processes of predicting, questioning, clarifying, and summarizing during reading.
4. Descriptive Text is one of genre text that describe something, place, or person.

H. Thesis Outline

Thesis outline of this research could be divided into five chapters. Moreover, every chapter consists of sub chapters with detail as follow:

Chapter I is introduction that consists of background of the problem, identification of the problem, focus of the problem, definition of the key terms, formulation of the problem, purposes and significances of the research, and the last is indicator of action.

Chapter II consists of theoretical descriptions which explain about Reciprocal Teaching strategy, reading comprehension, descriptive text, conceptual framework and hypotheses of action.

Chapter III is research methodology that consists of location and schedule of the research, research design, participants of the research, instruments of collecting data, procedures of classroom action research, and technique of analyzing data.

Chapter IV consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, hypothesis test, the discussion of the research findings and the threats of the research.

Finally, Chapter V is consisted of conclusion and suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

Learning needs theory for explaining the concepts that will support the learning. Some of concepts are very important in the research.

1. Reciprocal Teaching

a. Definition of Reciprocal Teaching

Palinscar et.al. describe reciprocal teaching is an interactive reading strategy designed to enhance the student's comprehension of English text by integrating the processes of predicting, questioning, clarifying, and summarizing during reading.¹ These strategies may be done in any order, hence the term Reciprocal. Reciprocal teaching start as an oral dialogue among teacher, student, and text. It moves to an automatic conversation between reader and text. At the center of Reciprocal Teaching area group discussion in which teacher and student take turn as leader in discussing the text. So Reciprocal Teaching required communication among teacher and students by discussing the text during in order to get comprehension about the text.

Similarly, Ozckus states reciprocal teaching has four main strategies that teachers and students employ together to comprehend text: predicting, questioning, clarifying, and summarizing. Ozckus like to call the strategies the "Fabulous Four" strategies because students can relate to and understand these terms. Students know that when teacher refers to the fabulous four, teacher is directing their attention to a

¹Palinscar et.al., "*Reciprocal Teaching: Reading education, Foundation For Literature*" (America 1985), p

set of strategies that good readers use.² It can be concluded that the teacher and the students must know that reciprocal teaching involves four strategies that guide the students in the discussing to comprehend the text, they are: predicting, questioning, clarifying, and summarizing.

Reciprocal Teaching can be used during read-aloud, shared and guided reading, and literature circles. Students learn the strategies through teacher modeling and think-aloud so that they could eventually take turns coaching other students through the process. Following the Gradual Release of Responsibility Model, only with student understand and used the four comprehension strategies with support should they be expected to apply them independently.³ So, the researcher concluded that the Reciprocal Teaching strategy is a good strategy to get or found out the information and ideas from the text.

b. 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. The advantages of Reciprocal Teaching are as follows⁴:

- 1) To make students become to independent readers.
- 2) Help students before do examination.
- 3) To active the background knowledge of students when they aplication of Reciprocal Teaching in teaching class.

²L.D Oczkus, *Reciprocal Teaching at Work*, (USA International Reading Association, 2003), p. 14

³Miriam P. Trehearne and Roz Doctorow, *Reading Comprehension: Strategies That Work*, (Newark: DE International Reading Association, 2000), p. 169.

⁴Annemarie Sullivan Palincsar and Ann L. Brown, *Reciprocal Teaching of comprehension-Fostering and Comprehension monitoring Activities*, (Michigan State University, Department of Special Education, 333 Erickson Hall, East Learning, MI 48824), p.117

- 4) Building on the ideas of others 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.

c. Procedures of Reciprocal Teaching

There are some procedures in Reciprocal Teaching as follow:

- 1) Predicting: At the beginning, students and teacher see the aspects for instance the title of the story, the introduction, and heading. After that, teacher let the students activate the prior knowledge to predict about the text. The students are encouraged to speculate freely what the reading text might discuss. In other words, teacher initially about the title and the teacher had the students reveal prediction about it. They determine what is going to happen next on a literal or inferential level or what will be the view point of the a uthor in the next section.
- 2) Questioning: The next step, students read silently in order to know the main idea of the paragraph. After reading, students generate questions and formulate about the unclear section of this paragraph. Students should formulate the question about the content to make sure whether the students understand about the text or not.
- 3) Clarifying: This process assists students with a history of comprehension difficulties by having them focus their attention on the text. Clarification can range from word definitions to understand complex terminology or processes. Teacher and students find out the answer in the text, what the students hard to understand. The participation between teacher and student, seek clarification during the group discussion to ensure the reader engage with the text. In addition, these steps purpose to make anything that is confusing the students clearer.
- 4) Summarizing: The last step is the teacher asks the students about the key elements of the story or text. Multiple students participate in this process requiring the students to recall and reorganize the text. Here, the students pointed out the main focus of the text. In short, the four steps of reciprocal technique above were explained in classroom cooperatively between teacher and students. Its purposes are to encourage students to predict and ask questions about the text.⁵

⁵Kadek Suparna, “ *Improving reading Comprehension through Reciprocal Technique to the Tent Grade Student of SMK PGRI 4 Denpasar In Academic Year 2013/2014*”(A Thesis, English Education Study Program Faculty of Teacher Training and Education Maharaswati Denpasar University, Denpasar 2014), p.17 (accessed

According to Hashey and Connors in journal explains the procedures for Reciprocal Teaching are:

- 1) Predicting. The teacher initially assumes the major responsibility for instruction by teaching the four cognitive strategies and providing information about their importance and the context in which they are useful. The teacher also discusses with students why the strategies are effective and when they can be used. Each strategy should be clearly understood by all students before moving on to the next strategy not all strategies can be used effectively by all students. If students find a strategy difficult to use, it may be too complex for them to understand. These difficulties can often be resolved by providing more instruction and examples. If additional instruction is not helpful, the teacher should introduce a simplified version of the strategy or another strategy that is less complex.
- 2) Questioning. Students read a segment of text at the sentence or paragraph level. As students progress, longer segments are used. While reading, students learn and practice the four comprehension strategies.
- 3) Clarifying. The teacher gradually shifts responsibility for mediating discussions to the students. Guided practice sessions become dialogues as students support each other and their use of the comprehension strategies. All students have shared responsibility for taking part in dialogues and each student is given the opportunity to lead the dialogue. Eventually, students learn to conduct the group dialogues with little or no teacher assistance.
- 4) Summarizing. The teacher assumes the role of facilitator by providing students with evaluative information regarding their performance. Feedback is offered to each student through modeling, coaching, hints, and explanations. The teacher also asks students to react to their classmates' statements by elaborating or commenting, asking questions, requesting clarification, and helping to resolve misunderstandings.⁶

The other procedures of Reciprocal Teaching Strategy, they are⁷:

- 1) Predicting: Predicting is the leader asks the students to read the topic sentence or subheading and then predict what the rest of the paragraph will be about. Since the topic sentence tells what will follow, you can teach the students how to skim read at this point. This card invites the students to

from http://fix_thesis-unmas-library.ac.id/wpcontent/uploads/2014/04/CHAPTER-NEW.pdf retrieved April 12th, 2017) on 10.35 a.m

⁶Cristie Blazer, "Reciprocal Teaching" (A Journal, Miami-Dade County Public Schools giving our students the world, Information capsule Research service, (Miami Florida: Research Services Assessment, Research, and Data Analysis 1500 Biscayne Boulevard, Suite 225, Miami, Vol 0609, March 2007), p. 2, accessed from <http://www.reciprocal-teaching.org/journal/225>, retried November 1nd 2017 on 10:30 pm

⁷EduLewin K, *Teaching Reading and Viewing Strategies and Activities for Years, 1-9*, (Melbourne Street South Brisbane: Queensland Studies Authority, 2008), p. 47-48.

read up to a certain point. They can read silently, to the group, to a partner or in unison, to add variety.

- 2) Clarifying: This card gives the readers the opportunity to have any unfamiliar words, locations or pronunciations 'made clear'. At first the students may not volunteer that they don't know something. So you might pick out a word or a place and ask the group to clarify it. If all members don't offer to answer the question, and then talk about how the purpose of reading is to gain meaning and if we are not gaining meaning, then we are simply 'barking at the print'.
- 3) Questioning: Ask the students to generate the questions at this point. The questions can be answered orally or, depending on your purpose, you might like the group to record some of their questions and answers.
- 4) Summarizing: This is the perfect moment to teach key points, note-taking and to some extent paraphrasing. Swap leaders: Passes leadership to another student.

In short, the four procedures of reciprocal teaching strategies above explained in classroom cooperatively between teacher and students. Its purpose are to encourage students to predict, give question, to clarifying and make summarizing about the text or story.

2. The Description of Reading Comprehension

There are some relevant theories that are presented related to the reading comprehension that are described in this sub-chapter. They are definition of reading comprehension, types of reading comprehension, purpose of reading comprehension, levels of reading comprehension, teaching reading comprehension, principle of reading comprehension, and assesment of reading comprehension. The discussion of them is presented below:

a. Definition of Reading Comprehension

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading

taking place.⁸ Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Readers transfer those words in their brain and manage those words and symbols so that readers can get new information from a text.⁹ So, reading is an active process of getting the meaning of a printed words or verbal symbols in written text.

Klinger et.al. describe that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁰ In summary, reading comprehension is a complex and an active process of constructing meaning from text. It is the main purpose of reading, in other words reading is process communication between readers and the text to get the comprehension.

Furthermore, Lems et.al. explain that reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader.¹¹

It means that when reader interacts with printed material, the reader's prior knowledge is combined with the visual (written) information. As a result, the messages are achieved. Therefore, reading is actually a sort of conversation

⁸Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students, e-book*, (USA: Rowman & Littlefield Education, 2008), p.3

⁹Leipzig, D. H., "What is Reading? WETA", 2001, accessed from <http://www.readingrockets.org/article/352>, retrieved November 1st 2017 on 04:17 pm.)

¹⁰Klinger et.al., *Teaching reading Comprehension to students with Learning Difficulties*, (New York, London: The Guilford Press 2007), p. 8

¹¹Lems Kristin et.al, *Teaching Reading to English Language Learner*, (New York: London Press 2010), p. 170

between a writer and a reader. Author's message will be a means of communication if only the reader can react and interpret what the author actually says or means.

In conclusion, reading comprehension is a process to get meaning and understanding what text talks about. The readers need to interpret the written symbol and apprehend the full meaning from the text.

b. Types of Reading Comprehension

The purpose of this paper is to identify and discuss the different types of texts that are needed for effective reading instruction. Reading as it refers to comprehension has a broad and complex coverage. Reading activities can be done at school, at home and at work or wherever the readers want. In order to acquire reading comprehension, the students should read different kinds of reading text. There are two kind of reading that will be explained below:

1) Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.¹² It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken. Since this reading matter will be studied in detail, it will not

¹²Patel, M.F & Jain, M. Praveen, *English Language Teaching (Methods, Tools and technique)*, e-book, (Jaipur: Sunrise, 2008), p.118

serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. Intensive reading needs the deep comprehending on the text.

2) Extensive Reading

The reading activity like survey reading and skimming, are sometimes grouped together and called *extensive reading*.¹³ The object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant as is the case for example with newspaper reports. Students read on several ways like just read the first sentence on each paragraph, find the main idea, and read the conclusion.

Extensive reading is the best possible way for students to develop automatically—that is automatic recognition of words. One of the fundamental conditions of a successful extensive reading programme is that students should be reading material which they can understand. If they are struggling to understand

¹³Geoffrey Broughton, *Teaching English as a Foreign Language (Second Edition)*, e-book, (USA: Routledge, 1980), p. 92

every word, they can hardly be for pleasure the main of this activity.¹⁴So, extensive reading is for leisure reading.

c. Purpose of Reading Comprehension

There are many purpose of reading. It is imposible if people write no purpose, although people just read a simple reading. There are some purposes of reading:

- 1) Reading for identifying important information/ for detail or facts.
- 2) Reading for main ideas.
- 3) Reading sequence or organization.
- 4) Reading for inference.
- 5) Reading to classify.
- 6) Reading to evaluate.
- 7) Reading to compare or contrast.¹⁵

So, the purpose of reading are to get and find information include content and meaning of the text based on the purpose.

d. Levels of Reading Comprehension

Reading comprehension does not only know what text is about, but reading comprehension demands the students to have deep understanding about all of the text. Moreover, the comprehension of text involves the knowledge of vocabulary, structure, and also situation or condition in which language used.

Burns et.al.inMuhammad Faisal Situmorangthat reading comprehension is divided into four categories: literal reading, interpretive reading, critical reading, and creative reading:

- 1) Literal comprehension
Reading for literal comprehension acquiring information that is stated directly in a selection. In literal reading, the main ideas are directly stated in the text. The reader needs only to understand exactly what is stated to

¹⁴Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition Completely Revises and Update), *e-book*, (England: Longman, 2003), p. 204

¹⁵Henry Guntur Tarigan, *MembacaSebagaiSuatuKeterampilanBerbahasa*, (Bandung: Angkasa, 2005), p. 9

receive the author's literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. Recognizing stated main ideas details, causes, effect and sequences as the basis and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

2) Interpretation

Interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. Skill for this level of comprehension includes:

- a) finding main ideas of passage in which main ideas are not directly stated
- b) finding cause and effect relationship when they are not directly stated
- c) Determining referents of pronouns
- d) Determining referents of adverbs
- e) Inferring omitted words
- f) Detecting moods
- g) Detecting author's purpose in writing
- h) Drawing conclusion

3) Critical Reading

Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. When the reader read critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considered all of material. They examine critically the thoughts of the author, which have been identified through the lower level of comprehension and judge their validity or worth.

4) Creative Reading

In creative reading, the reader must be able to think and to use their imaginations.

Creative reading going beyond what the author has written, applying the ideas from the text to new situations and recombining the author's ideas with other ideas to form new concepts or to expand old ones. The reader must understand cause- effect relationship in a text although it is not stated directly. Through creative reading, the reader creates something new ideas, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.¹⁶

Based on explanation above, it can be concluded that there are four levels of comprehension, they are literal comprehension, interpretation comprehension, and critical reading and the last is creative thinking.

¹⁶Muhammad Faisal Situmorang & Bachtiar, *Improving Students' Achievement In Reading Report Text By Using Think Pair Share Strategy*, (<http://jurnal.unimed.ac.id/2012/index.php/eltu/article/view/1378/1137>, accessed at October 23rd,2017 retrieved on 01:17 pm.)

e. Teaching Reading Comprehension

Teaching reading is a process of teaching in which the teacher shows and helps someone or students to learn how to read well in English to improve students' awareness of reading as a skill. Teacher not only shows and help learner to communicate but also showing and helping how to read well in English. Brown stated that teaching is guiding and facilitation learning enabling the learners to learn, and setting the condition for learning.¹⁷Based on the statement above it can be concluded that teaching is an activity, which gives guidance to the student in teaching learning process. Besides, teacher has important role to raise success in teaching learning process and the teaching reading is important to improve their language, especially in Junior High School.

f. Principle of Teaching Reading Comprehension

Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the researcher describes seven principles purposed by Harmer. The seven principles are as follow:

- 1) Reading is not a passive skill,
- 2) Students need to be engaged with what they are reading,
- 3) Students should be encouraged to respond to the content of a reading
- 4) Text, not just to the language,
- 5) Prediction is a major factor in reading,
- 6) Match the task to the topic,
- 7) Good teachers exploit reading texts to the full.¹⁸

Those are principles of teaching reading comprehension which must be regarded as the teacher's principle in teaching reading. Those principles are used as the direction for the teacher. The teacher should know what the students need to learn

¹⁷Douglas, Brown. *Principles of Language Learning and Teaching: Fourth Edition, e-book*, (USA: Pearson Education, 2000), p. 7

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching, e-book*, (Edinburgh: Pearson Education Limited, 2001), p.70

and not. The teacher must know the main of teaching reading and what the teaching reading should be.

From the explanations above, it can be concluded that the teacher should understand what is reading itself and should be careful in deciding the teaching method, the text, the material, and the activity when he/she designs the lesson. Therefore, the purpose of improving students' reading comprehension can be achieved.

g. Assessment of Reading Comprehension

One of the most important aspects in teaching reading is to be able to test the students' comprehension. By testing the student, teacher can measure the students understanding in reading text which is given in the class.

According to Klinger et.al. assessing comprehension is fraught with challenges, because it can be difficult to determine how many students really understand and what they are actually thinking (as we attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than these.¹⁹

Reading comprehension assessment has different purposes. One of these is to compare students' comprehension levels to those of students in a norming sample. Another is to find out if students have met preestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

¹⁹Klinger et.al., *Teaching Reading Comprehension to Student with Learning Difficulties*,(New York: The Guilford Press, 2007), p.14

The terms 'assessment' and 'evaluation' are often used interchangeably by teachers, but assessment really refers to the process of collecting information from learners (e.i., obtaining test scores, work samples) while evaluation means looking at that information and making some decisions in relation to instruction.

Similarly, Westwood said that the main functions of assessment are:

- 1) to enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources.
- 2) to identify any students who are having difficulties mastering the course content, and thus need additional help.
- 3) to provide information if a student is to be transferred to another school or referred for special education.
- 4) to be accountable to parents by providing them with evidence of their child's learning.
- 5) to be accountable to government education authorities by providing hard evidence of achievement levels in a school.²⁰

In assessing reading comprehension of the students by using reciprocal teaching, answer the question way was applied in the research. The reading text included some questions, and the students were instructed to answer the questions based on the text. The benefit of giving the assessment was to measure whether the reciprocal teaching strategies was useful or not to the students. Generally, the assessment applied in the research is based on the basic indicators in arrangement of reading text.

There are four indicators that the researcher applied in assessing the student, the indicators are general idea, specific information, textual reference and word meaning. Those indicators will represent the student's ability in

²⁰Westwood, Peter, *What Teacher Need to Know about Reading and Writing Difficulties*, (Victoria: Acer Press, 2008), p 72

comprehending the reading text and show the usefulness of the Reciprocal Teaching Strategy.

3. The Description of Descriptive Text

In this sub-chapter the researcher will described about the defenitionof descriptive text, the generic structure of descriptive text, language features of descriptive text, and the last the researcher will describe about example of descriptive text, they are:

a. Definition of Descriptive Text

Description is a English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or animal, or a tree, or a house, or camping. It can be about any topic. The purpose of text is to describe particular person, place, or thing.

Description is a text containing two components i.e., identification and description. The identification is to identify theobject or phenomenon to be described. The description describes parts, qualities, and characteristics of the parts of the object. It means, the generic structure of descriptive text are identification that there is in the first paragraph and descriptions that there are in the second paragraph until the last paragraph.²¹

b. Generic Structure of Descriptive Text

In general, the generic structure of descriptive text is identification and description. Identification intended of the topic which is wanted to descript and description of reading that tries to put a picture in the reader's mind. Description tells how something look or sounds or taster or smell or fell. Based on Lowes and Clark explained the structure of descriptive text consist of:

²¹Sanggam Siahaan and Kisno Shinda, *Generic Text Structure*, (Yogyakarta: Garaha Ilmu, 2008), p.89

- 1) Identification: is explained the name of something, place, pictured, city, and family with brief description, to identify the object to describe.
- 2) Description: describes parts, qualities, and characteristics of the parts of the object.²²

c. Language Features of Descriptive Text

There are some grammatical aspects in descriptive text, they are:

- 1) Focus on specific participants (My Mother, My Home, My Favorite Place)
- 2) Use Simple Present Tense
- 3) Verbs of being and having 'Relation Process'. (My mom is really cool, she has long black hair)
- 4) Use descriptive adjective (strong legs, white fangs)
- 5) Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
- 6) Use action verbs 'Material Process' (it eats grass, it runs fast)
- 7) Use of adverbials to give additional information about behaviour (fast, a tree house)
- 8) Use figurative language (John is as white as chalk).²³

d. Example of Descriptive Text

Line	Sentence	Generic Structure
1	My Idol	Title
2	I has my favorite idol. Raisa is my favorite singer. I love her because she has a good voice. She become famous because of Youtube Channel.	Identification
3	She is beautiful. She is tall and thin. She has long and straight hair. She also has round eyes, and the color is brown. She has fair skin. Moreover, she is kind to her fans. She asks her fans to sing together with her. She is really nice singer. She really nice singer. I really like her to be my idol. ²⁴	Description

²²Ibid

²³M Mursyid PW, *The Learning of Descriptive Text*, (Karangdadap: Widya Utama,2005), p. 4

²⁴Nur Azizah, "The Effect of Scaffolding on students' Ability in Writing descriptive text at grade of MAN 1 Padangsidempuan"(un publish Thesis, English Education Department Faculty of Tarbiyah and Teacher Training IAIN Padangsidempuan,2017), p. 26

B. Review of Related Findings

Actually, there are some researches related to this research. Many researchers have done research about students' reading comprehension.

The first researcher found that students have problems in comprehending the text and getting the main idea of the text, students also have known how to pronounce the word, but it occurred without understanding the meaning. He said that Think Pair share could improve students' reading comprehension. It was based on result showed that the mean score of students in cycle I was 69.5 become 79.67 in cycle II. It means the score increased 10.17 points from the cycle I. From the case, the implementation of Think Pair share to improve students' reading comprehension at SMK PGRI 4 Denpasar has become one of strategies that can be used by the English teacher in teaching reading.²⁵

The second researcher was found that the students at grade X had some problems in reading comprehension, the problems were: the less students' motivation in learning English, the students fail to answer the questions correctly, and the students were not able to comprehend the reading text. From the cases, the research gave solution to solve the problems by using Numbered Heads Together. She said that Numbered Heads Together could improve students' reading comprehension. It was based on the result of mean score of cycle I was 6.46 and mean score of cycle II was 7.74. It showed that the subjects could prove the reading comprehension through NHT, even though it was still low.²⁶

²⁵Gede Natha Darsana, "Improving Reading Comprehension Through Think Pair share Technique of the Tenth Grade Students" of SMK PGRI 4 Denpasar in 2013/2014 Academic Year", accessed from <http://unmas-library.ac.id/wp-content/uploads/2014/11/IMPROVING-READING-COMPREHENSION-THROUGH-RECIPROCAL-TEACHING-TECHNIQUE-OF-TENTH-GRADE-STUDENTS-OF-SM.pdf> retrieved October 22th, 2017 on 11:44 a.m

²⁶Luh Tri Jayanti Swastyastu, "Improving Reading Comprehension of The Tenth Grade Students of SMK N 5 Denpasar In Academic Year 2013/2014 By Using Numbered Heads Together", accessed from <http://unmas-library.ac.id/wp-content/uploads/2014/05/CHAPTER-NEW.pdf> retrieved April 12th, 2017 on 10.35 a.m

Those are two related findings which focus on students' problem in reading. It could be concluded that reading was one of big problem in some schools, and the researchers have been done a research about reading comprehension by used some strategies or techniques to solve the reading problem. The first research gave the explanation about Reciprocal Teaching could improved students' achievement in reading comprehension, the kind of this research was class action research (CAR). The second research also gave the explanation about think Reciprocal Teaching strategy could improved students' comprehension in descriptive text, the kind of this research will class action research. The last research gave the explanation about numbered heads together strategies could improved students' comprehension in descriptive text, the kind of this research was class action research (CAR).

Finally, this research is written by researcher to add and complete the kind of researcher before. Therefore, the researcher want to solve reading problem on Descriptive text in order can be improving at grade VIII SMP N 3 Panyabungan by using Reciprocal Teaching. The strategy is suitable to improve reading.

C. Conceptual Framework

As known, reading is important in getting information and knowledge. Globalization era demands people to master English texts because most of the information and news are in terms of English. Therefore, students are expected to have a good comprehension in their English reading comprehension so that they can absorb the information and the knowledge through reading activity.

At SMP Negeri 3 Panyabungan, the students of grade VIII still face problems in comprehending the reading texts. One of the problems is caused by learning activities. The condition of learning activities influences students' comprehension and involvement in the

class. Related to the students' comprehension and involvement, it is needed to focus on the strategy of teaching which could improve both the learning activities and students' comprehension in reading.

In reading, the appropriate strategies can influence students' performance and reading comprehension. Then, in order to improve students' reading comprehension at grade VIII in SMP Negeri 3 Panyabungan, the researcher tried to conduct a research by using Reciprocal Teaching in teaching reading. The conceptual framework that would do by researcher as follow:

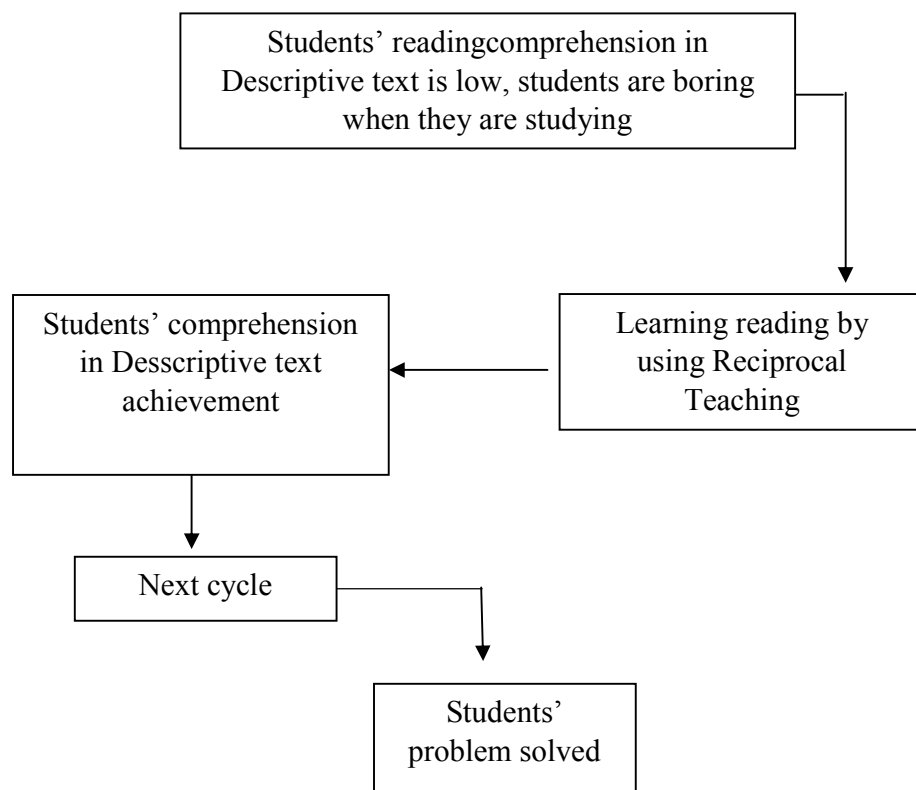


Figure I: Research Conceptual Framework.

D. Hypothesis of the Action

The hypothesis of this research is stated that: "Reciprocal Teaching Strategies can improve students' reading comprehension at grade VIII SMP Negeri 3 Panyabungan".

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was done at SMP Negeri 3 Panyabungan. The located at Bhayangkara Raya Street, No 1 Gunung Tua Panyabungan. This schedule of this research was from 25th September until 25th October 2018.

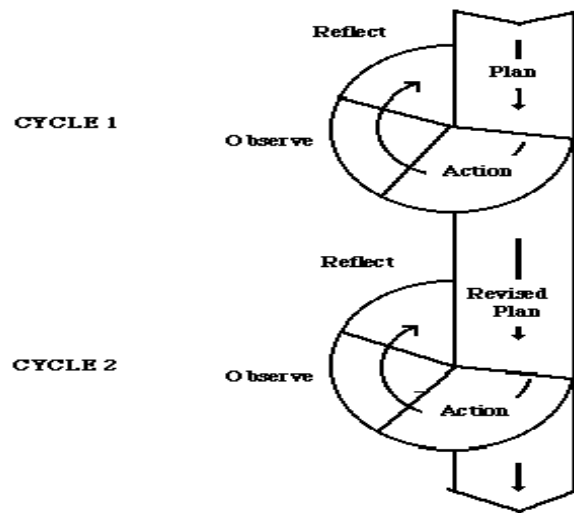
B. Research Design

Research has important role in educative process, which is to know or to solve the certain problem that happens in the teaching and learning process. Classroom action research (CAR) applied by researcher to design the research. Researcher was done action research to improve students' comprehension in reading descriptive text by used Reciprocal Teaching strategies.

Classroom action research consists of four steps through planning, action, observation and reflection. This design show the improvement of practice in the classroom that was done through cyclical action to be implement continuously to reach what the research want to do at first. The main role of action research is to facilitate and to improve the learning process and learning strategies.

Moreover, research design of this research follows action research spiral by Kemmis and Taggart. The research design as follow¹:

¹Rochiati Wiratmadja, *Metode Penelitian Tindakan Kelas*, Bandung ;Rosda, 2008,p.,66.



It was conducted into two cycles; where in each cycle applied four steps: 1) planning, 2) action, 3) observation, 4) reflection. Cycle I consist of two meeting and cycle II consist of two meeting. So, there were four meeting all together.

Addition the limitation of each cycle was done and implemented continuously to reach 75 as *Minimum Mastery Criteria* like what the researcher wants to do at the first. The cycles which recur until the action researcher has achieved a satisfactory outcome and it is time to stop.

C. Procedures of the Research

This action research follows the model of Kemmis. It is a famous representation of the action research “spiral” that contains four stages; planning, acting, observing and reflecting.²

In this research, the researcher applied two cycles. Every cycle consisted of two meetings. Each meeting consists of 80 minutes. The time allocation is 2x40 minutes. Moreover, every meeting consisted of four steps of classroom action research (CAR) such as planning, action,

²*Ibid*, p.9

observation and reflection. The researcher was explain the activities in teaching students' reading comprehension in descriptive text by using at grade VIII SMP Negeri 3 Panyabungan.

1. Cycle 1

a. Planning

- 1) Arranging the lesson plan that consisted of the step of action.
- 2) Preparing observation note sheet of students' activity in teaching learning process for observers.
- 3) Preparing observation note sheet of teacher's activity in teaching learning process for observers.
- 4) Preparing list of interviews to the students.
- 5) Preparing the topic to do by using reciprocal teaching strategy along with first test reading a descriptive text to be given to the students.

b. Action

- 1) Arranging seat formation.
- 2) Telling the purposes of learning.
- 3) Giving the topic for the students.
- 4) Introducing the procedures of RTS.
- 5) Giving reading material.
- 6) Using Reciprocal Teaching Strategy, the first researcher was done aplicated Predicting step to students, after that researcher wouldordered to students to read the text reading material. The next reseacher was aplicated Questioning step, Clarifying steps and the last Summarizing step. For the next cycle, the

researcher divided descriptive texts into four parts and distribute it for each parts (predicting, questioning, clarifying and summarizing).

- 7) Gaining students to search topic of the text, main idea of the text, specific information, the characteristic feature of the subject, the meaning of words in the text, the meaning of each sentence, the communicative purpose of a text.
- 8) Monitoring time allocation with all activities that have be done.
- 9) Preparing the solution if had problems when the action was done.

c. Observation

- 1) Observing the execution of RTS.
- 2) Monitoring every step that have been planned.
- 3) Observing the students' reading comprehension.
- 4) Discussing with collaborator to observe planning.
- 5) Evaluating students by taking the score of students' reading comprehension based on RTS.
- 6) Making a note in every activities of teaching learning.
- 7) Discussing with the English teacher about the weakness of RTS when teaching learning process.

d. Reflection

- 1) Discussing with collaborator about the action.
- 2) Analyzing the finding during the observation was done.
- 3) Analyzing the weakness and the teacher progress that using RTS to determine the followed up of activity.
- 4) Reflecting the teacher earning activity.

- 5) Reflecting the students' learning activity.
- 6) Evaluating or interpreting the data and make any decisions for the next meeting.

2. Cycle 2

In the cycle 2, researcher must repair the problem based on the reflection in the first cycle. The time is same in the cycle 1, researcher did the research 2 meetings in 80 minutes. It is 2x40 for time allocation.

a. Planning:

- 1) Rearranging the lesson plan.
- 2) Reviewing the last material
- 3) Designing the procedures of teaching.
- 4) Preparing the instruments for students, teacher and observer.
- 5) Preparing test for students' reading comprehension

b. Action

- 1) Eliminating the problems in cycle 1 by motivating, encouraging, controlling and managing the class.
- 2) Giving the explanation about the descriptive text.
- 3) Explaining the topic.
- 4) Dividing Descriptive texts into four parts and distributed it for each parts.
- 5) Asking students to read it and answer those comprehensive questions individually.
- 6) Asking students into the parts to discuss their answer with their partner.
- 7) Asking students to share their idea and discussing the answer with other in group.
- 8) Sharing their ideas and answer into the whole of the class.
- 9) Collecting the students discussing result.

- 10) Rechecking student's answer in generally.
 - 11) Improving student's answer generally.
 - 12) Giving the second test.
 - 13) Giving the directions of test.
 - 14) Celebrating the achievement together.
- c. Observation
- 1) Observing the procedures that had been arranged.
 - 2) Discussing the problem in process learning and giving the solution.
 - 3) Observing the students' reading comprehension that will better than before or not.
 - 4) Observing students' reading comprehension by using the instrument.
- d. Reflection
- 1) Discussing with collaborator about the action.
 - 2) Analyzing the finding during the observation was done.
 - 3) Analyzing the weakness and the teacher progress that using RTS to determine the follow up of activity.
 - 4) Reflecting RTS that was used in learning process.
 - 5) Reflecting the teacher learning activity.
 - 6) Reflecting the students learning activity.
 - 7) Evaluating or interpreting the data gotten from the class.
 - 8) Closing the steps of research.

D. Subjects of Research

The subjects of this research were the students at grade VIII, the second semester in academic years 2017/2018 SMP N 3 Panyabungan, there are three classes of grade VIII in

SMP Negeri 3 Panyabungan, VIII-1 until VIII-3. The researcher chose VIII-1 as the subjects of this research because the researcher find some problems of reading comprehension in this class. The students consisted of 24 students.

E. Instrument Data

1. Instrument

Instrument of collecting data was important to support every research. In this research, the researcher was used three instruments of collecting data such as:

a. Test

Test is a method of measuring a person's ability knowledge, or performance in a given domain.³ So, test measure students' ability especially in reading. Students' reading comprehension test was held twice. They were test cycle 1 and test cycle 2. First test was held in the end of the cycle 1 to measure the students' reading comprehension. The results of first test were used as a reference for next cycle. Second test was held in the last of the cycle 2 to find out the improvement of reading comprehension. Then, the score of both tests was done compare.

Researcher test the students base on the indicator by using multiple choice. One text was given 5 questions base on the text in the cycle 1 and 2. It does with the indicator of reading comprehension in descriptive text. The text would 4 texts. Base on the indicator, decided the items and gave the scores such as table below:

³H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Longman, 2004), p. 3.

Table 1
The Indicators of Reading Comprehension Test of First Test

No	Indicators	Items	Number of items	Score	Total score
1	Students are able to find the main idea	4	1, 6, 12, 16	5	20
2	Students are able to find the supporting sentences	4	2, 7, 11, 18	5	20
3	Students are able to find the conclusion	4	3, 10, 15, 20	5	20
4	Students are able to find the exclude facts	4	5, 8, 13, 17	5	20
5	Students are able to vocabulary in context	4	4, 9, 14, 19	5	20
Total		20		5	100

Table 2
The Indicators of Reading Comprehension Test of Second Test

No	Indicators	Items	Number of items	Score	Total score
1	Students are able to find the main idea	4	1, 6, 12, 16	5	20
2	Students are able to find the supporting sentences	4	2, 7, 11, 18	5	20
3	Students are able to find the conclusion	4	3, 10, 15, 20	5	20
4	Students are able to find the exclude facts	4	5, 8, 13, 17	5	20
5	Students are able to vocabulary in context	4	4, 9, 14, 19	5	20
Total		20		5	100

b. Observation Sheet

Observation is a research instrument which have special character among other research instruments. It observes not only about the person but also the environment⁴. In this research, the researcher use observation sheet because it is a simple form and the data use note to describe what happened in the classroom. The data from this season is used a basis to continue to next season. Also, the data is used to prepare all the materials needed in the following steps.

Observation sheet is created by focusing on students' act in the class and how they respond to their teacher. In observation sheet, there is a note column for the observer

⁴Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2008), p.145.

to conclude the overall learning process and to give comments to the weakness of the learning process. Observation sheet has some indicators such as classroom management, material, procedure, and reinforcement and interaction with students. Furthermore, students' activities which observed are; students are noisy, students who go permission, students who sleeps in the class, students who walks around and students who does not attend.

Table 3

The Indicators of Obsevation to students

No	Indicators
1	Students who active in predicting step
2	Students who active in questioning step
3	Students who active in clarifying step
4	Students who active in summarizing step
5	Students's reading comprehension that was better than before or not

Table 4

The Indicators of Observation to Teacher

No	Indicators
1	Giving appreciation in opening
2	Giving explanation of learning procedures and steps research
3	Giving explanationof the material
4	Giving reinforcement and interaction with students
5	Giving motivation to the students

c. Interview Guidance

Interview is one of method to collect the data. Interview is face-to-face personal interactions, which generate data of research and allow specific issue to be discussed from other people perspective. Hornby stated that interview is to talk somebody and ask their questions at a formal meeting to find out if he/she is suitable for job or study. It is used to get the data or information that was not expressed in observation.

In this research, researcher used personal interview. The researcher made a schedule first before doing the interview, and prepare the questions for interview. The questions are relate to the students' reading comprehension, the implementation of Reciprocal Teaching Strategy and the situation in reading classroom.

The researcher interviewed the teacher and the students about the way she implements the material, and the problem faced. The researcher also interview the students about their response during learning reading by using Reciprocal Teaching strategies. The researcher did the interview before and after conducted research in order to know the researcher's viewof the teaching learning process and students' reading comprehension. There are some the indocators of interview:

Table 5

Indicators of Interview

No	Indicators
1	The difficulties in identifying the topic sentence of the text.
2	The difficulties in identifying the supporting sentence.
3	The difficulties in identifying the conclusion of the text.
4	The difficulties in identifying thevocabulary of the text.
5	The difficulties in identifying the exclude the facts.

No	Indicators
6	Why don't you finish your task.
7	Why don't you don't collect your task appropriately
8	Why do you make disturbance in the classroom
9	Why do you often get permission

2. Validity and Reability of the Instrument

Researcher was done content validity to validate the test. To test the validity of the contents of a test tool it can be done in a qualitative role, that is asking for an assessment of a person who is considered and expert in the field to be measure. For this research, the instruments tool was validated by Mr. Sojuangon Rambe, S.S., M.Pd, the second advisor for this research. To know the instruments are reliable or no was decided by Mr. Sojuangon Rambe, S.S., M.Pd.

F. Technique of Data Collection

The technique of data collection in this research was done conducted the following techniques:

1. Test

The test is conducted to the students of SMP Negeri 3 Panyabungan grade VIII. In this research, there are two tests are given, they are first test and second test. The researcher gives the reading comprehension test at the end of each cycle. Before doing the test, the reseacher give the instruction clearly. After finishing the test, the researcher analyze the data. Then, the result of the data is used for making a decision for the next cycle.

2. Observation

The observation is conducted to the teacher's performance and students of SMP Negeri 3 Panyabungan grade VIII. The observer fill an observation sheet in every meeting. This season, the researcher as only an observer because the researcher takes a nonparticipant observation.⁵ The observer is not involved and only as an independent observer to monitor and record the data of the teacher's and students' performance during learning and teaching process in the class.⁶ Thus, by direct observing, the researcher takes some notes, behaviour, development, and so on, which happens in the teaching learning process.

3. Interview

This season was used to get the data need. It is done direct to the subject orally. Researcher prepares the interview guidance before. Then, at the end of the research, the researcher does interview to some students at class. The number of students is 20% of the subject. The researcher asks questions to the students relate to the use of Reciprocal Teaching Strategy in the teaching and learning process. Then, the result of interview is taken as guideliness to complete the data needed.

G. Technique of Analyzing Data

In technique of analyzing the data, the researcher uses quantitative and qualitative data:

1. Quantitative data is used to analyzed the score of students. The quantitative data is collected and analyzed by computing the score of reading test. To know the means of students' score and students' percentage of each cycle based on the school criteria complete *Minimum Mastery Cryteria* is 75.

⁵Sugiyono, *Metode Penelitian Kuantitatif Kualitatif...*, p. 145.

⁶Moh. Nazir, *Metode Penelitian* (Bogor: Galia Indonesia, 2005), p. 175.

- a. To know the means score of students' for each cycle, the researcher applies the following formula⁷:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Explanation:

\bar{x} : The mean of the students

$\sum \bar{x}$: The total score

N : The number of the students

The percentage of students' improvement in reading comprehension was analyzed by the following formula⁸:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : The percentage of students who get the score 75

R : The number of students who get the score up 75

T : Total numbers of students do test

- b. After calculating and scoring students' answer sheets then, their scores are consulted the classification quality on the table. In SMP Negeri 3 Panyabungan, there are the categories of standard of value, as follow below:

⁷Hartono, *Statistik: Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

⁸Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK*, (Bandung: CV. Yrama Widya, 2008), p. 205.

Table 4
The Categories of Standard of Value⁹

Criteria	Score
Excellent	100
Very good	90
Good	80
Average	75
Poor	≤ 75

2. Qualitative data

- a. Qualitative data was used to describe the situation the teaching process. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representating the data, and making an interpretation of the larger meaning of the data. The qualitative data was analyzed from observation sheet.
- b. For analyzing and interpreting qualitative data, Qualitative has six steps as suggested by Creswell as in the follow:

Step 1: organize and prepare the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or shorting and arranging the data into different type depending on the source of information.

⁹The Categories of Standard of Value in SMP N 3 Panyabungan

Step 2: read through all the data. This will done by obtaining a general sense of the information and reflecting on its overall meaning.

Step 3: begin the detail analysis with a coding process it organizes material into chunks before bring meaning to those chunks. It involves take the data into categories and labelling those with a term (a term based in the actual language of the participant).

Step 4: use the coding process to generate a description of the setting or people as well as categories or analysis. Description is involving a detail rendering of information about the notes. Then, researcher uses this to generate themes or categories.

Step 5: advance how the description and themes are represent in the qualitative narrative. This may be discussion that mention a chronology of events, the detail discussion of several themes or interconnecting themes. Researcher uses visual or figure to convey descriptive information about participants in table.

Step 6: make interpretation or meaning of the data. It is researcher's personal interpretation; meaning will be derived from a comparison of the finding with information gleaned from the literature¹⁰.

¹⁰John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Method Approaches-Second Edition* (USA: Sage Publication inc,2003), p.191-192.

CHAPTER IV

RESULT OF THE RESEARCH

This is chapter present the research finding and discussion based on the analysis of the data collected from the implementation of genre improving students' reading comprehension by using Reciprocal Teaching in two cycle. Related to research findings, the data was attained from the teaching learning process and evaluation. And one of the aims of giving and evaluation was to know how can to improve reading comprehension students' by using reciprocal teaching in descriptive text.

A. Data Description

The data description in this research describe about all of the findings that have been found in the class when the teacher did the research with co-teacher. The data could be found from learning process in every cycle. It was based on instrument: test, observation and interview. Researcher described that in cycle I and cycle II.

1. Students' achievement

a. Cycle I

This cycle conducted for two meetings. Every meeting had the time duration for 90 minutes. The section was done in September 25th 2018 and 26th September 2018. The reseacher described the result in the cycle as follow:

1) Learning Process of Cycle I

The learning process is the series of things that were done in order to achieve something that was expected in this research. This section would describe the learning process and the activity of researcher of the conductor of cycle I. Description of

learning process and teacher activity fourth. They were: physic appreance and written, sound and classroom management, Teacher's procedures, Reinforcement and interaction with students. Sum up the following were the explanations of them.

Physic appearnce and written performance were ways of teachers' performing depend on her physical for doing the teaching learning process. When the first time came to class, teacher wore white chothes, black skirt and green veil. The teacher also used shoes and socks. The teacher appearance was clean and neat. And then teacher stood in front of class with a smile to students and greeted students friendly also teacher kept her posture attitude to be good in front of the students.

When *Written performance*, teacher writing the topic of the class on the whiteboard, the teacher started writing from the left to the right side. The teacher divided the whiteboard in to two required parts. Teacher wrote with nice and readable from all the room side.

Sound and classroom management was teachers' way to explain, gave instruction, clarify the information. First teacher have loud voice, talked intelligibly, talked fluently and aslo have rhythm so clearly. Teacher also have control the voice of students so the situation of the taught process so good. And teacher have the class formation so nicely.

For the exlpanation process was, first teacher explained the purpose of the learning outcome. It's meant the teacher expalined the aims of learning topic, the material would be taught by the teacher. Second, teacher connected learning material to students' reading comprehension by using reciprocal teaching strategy. Third, teacher's explanation was relevant to objectives and procedure. In orther words,

explanation of teacher was appropriate the objective and procedure of learning. Last, teacher asked to all students to participate in teaching process and set down it's result on paper that would be provided. In this moment teacher spoke loudly so the students could hear the explanation clearly and understand the material easily.

Teacher's procedure were the proper way of doing or applying the Reciprocal Teaching strategy by the teacher to students. First, teacher demonstrates how to guessing the information of the text after read the title (*predicting*). Second, teacher demonstrates second possibility to ask some question by used information from the text (*questioning*). Third teacher guidance students to clarify the right or wrong information students got after read the taext (*clarifying*). Fourth, teacher guidance students how to summary the information based on the text (*summarizing*).

Reinforcement and interacrion with students was the action by the teacher to made students be mitivated and enthusiast in teaching learning process. First, teacher asked students to yell “ English is “fun”, “yes” in pre teching, to made students enthusiast in learning process. Second, teacher gave feedback to students such as; said “ exellent”, give applause and said “good job” for the students who answered the teachers' question in step by step Reciprocal Teaching. In other ways for the students who got wrong in answering the question teacher said “no” “ it's wrong”.

Classromm interaction were ways of the teacher and students work together in the class where the gave feedback to each other actively. In the first cycle, teacher expalined the material clearly. Second, teacher asked them to pay attention while the teacher was explaining the material. Tird, teacher walked around the classroom for

checking students' activities while students answered the question from the teacher. All these activities were teacher to student's classroom activity.

2) Students' Reading Comprehension Score of Cycle I

After analyzing the result of first test, the students' reading comprehension score at grade VIII¹ SMP Negeri 3 Panyabungan could be seen from the table below:

Table 4.1
Students' Reading Comprehension Scores in Cycle 1

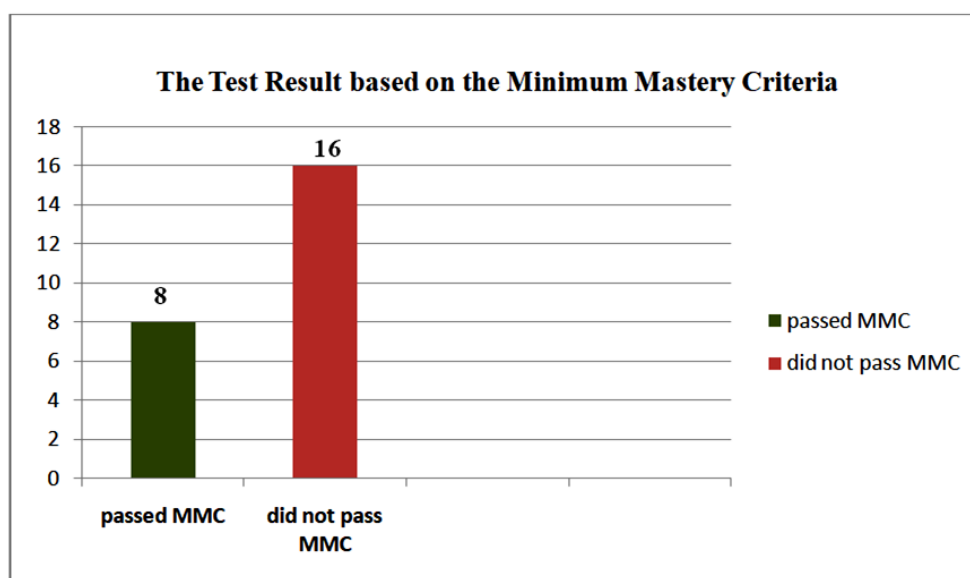
No	Students' initial	Indicators					Test score
		Main idea	Supporting sentence	Conclusion	Exclude facts	Vocabulary in context	
1	AH	3	1	3	3	4	65
2	AES	1	4	3	4	2	70
3	ABN	3	4	2	3	3	75*
4	ATA	4	2	4	4	3	85*
5	AS	2	3	2	3	4	70
6	AL	3	3	4	4	2	80*
7	AIS	2	3	3	2	1	55
8	FA	2	2	2	3	3	60
9	KA	2	3	4	1	2	65
10	KN	3	3	2	4	2	70
11	MN	4	3	4	3	4	90*
12	MDR	3	2	3	2	2	60
13	MIS	4	4	3	3	3	85*
14	M	4	4	2	1	2	65
15	MK	4	2	3	3	4	80*
16	NA	3	3	4	3	0	65
17	NS	3	3	3	4	3	80*
18	RYL	3	3	2	3	3	70
19	RAP	3	4	2	2	2	65
20	RJ	3	1	2	3	3	60
21	RAF	4	4	2	4	4	90*
22	S	2	3	4	2	2	60
23	UMS	2	3	2	3	3	70
24	VL	1	2	4	4	2	65
TOTAL SCORE							1.700
MEAN SCORE							70,83
PERCENTAGE WAS IMPROVED							33,33%
PERCENTAGE WAS UNIMPROVED							66,67%

*: The students who passed the Minimum Mastery Criteria (75) in first cycle

After analyzed the result of first test, the students' reading comprehension of grade VIII¹ SMP N 3 Panyabungan could be seen that 16 students belong to poor

category (the score ≤ 75), 1 students belong to average category (the score 75). There were 5 students belong to good category (the score 80) and there were 2 students belong to very good category (the score 90), and nothing student could got the excellent category (the score 100). Based on the result, the mean score of students in first cycle was 70.83 and the percentage of students who passed the *Minimum Mastery Criteria* was 33.33 %. It stated that the students' reading comprehension was good, but the percentage of students who passed the *Minimum Mastery Criteria* was still enough. It could be seen from the chart below:

Chart 4.1

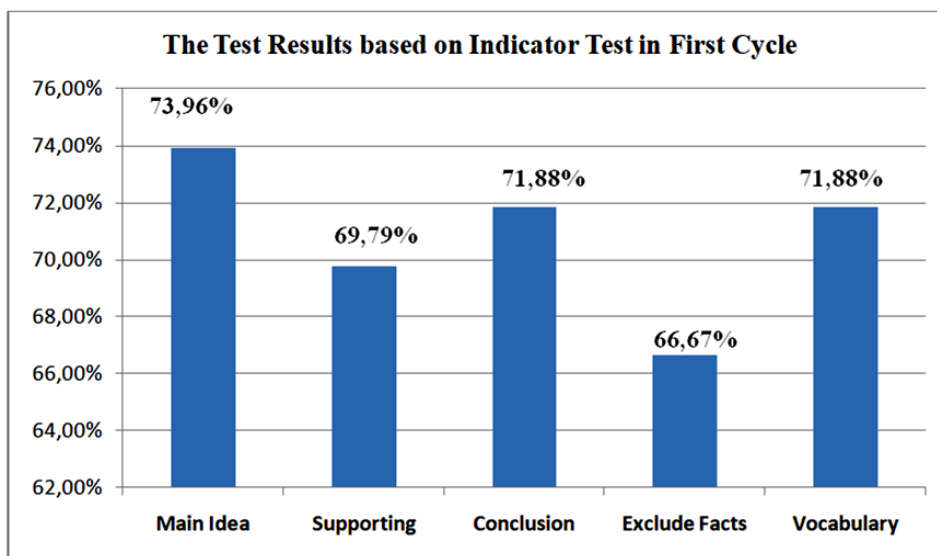


From the chart above could be seen, there were still 8 students passed the *Minimum Mastery Criteria* from 24 students in class VIII¹ and 16 students did not pass the *Minimum Mastery Criteria*.

There were five indicators in reading comprehension that focused on the research. They were identifying main idea, identifying the supporting sencece, identifying the conclusion sentence from the text, identifying the exclude facts the text, and identifying

the vocabulary. The classification of students' scores based on these indicators test in reading comprehension in first cycle can be seen in chart below:

Chart 4.2



From the chart above could be seen the students' ability for each indicator of reading comprehension. The higher indicator that the students had achieved was identifying the main idea. The percentage score is 73.96% from maximal score is 20%. Meanwhile, the lower indicator that the students had achieved was identifying the exclude facts. The percentage score was 66.67% from maximal score was 20%.

b. Cycle II

1) Learning Process Cycle II

Learning process described the students' series to do something that would be expected in this research. In other word, it would be chronologically in sum up this section described the learning process and teacher's physical performance, sound and classroom management, teacher procedure, reinforcement and interaction with students.

Teachers' physical performance were ways of teachers' performing depend on her physical for closing the teaching learning process. First, teacher dressed batik brown, black veil, black stocking with black shoes, and dressed cleanly and neatly. Second teacher taught the learning loudly enthusiastically and clearly. Third, teacher always gave her smile to for the students. Last teacher used facial and hand gestures to enhance meaning of word on sentences that might otherwise be unclear. Different with cycle I teacher wrote the material while explaining what was being written so the students could not make noise when the teacher explained the topic would be learned.

Sound and classroom management. Sound was teachers' way to explain, gave instruction, clarify the information. First teacher have loud voice, talked intelligibly and fluently. Teacher also have control the voice of students so the situation of the taught process so good. And teacher have the class formation so nicely before starting the lesson, teacher reminded them to be more consistent in their seat. Students were not allowed to move wherever they want when teaching learning process. Different with cycle I, the teacher used rhythm. It meant teacher emphasized the important point when talking to students. In addition, if students were noisy while teaching learning process teacher will be give them punishment to sing English song in front of the classroom.

Teacher's procedure were the proper way of doing or applying the Reciprocal Teaching strategy by the teacher to the students. First, teacher demonstrate how to guessing the information of the students got after read the title (*predicting*), Second, teacher demonstrates second possibility to ask some question by used information from the text (*questioning*). Third teacher guidance students to clarify the right or wrong information students got after read the text (*clarifying*). Fourth, teacher guidance

students how to summarize the information based on the text (*summarizing*). In this moment teacher also gave reading material and questions practice to students, additionally teacher gave question practice to students in meeting III.

Different with cycle I, the topic of material entitled “ I Have a Cat”. In implementing the Reciprocal Teaching Strategy, teacher demonstrates how to guessing the information of the students got after read the title (*predicting*). Second, teacher demonstrates second possibility to ask some question by used information from the text (*questioning*). The question was “ what kind of animal is Spot?, where does Spot usually sleep?, what is Spot fur like?, what food spot have every morning?, what kind of food does Spot like?”. The answer could find from the text. Third teacher guidance students to clarify the right or wrong information students got after read the text (*clarifying*). Fourth, teacher guidance students how to summarize the information based on the text (*summarizing*), in addition the clarifying and summarizing relevant with the text “ I Have a Cat”.

Reinforcement and interaction with students in the classroom. The first the teacher gives reward to students such as: said good!, very good!, right!, smart!, ok!, and one hundred to you!. Teacher said to students that students are very good, you are smart and right. In addition teacher gives applause, motivation, inspiration and comment in students paper. With like that, students always enthusiasm in reading learning. In this case teacher did action for adding and improving from cycle I. It was got close to the students and touched students' head. Different with cycle I, teacher did not said “no” “it's wrong” for wrong students answers, but teacher said “it could be”, “other” so that it

sound softer and did not hurt students' feeling. Teacher also helpen students if there were no right answer.

Interaction in the classroom the first teacher showing interest in each students as a person, the teacher gave the feedback on each person's progress. And openly soliciting student's ideas and feeling. The third valuing and respecting what students think and say. Fourth laughing with students. And the last working with students such as a team.

2) Students' Reading Comprehension Score of Cycle II

In the second cycle, the students' reading comprehension of grade VIII¹ SMP Negeri 3 Panyabungan could be seen in table below:

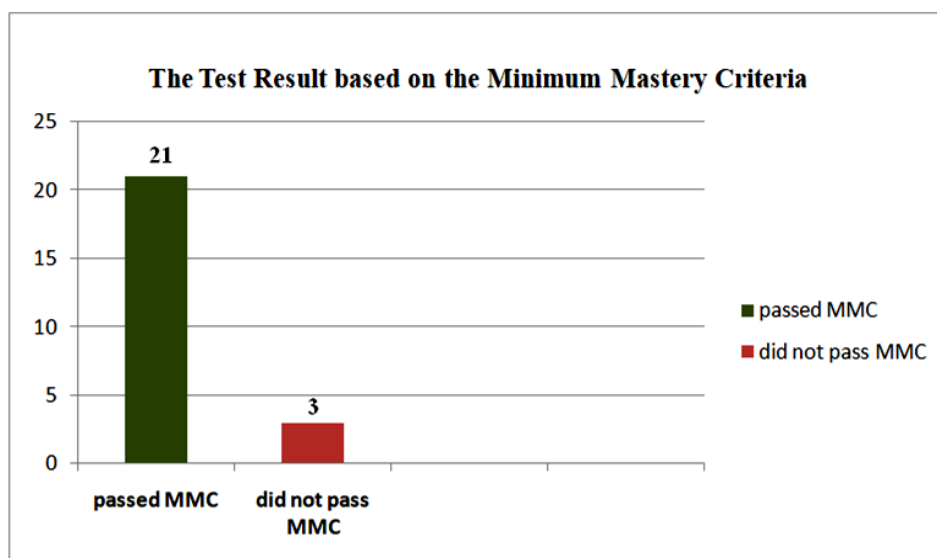
Table 4.2
Students' Reading Comprehension Scores in Cycle 2

No	Students' initial	Indicators					Test score
		Main idea	Supporting sentence	Conclusion	Exclude facts	Vocabulary in context	
1	AH	3	3	3	4	4	85
2	AES	1	3	4	4	2	70*
3	ABN	3	4	2	3	4	80
4	ATA	4	4	4	4	4	100
5	AS	3	3	2	3	4	75
6	AL	4	2	4	4	4	95
7	AIS	4	2	3	2	2	65*
8	FA	4	3	3	3	4	80
9	KA	4	4	3	2	2	70*
10	KN	4	4	3	4	3	90
11	MN	4	3	4	4	4	100
12	MDR	4	4	4	3	2	80
13	MIS	4	4	4	4	4	100
14	M	4	3	3	2	4	85
15	MK	4	4	4	4	4	95
16	NA	3	4	4	4	0	75
17	NS	4	3	3	4	4	90
18	RYL	3	3	3	4	3	80
19	RAP	4	4	3	3	2	80
20	RJ	4	2	2	4	4	75
21	RAF	4	4	4	4	4	100
22	S	3	4	4	4	2	80
23	UMS	4	2	3	3	3	75
24	VL	3	4	4	2	4	85
TOTAL SCORE							2010
MEAN SCORE							83,75
PERCENTAGE WAS IMPROVED							87,50%
PERCENTAGE WAS UNIMPROVED							12,50%

*: The students who did not passed the *Minimum Mastery Criteria* (75) in second cycle

In the second cycle, the students' reading comprehension of grade VIII¹ SMP Negeri 3 Panyabungan could be seen that 4 students belong to excellent category (the score 100) and there were 4 students belong to very good category (the score 90), 9 students belong to good category (the score 80), 4 students belong to average category (the score 75) and 3 students belong to poor category (the score ≤ 75). Based on the result, the mean score of students in second cycle was 83.75 and the percentage of students who passed the *Minimum Mastery Criteria* was 87.50%. The total of students who passed the *Minimum Mastery Criteria* could be seen from the chart below:

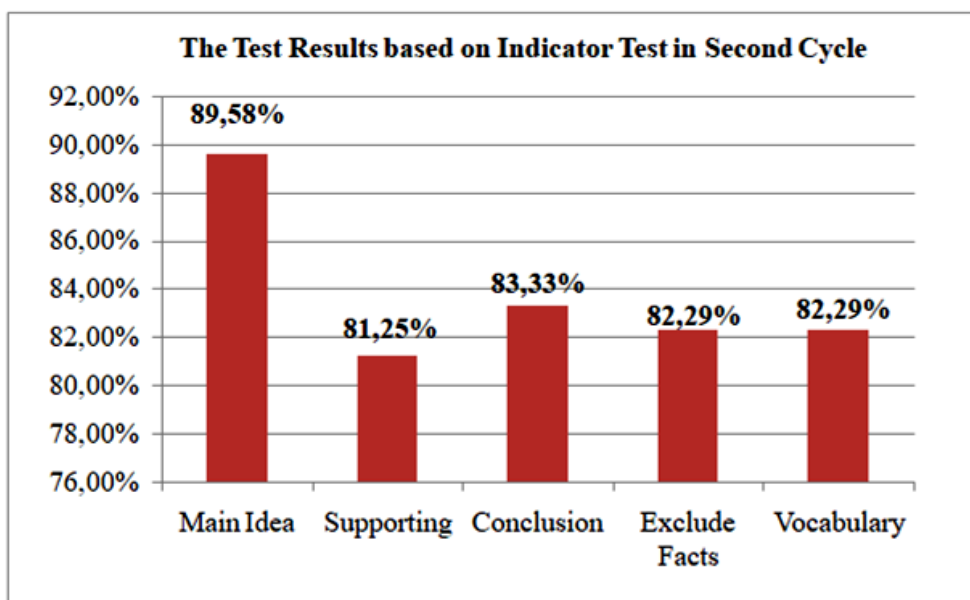
Chart 4.3



From the chart above could be seen, there were 21 students passed the *Minimum Mastery Criteria* from 24 students in class VIII¹ and only 3 student did not pass the *Minimum Mastery Criteria*. By using Reciprocal Teaching strategy, the students' reading comprehension scores in class VIII improved significantly.

The classification of students' scores based on indicator test of reading comprehension in second cycle can be seen in chart below:

Chart 4.4



The first indicator is *students are able to find the main idea* consist on four number question, the reseacher got 89.58 the mean scores from this indicators, with 89.58% the percentage of the indicators. The next indicators is *students are able to identify the supporting sentece* consist on four number question, in this moment the reseacher got mean scores 81.25 and 81.25% the percentage of the indicators. The third indicators is *students are able to identify the conclusion sentence* consist in four number queestion, the reseacher got 83.33 the mean scores from this indicator, with 83.33% the percentage of the indicators. *Students are able to identify the exclude facts* is the next indicators for this research. The reseacher got mean score 82.29 with 82.29% the percentage of indicators. The fifth indicators is *students are able to identify the vocabulary* consist on four number question with the mean scores 82.29, and the reseacher got 82.29% the percentage of the indicators.

From the chart above can be seen the students' ability for each indicator of reading comprehension. After getting students' reading comprehension scores in the

second cycle, the researcher found the students' scores improve in all indicators. It meant the students who had problems in reading comprehension in first cycle were improved and the problems in the first cycle were solved.

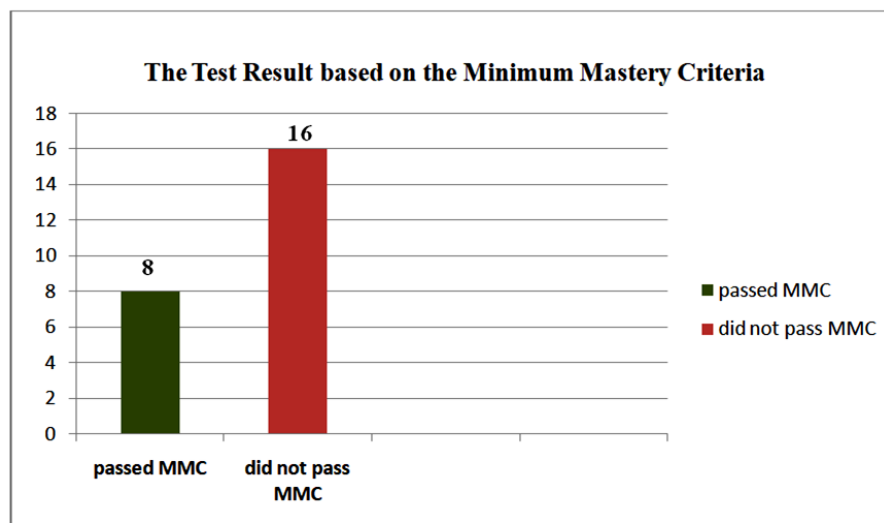
B. Technique of Data Analysis

1. Analysis Data of Cycle 1 and Cycle 2

a. Analysis Data of Cycle 1

After analyzed the result of first test, the students' reading comprehension of grade VIII¹ SMP N 3 Panyabungan could be seen that 16 students belong to poor category (the score ≤ 75), 1 students belong to average category (the score 75). There were 5 students belong to good category (the score 80) and there were 2 students belong to very good category (the score 90), and nothing student could got the excellent category (the score 100). Based on the result, the mean score of students in first cycle was 70.83 and the percentage of students who passed the *Minimum Mastery Criteria* was 33.33 %. It stated that the students' reading comprehension was good, but the percentage of students who passed the *Minimum Mastery Criteria* was still enough. It could be seen from the chart below:

Chart 4.5

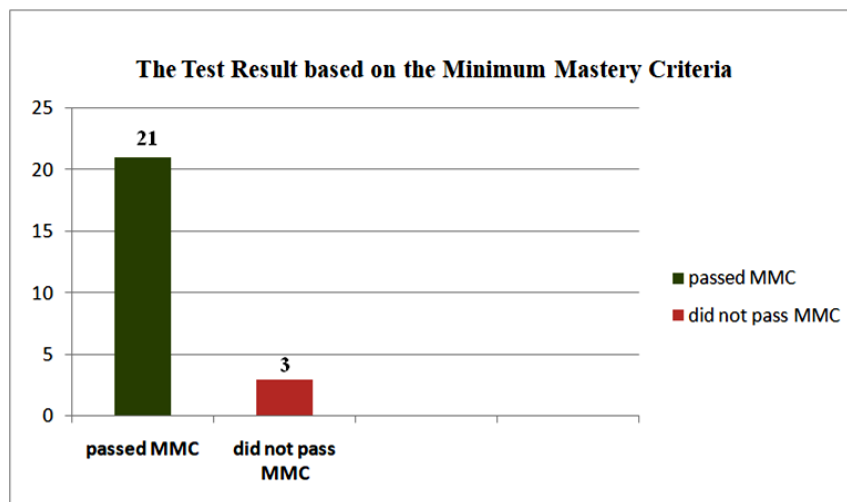


From the chart above could be seen, there were still 8 students passed the *Minimum Mastery Criteria* from 24 students in class VIII¹ and 16 students did not pass the *Minimum Mastery Criteria*.

b. Analysis Data of Cycle 2

In the second cycle, the students' reading comprehension of grade VIII¹ SMP Negeri 3 Panyabungan could be seen that 4 students belong to excellent category (the score 100) and there were 4 students belong to very good category (the score 90), 9 students belong to good category (the score 80), 4 students belong to average category (the score 75) and 3 students belong to poor category (the score ≤ 75). Based on the result, the mean score of students in second cycle was 83.75 and the percentage of students who passed the *Minimum Mastery Criteria* was 87.50%. The total of students who passed the *Minimum Mastery Criteria* could be seen from the chart below:

Chart 4.6



From the chart above could be seen, there were 21 students passed the *Minimum Mastery Criteria* from 24 students in class VIII¹ and only 3 student did not pass the *Minimum Mastery Criteria*. By using Reciprocal Teaching strategy, the students' reading comprehension scores in class VIII improved significantly.

2. Comparison of Cycle 1 and Cycle 2

a. Test Score

Based on the score in cycle 1 and cycle 2, the students' reading comprehension score were increase. In cycle 1, the mean score was 70.83. Meanwhile, the mean score in cycle 2 improve became 83.75. It was calculated as following:

$$X = \frac{\sum x}{N} \times 100\%$$

$$X = \frac{1.700}{24} \times 100\%$$

$$X = 70,83 \text{ (cycle 1)}$$

$$X = \frac{\sum x}{N} \times 100\%$$

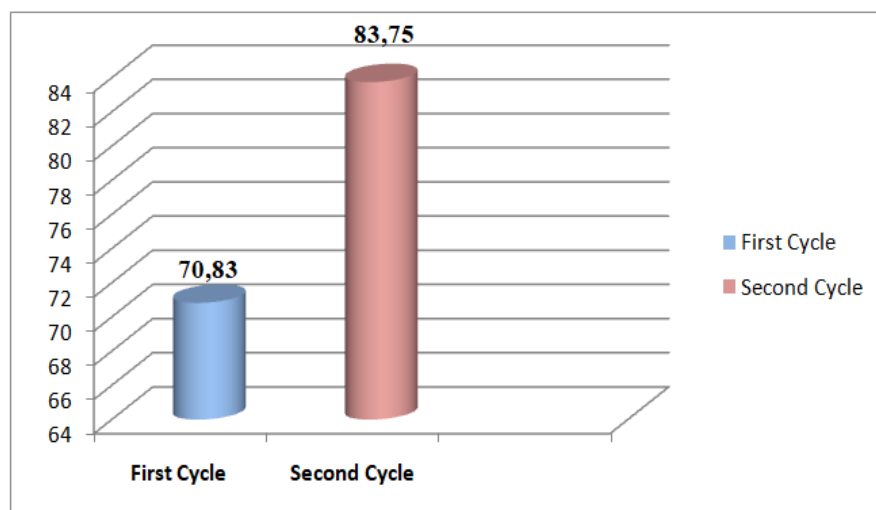
$$X = \frac{2.010}{24} \times 100\%$$

$$X = 83,75 \text{ (cycle 2)}$$

Based on explanation above, it can be concluded that the mean score of the second test had improved than the first test. The mean score in first test was 70.80. It included into enough category and mean score in second test was 83.75. This mean score was categorized into very good category. So, the mean score improved about 12.92. The comparison of students' mean score could be seen in the following chart:

Chart 4.7

Comparison of Students' Mean Score in First Cycle and Second Cycle

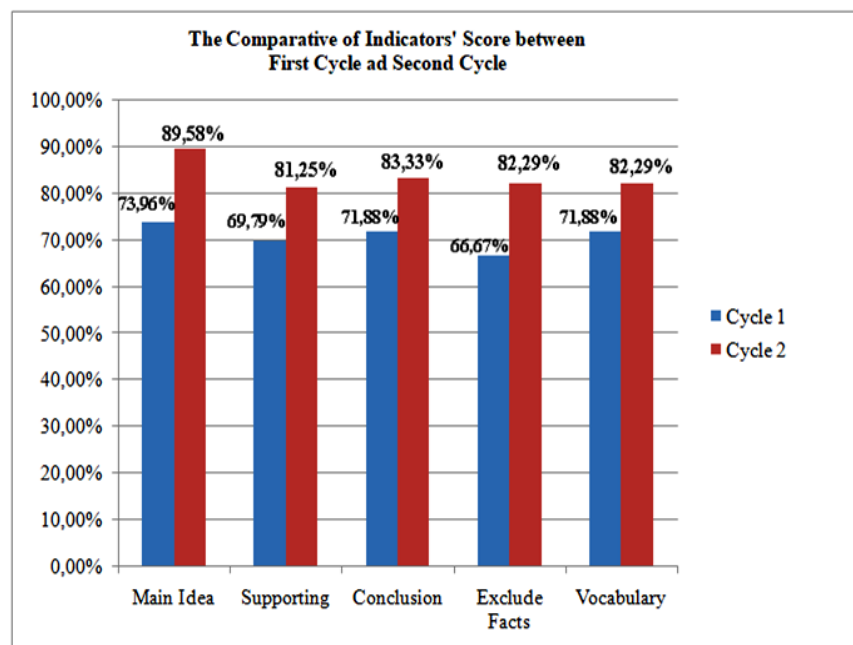


Based on the chart, it can be concluded that the mean score in first cycle was 70.80 and the mean score in second cycle was 83.75. It showed the students' mean score from first cycle to second cycle improved significantly.

Furthermore, the improvement of students' reading comprehension could be seen from the indicators included main idea, supporting sentences, conclusion, exclude

facts, and vocabulary in context. The comparison of reading indicators' score can be seen in chart below:

Chart 4.8



The highest improvement of indicator was exclude facts, from 73.96% in cycle 1 became 89.58% in cycle 2 and the lowest improvement of indicator was the exclude facts from 66.67% in cycle 1 became 82.29% in cycle 2. Finally, all of indicators of reading test from first cycle and second cycle improved.

b. Observation

As the result from cycle 1 and cycle 2, the observation sheet showed the improvement of students in learning process. In cycle 1, most of students had problems; they were students were not active in teaching learning process, the students were noisy, cheating, moving to other chair and asking permission. In cycle 2, the researcher minimized the problems. It could be seen in the following table:

Table 4.1
Students' Observation Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
A few of students were active during teaching learning process. They did not want to ask the teacher when they had difficulty.	Mostly the students were more active during teaching learning process. They were not ashamed and afraid again to ask to the teacher if they had difficulty. Even, students' confidences also improve when they were asked to answer the questions.
Almost of students did non academic activities rather than academic activities.	Students' behavior did not change as a whole. Some of students still seemed do the useless activity during the reading lesson, such as making the noise.
Some of students asked permission during the teaching learning process. After getting permit from the teacher, they were very long to return to the classroom.	No students asked permit to the teacher during teaching learning process.

Based on the list of teacher indicators in teaching learning process, the researcher still had weaknesses in cycle 1. After getting the suggestions from the observer, the researcher gained a better understanding about the teaching process. It could be seen in the following table:

Table 4.2
Teacher's Observation Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
The researcher performances in teaching reading comprehension by using Rciprocal Teaching strategy still had weaknesses. The teacher did not write face to students when writing the material in whiteboard. Also, the researcher could not control the noise in the classroom.	The researcher performances in teaching reading comprehension by using Reciprocal TEaching strategy was done well. All of the activities were improved by the researcher.

From the observation, the researcher performances in teaching reading comprehension through Reciprocal Teaching strategy was done well in cycle 2. All of indicators were improve by the researcher.

c. Interview

Based on interview with the students in cycle 1 and cycle 2, it showed that the Reciprocal Teaching strategy helped students to understanding the text. In addition, the environment of classroom also influenced the improvement of students in teaching learning process. The researcher concluded the result in table below:

Chart Table 4.3
Interview Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
Before understanding the usage of Reciprocal Teaching strategy, the students translated the descriptive text to understand the content of the text.	After understanding the Reciprocal Teaching strategy clearly, the students could found the information on the text by inferring the information and activating their background knowledge.
The classroom which noise made students lost focus on learning descriptive text by using Reciprocal Teaching strategy.	After the researcher controlled the noise in the classroom, the students could be more focus on teaching learning process. They could understand the descriptive text by using Reciprocal Teaching strategy.

3. Influencing Factors

There were two influencing factors in this research that could influence reading comprehension. They were internal factor and external factor. It could be explained below:

a. Internal factors

Internal factors referred to indicators of reading in the research such as; main idea, supporting sentences, conclusion, exclude facts, and vocabulary in context. The researcher described these factors in the following explanation:

1) Identifying main idea

There were 4 items of main idea in reading comprehension test. In first cycle, from 24 students in the classroom, 7 students answered 4 items correctly, 10 students answered 3 items correctly, 4 students answered 2 items correctly, and 2 students answered 1 item correctly. The percentage students' score of this indicator was 73.96 from maximal percentage 20%.

Based on the interview had done in the class, AH, AS, AES, AIS, FA and VL admitted that they confused in identifying main idea because they could not determine which one main idea from the text. They thought main idea was opinion of writer. These students misunderstood the concept of main idea of the text.

To solve this problem, the researcher gave more explanation to find the main idea of paragraph and gave more examples about it. As a result, students'

achievement in this indicator had improved in second cycle. The percentage students' score of main idea indicator was 89.58 from maximal percentage 20%.

2) Identifying the supporting sentence

There were 4 items of topic of the text in reading comprehension test. In first cycle, from 24 students in the classroom, 6 student answered 4 items correctly, 9 students answered 3 items correctly, 6 students answered 2 items correctly, and 3 students answered 1 items correctly. The percentage students' score of this indicator was 69.79% from maximal percentage 20%.

Based on the interview had done in the class, RJ, S, MDR, and FA admitted that they confused in identifying the topic of the text because they could not understand what the supporting sentence of the text and they did not know where the lie of the topic text.

To solve this problem, the researcher gave more explanation about supporting sentences of paragraph and demonstrated how to locate the topic of text. As a result, students' achievement in this indicator improved in second cycle. The percentage students' score of this indicator was 81.25% from maximal percentage 20%.

3) Identifying the conclusion sentence

There were 4 items of the information needed from the text in reading comprehension test. In first cycle, from 24 students in the classroom, 7 students answered 4 items correctly, 6 students answered 3 items correctly, 11 students answered 2 items correctly and no students answered 1 item correctly. The

percentage students' score of this indicator was 71.88% from maximal percentage 20%.

Based on the interview had done in the class, ABN, ATA, AL, KA, and KN admitted that they confused in identifying what the conclusion sentence because they misunderstood about the information text position and they did not understand what the text talked to get information from the text.

To solve this problem, the researcher built students' guessing by leading the students step by step. The researcher argued that stimulating students' guessing could make students easier to summary and get the information what we needed the text. As a result, students' achievement in this indicator improved in second cycle. The percentage students' score of this indicator was 83.33% from maximal percentage 20%.

4) Identifying the exclude facts

There were 4 items of the meaning of each in reading comprehension test. In first cycle, from 24 students in the classroom, 7 students answered 4 items correctly, 11 students answered 3 items correctly, 4 students answered 2 items correctly and 1 students answered 1 item correctly. The percentage students' score of this indicator was 66.67% from maximal percentage 20%.

Based on the interview had done in the class, ASF, AML, BW and SC admitted did not know what the meaning from the word because they were lack of vocabulary until they had difficulty when identifying vocabulary in context. Additionally, students also forgot to bring dictionary.

To solve this problem, the researcher gave advice to the students to guess the meaning of word by looking previous sentence and next sentences. The researcher also ordered the students to bring dictionary in the second cycle. As a result, students' achievement in this indicator improved in second cycle. The percentage students' score of this indicator was 82.29% from maximal percentage 20%.

5) Identifying the Vocabulary

There were 4 items of language features in reading comprehension test. In first cycle, from 24 students in the classroom, 5 students answered 4 items correctly, 9 students answered 3 items correctly, 9 students answered 2 items correctly and 1 students answered 1 items correctly. The percentage students' score of this indicator was 71.88% from maximal percentage 20%.

Based on the interview had done in the class, students said that they did not know what the meaning from the word because they were lack of vocabulary until they had difficulty when identifying vocabulary in context. Additionally, students also forgot to bring dictionary.

To solve this problem, the researcher gave advice to the students to guess the meaning of word by looking previous sentence and next sentences. The researcher also ordered the students to bring dictionary in the second cycle. As a result, students' achievement in this indicator improved in second cycle. The percentage students' score of this indicator was 82.29% from maximal percentage 20%.

b. External factors

Based on observation sheet, the researcher observed all activities of students in the classroom. It was about class situation, students' activities, and students' attitude

in teaching learning process. There were some external factors that influenced students' reading comprehension. The researcher described these external factors in the following explanation.

1) Disturbance

There were students made disturbance while teaching and learning process. Some students asked their friends about the task had been given by the teacher. Based on the interview, students thought the answers of others could right because they were most clever students in the class. Besides, students said that they needed to borrow the dictionary because they did not have dictionary. This situation made class was noise.

To solve the problems, the researcher suggested students to be sportive. The research asked students to answer questions by themselves. Then, the researcher ordered students to bring the dictionary for the second cycle.

2) Asking Permission

For asking permission in the first cycle, there were two students often ask permission. They were ASF and TA. ASF went to front of class to get drink in dispenser and TA asked permission to go to toilet. The researcher solved these problems by saying to ASF that he could drink in break time. For TA, the researcher limited the time. Students should accept the rules of the researcher.

C. Findings

Based on data analysis above, the researcher fined the answer of formulation of the problem in chapter 1, as follows:

1. Based on the score in cycle 1 and cycle 2, the students' reading comprehension score were increase. In cycle 1, the mean score was 70.83. Meanwhile, the mean score in cycle 2 improve became 83.75. It showed the students' mean score from first cycle to second cycle improved significantly.
2. There were four factors influenced while teaching learning process, they were students' intelligence and experience, physical factors, minimizing overemphasis on word recognition, and teaching reading strategy.

D. Data Discussion

The researcher discussed the result of this research with two related findings because two of them also delivered the description about the applying Reciprocal Teaching strategy to teach reading comprehension in the classroom.

First, Dian Putri Utami Cut conducted a research that focused on teaching reading comprehension by using Reciprocal Teaching strategy. The results showed that the students taught using Reciprocal Teaching strategy achieved significantly in reading comprehension scores than those taught using the conventional strategy. Based on the result, means score from 4.63 to 6.30 the increas of the mean score of reading comprehension showed that reading comprehension of students had improved.¹

This research agreed with Dian Putri Utami's research, this research also found that the students' reading comprehension improved significantly after using Reciprocal Teaching strategy. The students' ability to understand descriptive text increased. And all indicators of reading improved in the second cycle.

¹Dian Putri Utami Cut, "Using Reciprocal Teaching (RT) To Improve the Reading Comprehension of Grade VIII Students of SMP N 13 Yogyakarta". (A Thesis, English Language Education Faculty of Languages and Arts Yogyakarta State University, 2013), p.115

Second, Retno Palupih Dyah Ambarisiwi conducted an action research that focused on reading comprehension through the use of Reciprocal Teaching. Based on the result, the students' achievement increased significantly from pretest to posttest. There were 66.03 point to 77.87 poitn which is 8.412, is smaller than the standard deviation in the pretest which is 10.174.² It means that the students' the range between students' highest score and lowest score is narrower. This means that the reading comprehension ability of the students improved generally.

Meanwhile, in this research, the CAR conducted the research into two cycles. The result showed that the students who passed the *Minimum Mastery Criteria* in first cycle were 33.33% and it increased to 87.50% in the second cycle. This percentage showed the improvement of students in reading comprehension by using Reciprocal Teaching strategy.

Based on the findings above, the using Reciprocal Teaching strategy had been proven could achieve a good result in teaching reading comprehension. It was one of strategy that could be used by English teacher in teaching reading.

E. Threats of the Research

The researcher had some threats in this research. In the second meeting, the students' learning process was not effectively. At that day, the weather was rainy. Many students entered the classroom lately. It disturbed the teaching learning process and the time allocation that had been planned before was not certain.

Furthermore, the teaching learning process also was disturbed by circumstances outside the classroom. First, in the middle of teaching learning process, the chief of OSIS entered

²Retno Palupih Dyah Ambarisiwi, "Improving students' Reading Comprehension of Grade X IIS 1 at SMA N 1 Kasihan in Academic Year of 2014/2015 Through the use of Reciprocal Teaching". (A Thesis, English Language Education Department Faculty of Languages and Arts Yogyakarta State University,2015), p. 89

the classroom to inform the members of OSIS to meeting after the lesson finished. Besides, there were students who did sport outside the classroom.

Based on the explanation above, there were three disturbances that made teaching learning process was not effective. First, the students entered the classroom lately because that was rainy. Second, the chief of OSIS came to class to. Last, the noise was caused by the students who did sport outside the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After researcher was done research, the researcher find the data and researcher got conclusion as follow:

1. Based on the result of the classroom action research had done, it could be concluded that Reciprocal Teaching indeed improve the students' reading comprehension in Descriptive text at grade VIII SMP Negeri 3 Panyabungan. It based on the students' reading comprehension score, the mean score in the cycle I was 70.83(33.33%) and second cycle it was 83.75(87.50%).
2. There were two internal factors wich influencing the students' reading comprehension in descriptive text. They were: exclude facts and vocabulary. Then, the external factors were students noisy and students not active in asking question. All of this problems had been solved by the first and second cycle. Moreover, the researcher concluded that Reciprocal Teaching good improvement to students' reading comprehension at gradeVIII SMP Negeri 3 Panyabungan.

B. Suggestion

The researcher would give some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestionwere:

1. For the teacher, become the reference to teach reading comprehension even if it in the different kind of text. Reciprocal Teaching is able to improve the student's reading comprehension. Therefore, the researcher are suggested to apply various activities and strategies in Reciprocal Teaching to improve the quality of the English teaching and learning process.
2. For the other researcher this research was focused on implementing activities in Reciprocal Teaching for teaching and learning process of reading. Specifically, this research concerns about the improving students' reading comprehension by Descriptive text. Therefore, theanother researcher may conduct the action research through Reciprocal Teaching also in the other aspects of study.
3. For the Students, it hope that by Reciprocal Teaching students more intrest in teaching reading comprehension.

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CURRICULUM VITAE



A. Identity

Name : MORA KARTIKA SARI NASUTION
Reg. Number : 14 203 00081
Place/Birth : Gunung Tua, 26th Juni 1996
Sex : Female
Religion : Islam
Address : Jl. Merdeka No. 34 A Gunung Tua Panyabungan

B. Parents

Father's Name : (Alm). Muhammad Rajab Nasution
Mother's Name : Asridah Rangkuti

C. Educational Background

1. Elementary School : SD Swasta Muhammadiyah Gunung Tua (2002)
2. Junior High School : SMP Negeri 3 Panyabungan (2008)
3. Senior High School : SMA Negeri 1 Panyabungan (2011)
4. Institute : IAIN Padangsidempuan (2018)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 27080 Faksimile (0634) 24022

Nomor B - 1642 /In.14/E.1/TL.00/09/2018
Hal Izin Penelitian
Penyelesaian Skripsi

25 September 2018

Yth. Kepala SMP Negeri 3 Panyabungan
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa

Nama : Mora Kartika Sari Nst
NIM : 1420300081
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Jl. Sinar Sihitang Situmba VI

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Reading Comprehension by Using Reciprocal Teaching in Descriptive Text at Grade VIII SMP Negeri 3 Panyabungan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

an D
akil Dekan Bidang Akademik



Rangkuti, S.Si., M.Pd.
200604 1 002

Tembusan
Dekan Fakultas Tarbiyah dan Ilmu Keguruan



PEMERINTAH KABUPATEN MANDAILING NATAL
DINAS PENDIDIKAN
SMP NEGERI 3 PANYABUNGAN
Alamat : Jalan Bhayangkara Raya No: 1 Desa Gunung Tua Panyabungan
PANYABUNGAN

SURAT BALASAN MELAKUKAN PENELITIAN
Nomor : 422/ 139/ SMPN 3 / 2018

Yang bertanda tangan dibawah ini :

Nama : **ASLIATI NASUTION, S.Pd**
NIP : 19680920 199103 2 005
Pangkat/ Gol : Pembina Tk. I – IV/b
Jabatan : Kepala SMP Negeri 3 Panyabungan

Dengan ini menerangkan bahwa :

Nama : **MORA KARTIKA SARI NST**
NIM : 1420300081
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/ Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian di SMP Negeri 3 Panyabungan dari tanggal 25 September s/d 25 Oktober 2018. Untuk Penulisan Skripsi dengan Judul :

“IMPROVING STUDENTS’ READING COMPREHENSION BY USING RECIPROCAL TEACHING IN DESCRIPTIVE TEXT AT GRADE VIII SMP NEGERI 3 PANYABUNGAN ”

Demikian surat balasan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Panyabungan, 25 Oktober 2018

Kepala Sekolah



ASLIATI NASUTION, S.Pd
NIP. 19680920 199103 2 005



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km 4,5Sihitang 22733
Telepon 0634-22080 Faximile 0634-24022

Nomor : 24/ In.14/E.6a/PP.00.9/09/2017 Padangsidimpuan, 11September 2017
Sifat : Biasa
Lampiran : -
Hal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu
1. Eka Sustris Harida, M.Pd (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)

Di -
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

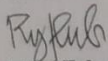
Nama : MORA KARTIKA SARI NASUTION
NIM : 14 203 00081
Jurusan : Tadris Bahasa Inggris-III
Judul Skripsi : IMPROVING STUDENTS' READING COMPREHENSION
BY USING RECIPROCAL TEACHING IN DESCRIPTIVE
TEXTS AT GRADE VIII SMP NEGERI 3 PANYABUNGAN

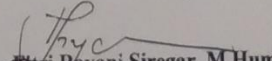
Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

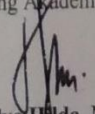
Ketua Jurusan TBI

Sekretaris Jurusan TBI


Ravendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


Fitri Ravani Siregar, M.Hum
NIP. 19820731 2009 2 004

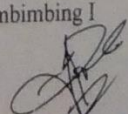
Wakil Dekan FTIK
Bidang Akademik


Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I

BERSEDIA/TIDAK BERSEDIA
Pembimbing II


Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002

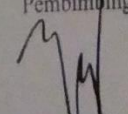

Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003

PHOTO RESEARCH

















APPENDIX I

SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP Negeri 3 Panyabungan
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/ Ganjil
Materi Pokok	: Teks Deskriptif
Aspek/ Skill	: Membaca / Reading
Alokasi Waktu	: 2 x 40 menit (2 x Pertemuan)

A. Standar Kompetensi: Memahami makna dalam esai pendek sederhana berbentuk deskriptif untuk berinteraksi dengan lingkungan sekitar.

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

C. Indikator :

1. Mengidentifikasi gagasan utama dalam teks deskriptif.
2. Mengidentifikasi gagasan pendukung dalam teks deskriptif.
3. Mengidentifikasi fakta- fakta yang berkenaan dengan teks deskriptif.
4. Mengidentifikasi kesimpulan dalam teks deskriptif.
5. Memahami kosa kata sesuai dengan dalam teks deskriptif.

D. Tujuan Pembelajaran :

1. Siswa mampu mengidentifikasi gagasan utama dalam teks deskriptif.
2. Siswa mampu gagasan pendukung dalam teks deskriptif
3. Siswa mampu mengidentifikasi fakta- fakta yang berkenaan dengan teks
4. Siswa mampu mengidentifikasi kesimpulan dalam teks deskriptif
5. Siswa mampu memahami makna kata dalam teks deskriptif

E. Materi Pembelajaran: Describing someone and something

F. Strategi Pembelajaran : Reciprocal Teaching

G. Materi Pembelajara:

My Best Friend

Andre is my best friend. He is a student in SMPN 2 Lubuk Alung. He is in grade VIII. He comes from Jakarta. His parents still in Jakarta. He stays in his grandmother's house in Sikabu. (*Identification*)

Andre is kind and funny. He always make us happy. He has short curly hair, round face, and flat nose. He always wear a glasses. His hobby is eating. That's why he is so fat. His favorite foods is fried chicken. (*Description*)

Question:

1. What is the topic of the text?
2. What is the main idea of the second paragraph?
3. Where Andre stays?
4. How Andre's characteristics?
5. Where Andre school?

Key Answer

1. My Best friend.
2. Andre is kind and funny.
3. In his grandmother's house in Sikabu.
4. He has short curly hair, roun face, flat nose, wear a glassess and fat.
5. Andre school in SMP N 2 Lubuk Alung.

H. Langkah- Langkah Kegiatan :

1. Kegiatan Pendahuluan
 - a. Apersepsi: Tanya Jjawab dengan siswa mengenai teks deskriptif yang berkaitan dengan orang, benda, hewan, tempat dan peristiwa lain yang berkaitan dengan materi.

- b. Motivasi: Menjelaskan pentingnya materi yang akan dipelajari dan menjelaskan kompetensi yang harus dikuasai.

2. Kegiatan Inti

Dalam kegiatan inti, hal- hal yang dilakukan adalah:

- a. Peneliti menyiapkan materi yang akan dikenai oleh strategi Reciprocal Teaching. Materi tersebut diinformasikan kepada siswa
- b. Peneliti bertanggung jawab memimpin tanya jawab dan melaksanakan keempat langkah-langkah yang ada di dalam strategi Reciprocal Teaching (*Questioning, Clarifying, Predicting, Summarizing*).
- c. Peneliti menerangkan bagaimana caranya merangkum, menyusun pertanyaan, menjelaskan kembali dan memprediksi setelah membaca (*Questioning, Clarifying, Predicting, Summarizing*)
- d. Selama membimbing siswa melakukan strategi Reciprocal Teaching. Peneliti meminta siswa untuk menyelesaikan atau menjawab apa yang ditanya berdasarkan langkah-langkah strategi Reciprocal Teaching (*Questioning, Clarifying, Predicting, Summarizing*),
- e. Siswa berlatih bagaimana caranya melakukan langkah-langkah dari strategi Reciprocal Teaching, (*Questioning, Clarifying, Predicting, Summarizing*).
- f. Siswa menjawab pertanyaan yang diberikan oleh peneliti.
- g. Peneliti menunjukkan kemungkinan ketiga, yaitu jawabannya bukan dalam teks atau tersembunyi dalam teks tapi bersumber dari luar teks misalnya apa yang telah diketahui siswa
- h. Siswa berlatih langkah 1, 2, 3 dan 4 dengan bimbingan dan umpan balik dari peneliti.
- i. Dalam pembelajaran berikutnya, strategi ditinjau dan digunakan kembali dalam berbagai jenis teks yang relevan dengan teks deskriptif.

3. Penutup

- a. Peneliti dan siswa bersama- sama menyimpulkan pelajaran.
- b. Peneliti mengumpulkan hasil yang telah dikerjakan siswa.
- c. Peneliti menanyakan kesulitan siswa dalam menjawab pertanyaan menggunakan strategi Reciprocal Teaching.

I. Sumber Belajar

Buku yang relevan, internet, kamus Bahasa Inggris, papan tulis, spidol dan

penghapus.

J. Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
a. Mengidentifikasi gagasan utama dalam teks deskriptif b. Mengidentifikasi gagasan pendukung dalam teks deskriptif c. Mengidentifikasi fakta- fakta yang berkenaan dengan teks d. Mengidentifikasi kesimpulan dalam teks deskriptif e. Memahami makna kata atau kalimat dalam teks deskriptif	Tes Tulis	Pilihan Ganda	Choose the best answer based on the text.

1. Pedoman penilaian

- a. Jumlah skor maksimal keseluruhan adalah 100.
- b. Setiap jawaban benar diberi skor 5. Skor keseluruhan $5 \times 20 = 100$.
- c. Nilai maksimal = $\frac{\text{jumlah jawaban yang benar}}{\text{jumlah soal}}$
- d. Instrumen : Menjawab pertanyaan berdasarkan kepada teks.

e. Rubrik penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Padangsidempuan, 27 Juli 2018

Mengetahui,

Validator

Researcher

Sojuangon Rambe, S.S., M.Pd

NIP. 19790815 200604 1 003

Mora Kartika Sari Nasution

NIM. 14 203 00081

APPENDIX II

SIKLUS II (CYCLE II) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP Negeri 3 Panyabungan
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/ Ganjil
Materi Pokok	: Teks Deskriptif
Aspek/ Skill	: Membaca / Reading
Alokasi Waktu	: 2 x 40 menit (2 x Pertemuan)

K. Standar Kompetensi: Memahami makna dalam esai pendek sederhana berbentuk deskriptif untuk berinteraksi dengan lingkungan sekitar.

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

M. Indikator :

6. Mengidentifikasi gagasan utama dalam teks deskriptif.
7. Mengidentifikasi gagasan pendukung dalam teks deskriptif.
8. Mengidentifikasi fakta- fakta yang berkenaan dengan teks deskriptif.
9. Mengidentifikasi kesimpulan dalam teks deskriptif.
10. Memahami kosa kata sesuai dengan dalam teks deskriptif.

N. Tujuan Pembelajaran :

6. Siswa mampu mengidentifikasi gagasan utama dalam teks deskriptif.
7. Siswa mampu gagasan pendukung dalam teks deskriptif
8. Siswa mampu mengidentifikasi fakta- fakta yang berkenaan dengan teks
9. Siswa mampu mengidentifikasi kesimpulan dalam teks deskriptif
10. Siswa mampu memahami makna kata dalam teks deskriptif

O. Materi Pembelajaran: Describing someone and something

P. Strategi Pembelajaran : Reciprocal Teaching

Q. Materi pembelajaran:

I Have a Cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft.

(Identification)

Every morning, I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table. *(Description)*

Question:

1. What kind of animal is Spot?
2. Where does Spot usually sleep?
3. What is Spot fur like?
4. What food does spot have every morning ?
5. What kind of food does Spot like?

Key Answer

1. An Adorable cat
2. In sofa in the living room or under the table
3. Milk and cat food
4. Orange fur with white and black spots
5. Cat food (one)

R. Langkah- Langkah Kegiatan :

1. Kegiatan Pendahuluan
 - c. Apersepsi: Tanya Jjawab dengan siswa mengenai teks deskriptif yang berkaitan dengan orang, benda, hewan, tempat dan peristiwa lain yang berkaitan dengan materi.

- d. Motivasi: Menjelaskan pentingnya materi yang akan dipelajari dan menjelaskan kompetensi yang harus dikuasai.

2. Kegiatan Inti

Dalam kegiatan inti, hal- hal yang dilakukan adalah:

- j. Peneliti menyiapkan materi yang akan dikenai oleh strategi Reciprocal Teaching. Materi tersebut diinformasikan kepada siswa
- k. Peneliti bertanggung jawab memimpin tanya jawab dan melaksanakan keempat langkah-langkah yang ada di dalam strategi Reciprocal teaching (*Questioning, Clarifying, Predicting, Summarizing*).
- l. Peneliti menerangkan bagaimana caranya merangkum, menyusun pertanyaan, menjelaskan kembali dan memprediksi setelah membaca (*Questioning, Clarifying, Predicting, Summarizing*)
- m. Selama membimbing siswa melakukan strategi Reciprocal Teaching. Peneliti meminta siswa untuk menyelesaikan atau menjawab apa yang ditanya berdasarkan langkah-langkah strategi Reciprocal Teaching (*Questioning, Clarifying, Predicting, Summarizing*).
- n. Siswa melakukan langkah-langkah dari strategi Reciprocal Teaching, (*Questioning, Clarifying, Predicting, Summarizing*),
- o. Siswa menjawab pertanyaan yang diberikan oleh Peneliti.
- p. Peneliti menunjukkan kemungkinan ketiga, yaitu jawabannya bukan dalam teks atau tersembunyi dalam teks tapi bersumber dari luar teks misalnya apa yang telah diketahui siswa.
- q. Siswa berlatih langkah 1, 2, 3 dan 4 dengan bimbingan dan umpan balik dari peneliti
- r. Peneliti memberika teks deskriptif untuk mengevaluasi pemahaman siswa.
- s. Peneliti menyelesaikan masalah yang ada pada siklus pertama.

3. Penutup

- d. Peneliti dan siswa bersama- sama menyimpulkan pelajaran
- e. Penelit mengumpulkan hasil yang telah dikerjakan siswa
- f. Peneliti menanyakan kesulitan siswa dalam menjawab pertanyaan menggunakan strategi Reciprocal Teaching

S. Sumber Belajar

Buku yang relevan, internet, kamus Bahasa Inggris, papan tulis, spidol dan penghapus.

T. Penilaian

:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
f. Mengidentifikasi gagasan utama dalam teks deskriptif g. Mengidentifikasi gagasan pendukung dalam teks deskriptif h. Mengidentifikasi fakta- fakta yang berkenaan dengan teks i. Mengidentifikasi kesimpulan dalam teks deskriptif j. Memahami makna kata atau kalimat dalam teks deskriptif	Tes Tulis	Pilihan Ganda	Choose the best answer based on the text.

2. Pedoman penilaian

- f. Jumlah skor maksimal keseluruhan adalah 100
- g. Setiap jawaban benar diberi skor 5. Skor keseluruhan $5 \times 20 = 100$.
- h. Nilai maksimal = $\frac{\text{jumlah jawaban yang benar}}{\text{jumlah soal}}$
- i. Instrumen : Menjawab pertanyaan berdasarkan kepada teks

j. Rubrik penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Padangsidimpuan, 27 Juli 2018

Mengetahui,

Validator

Researcher

Sojuangon Rambe, S.S., M.Pd

NIP. 19790815 200604 1 003

Mora Kartika Sari Nasution

NIM. 14 203 00081

APPENDIX III

INSTRUMENT TEST

CYCLE I

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

Question 1-5: this text below is for question number 1 up 5. Choose the best answer based on text.

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don't have a lot of calories to make us fat.

People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams, jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don't do anything special with fruits. We eat them fresh, just as they are!

1. What is the text about?
 - a. Vitamins.
 - b. Energy.
 - c. Fruits.
 - d. Minerals.
2. What is the main idea of the first paragraph?
 - a. We make juice from fruits.
 - b. Fruits are a source of nourishing substances that keep us alive and healthy.
 - c. Some beer and brandies are made of fruits.
 - d. We freeze fruits to eat whenever we need later.
3. What is the benefit of fruits from the second paragraph?
 - a. To make fat
 - b. To make jams, jellies and sweets.
 - c. To make red eyes
 - d. To make yellow teeth
4. What is the characteristic of good fruit?
 - a. contain many vitamins
 - b. contain larva
 - c. contain alcohol
 - d. contain bad color
5. "We freeze them to eat later." The underlined word refers to?
 - a. Jams

- b. Jellies
- c. Sweets
- d. Fruits

Question 6-10: this text below is for question number 6 up 10. Choose the best answer based on text.

Peter is the youngest in our family. He is fourteen years old and four years younger than me.

Peter is the best. He has long straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family and Peter's favorite sport is badminton.

6. What is the first paragraph about?
 - a. Peter is the youngest in our family
 - b. Peter's hobby
 - c. Peter's family
 - d. Peter's elder brother
7. What is the main idea of the first paragraph?
 - a. Peter is the youngest child in his family
 - b. Peter is the oldest in his family
 - c. Peter is the diligent in his family
 - d. Peter is the stupid in his family
8. How is Peter in his family?
 - a. He is the best badminton player in his family
 - b. He is the best cooker in his family
 - c. He is the best dancer in his family
 - d. He is the best singer in his family
9. What the characteristic of Peter?
 - a. He has long straight hair
 - b. Curly hair
 - c. Dark eyes
 - d. Ignorant
10. "He is fourteen years old . . . Than me." The underlined word refers to?
 - a. Peter
 - b. The writer
 - c. The writer's brother
 - d. the writer's family

Question 11-20: this text below is for question number 11 up 20. Choose the best answer based on text.

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders on North America. It is on Niagara River, about halfway between Lake Erie and

Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side. Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls in the United States.

The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 meters) wide-about 0.5 mile (0.8 kilometer). The American Falls are about 1,000 feet (305 meters) wide. Beyond the falls are Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock.

At night, colored lights shine on the thundering falls. In fact, there is about 10 million people visit there each year. Therefore, we must keep Niagara Falls because it is one of heritages of world.

11. What is the first paragraph about?
 - a. Niagara falls
 - b. American
 - c. Whirlpool
 - d. Lake Ontario
12. What is main idea of the first paragraph?
 - a. The Horseshoe Falls are in Canada, and the American Falls are in the United States
 - b. In fact, there is about 10 million people visit Niagara Falls each year
 - c. Niagara Falls is a famous area of waterfalls
 - d. Most of the water flows over the Horseshoe Falls
13. Where is Niagara Falls located?
 - a. North America
 - b. Lombok
 - c. Canada
 - d. Paris
14. The high of American Falls are about?
 - a. 1,000 feet (305 meters) wide
 - b. 1,500 feet (325 meters) wide
 - c. 1,250 feet (298 meters) wide
 - d. 1,000 feet (325 meters) wide
15. The word famous in line 1 first paragraph can be replaced by.....
 - a. Scarce
 - b. Popular
 - c. Run
 - d. Continuously
16. What is the last paragraph about?
 - a. Persuade to keep Niagara Falls
 - b. Persuade for visiting Niagara Falls every years
 - c. Persuade to see colored lights shine on the thundering falls.
 - d. Persuade for travelling to American
17. What is main idea of the second paragraph?

- a. The Niagara River drops into a steep gorge or canyon , at the falls
 - b. The American Falls are about 1,000 feet (305 meters) wide
 - c. Niagara Falls really has two waterfalls
 - d. There, the powerful swirling water has carved a bowl out of the rock
18. According to the text, which the text about is NOT true?
- a. There is about 10 million people visit Niagara Falls each year
 - b. Niagara falls is on the Niagara River, about halfway between Lake Erie and Lake Ontario
 - c. The American Falls are about 1,500 feet (350 meters) wide
 - d. At Niagara Falls, Ontario, Canada is on one side of the river.
19. Where is Niagara Rivers located?
- a. Between Lake Erie and Lake Ontario.
 - b. Between Canada and American
 - c. Between New York and Canada
 - d. Between New York and American
20. “In fact, there is about 10 million people visit there each year.” The underlined phrase can be replaced by?
- a. American
 - b. Whirlpool
 - c. Lake Ontario
 - d. Niagara falls

Question 21-25: this text below is for question number 21 up 25. Choose the best answer based on text.

The National monument is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia’s independence. The monument consists of a 117.7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00-15.00 everyday throughout the week, except for the last Monday of the month the monument is closed.

21. What is the second paragraph about?
- a. The towering monument
 - b. The museum
 - c. President Soekarno
 - d. Merdeka Square
22. What is main idea in the second paragraph?
- a. The National Monument is a 132 meters tower in the center of Merdeka Square, Central Jakarta
 - b. The National Monument is located in Central Java

- c. The towering monument symbolizes the philosophy of Lingga and Yoni
 d. The monument and museum is opened daily from 08.00-15.00 everyday
23. What day the national monument is closed?
 a. Saturday
 b. Sunday
 c. Monday
 d. In afternoon
24. How many meters the national monument of square platform?
 a. 117.7 m
 b. 117.6 m
 c. 117.5 m
 d. 117.4 m
25. "The towering monument symbolizes the philosophy of *Lingga* and *Yoni*." What is the meaning of Lingga and Yoni?
 a. Stick and Bowl
 b. Rice pestle (alu) and Mortar rice (lesung)
 c. Spoon and Fork
 d. Simple and Mod?

Padangsidempuan, 2018

Mengetahui,
 Validator

Researcher

Sojuangon Rambe, S.S, M.Pd
NIP. 19820731 200912 2 004

Mora Kartika Sari Nasution
NIM. 14 203 00081

Answer Key

1. C	6. A	11. A	16. A	21. C
2. C	7. A	12. C	17. A	22. C
3. A	8. C	13. A	18. C	23. A
4. A	9. A	14. A	19. A	24. B
5. B	10. D	15. B	20. D	25. A

APPENDIX IV

INSTRUMENT TEST

CYCLE II

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

Question 1-10: this text below is for question number 1 up 10. Choose the best answer based on text.

The Hobbit (The Battle Of The Five Armies)

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

1. The Hobbit is a movie which is based on a book whose author is...
 - a. Jackson
 - b. Tolkien
 - c. Peter Tolkien
 - d. J.R.R Tolkien
2. They are based on the... (*Paragraph 1*). The word "they" in the sentence refers to...
 - a. The Hobbit books
 - b. The Hobbit actors
 - c. Adventure series films
 - d. The Hobbit film series
3. The films take place in the fictional world... (*Paragraph 2*). The antonym of "fictional" is...
 - a. Fabricated
 - b. Fictive
 - c. True
 - d. Imagined
4. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place?
 - a. 1100

- b. 1210
 - c. 1090
 - d. 1134
5. What did the Wizard want Bilbo to do in the movie?
 - a. To join the dwarves' journey
 - b. To take care of the dwarves
 - c. To accompany him to meet Smaug
 - d. To accompany dwarves and Smaug to the Lonely Mountain
 6. The role of the dwarves' leader is played by?
 - a. Thorin Oakenshield
 - b. Bilbo Baggins
 - c. Richard Armitage
 - d. Ian McKellen
 7. Who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The synonym of vengeance.
 - a. Kindness
 - b. Revenge
 - c. Reconciliation
 - d. Anger
 8. Who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The word "his" in the sentence refers to...
 - a. Azog
 - b. Bolg
 - c. Thorin and ancestors
 - d. Thorin
 9. How many people lined up on the red carpet on the first premiere of The Hobbit film?
 - a. 1,000,000
 - b. 100,000
 - c. 10,000
 - d. 1,000
 10. Which of the following statements is false according to the text?
 - a. The premieres of the Hobbit movies were held in different places of the same country
 - b. The Hobbit movies consist of three epic adventurous films that were released on different years
 - c. The first series of The Hobbit wasn't premiered in Europe
 - d. The third series of The Hobbit was premiered in a country of an European continent

Question 11-20: this text below is for question number 11 up to 20. Choose the best answer based on text.

Kuta Beach is a beautiful beach in southern Bali. Its location is in Bandung Regency, 9 km from Denpasar, the capital of Bali, exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim,

surf, play soccer beach, kite flying, play football or just take a walk. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Café and Discovery Shopping Mall at 16.00.

Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believe it or not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other. Therefore, Kuta Beach is one of interesting places in Indonesia.

11. What is the first paragraph about?
 - a. Kuta Beach
 - b. Rock café
 - c. Ngurah Rai
 - d. Indonesia
12. What is main idea in the first paragraph?
 - a. Kuta Beach is a beautiful beach in a southern Bali
 - b. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers
 - c. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00
 - d. Its location is in Bandung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport
13. Where is Kuta Beach located?
 - a. Surabaya
 - b. Bandung
 - c. Denpasar
 - d. Jakarta
14. How many kilometers the Kuta Beach from Denpasar?
 - a. 9 km
 - b. 8 km
 - c. 7 km
 - d. 6 km
15. The word *it* in the second paragraph line 1 refers to.....
 - a. Kuta Beach
 - b. Sand
 - c. Sea
 - d. Fish
16. What is the second paragraph about?
 - a. Kuta Beach is one of interesting places in Indonesia.
 - b. Kuta Beach is familiar
 - c. Kuta Beach is famous
 - d. Kuta Beach is natural beauty
17. What is main idea in the third paragraph?
 - a. Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back
 - b. For persons who like playing soccer, do not forget to try the game with some locals
 - c. Therefore, Kuta Beach is one of interesting places in Indonesia
 - d. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.
18. According to the text, which statement is NOT TRUE?
 - a. Kuta Beach is a beautiful beach in southern Bali

- b. Kuta beach is one of interesting place in Indonesia
 - c. Kuta Beach for 50 years ago is the village of fishermen
 - d. Kuta Beach is located in south Sumatera
19. When will people see scenic sunset in Bali?
- a. In the morning
 - b. In the afternoon
 - c. In the evening
 - d. In the night
20. The word location in paragraph 1 line 1, the meaning is....
- a. Place
 - b. Home
 - c. Street
 - d. Building

Question 21-24: this text below is for question number 21 up 24. Choose the best answer based on text.

The National monument is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consists of a 117.7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00-15.00 everyday throughout the week, except for the last Monday of the month the monument is closed.

21. What is the last paragraph about?
- a. The construction of monument
 - b. The construction of museum
 - c. The construction of Lingga
 - d. The construction of Yoni
22. For the last Monday of the month the monument.....
- a. Was closed
 - b. Is closed
 - c. Doesn't closed
 - d. Were closed
23. What are the important items in Indonesian agricultural tradition?
- a. Lingga and Yoni
 - b. Merdeka Square and Central Jakarta
 - c. Lingga and Merdeka Square
 - d. Yoni and Central Jakarta
24. "It is topped by a flame covered with gold foil." The underline word refers to.....
- a. Museum

- b. Monument
- c. Lingga
- d. Yoni

Padangsidempuan, 2018

Mengetahui,

Validator

Researcher

Sojuangon Rambe, S.S, M.Pd

Mora Kartika Sari Nasution

NIP. 19820731 200912 2 004

NIM. 14 203 00081

Answer Key

1. D	6. C	11. A	16. C	21. B
2. D	7. B	12. A	17. A	22. A
3. C	8. D	13. C	18. D	23. B
4. C	9. A	14. A	19. C	24. A
5. A	10. A	15. A	20. A	

INDICATOR LIST OF TEACHER IN TEACHING LEARNING PROCESS (FIRST MEETING)

No	Activities	Checklist		Notes
		Yes	No	
1.	Physic appearance and written			The researcher performances in teaching reading comprehension by using Reciprocal Teaching strategy still had weaknesses. The teacher did not write face to students and the teacher could not control the noise in the classroom.
	a. Dressing cleanly and neatly	√		
	b. Standing and writing face to students		√	
	c. Energetic and enthusiasm	√		
	d. Writing is nice and readable	√		
	e. Writing is read from the all room side	√		
2.	Sound and classroom management			
	a. Loud voice	√		
	b. Talking intelligibly	√		
	c. Talking fluently	√		
	d. Rhythm: it is clear in important part	√		
	e. Class noise control		√	
3.	f. Class formation arrangement	√		
	Teacher's procedure			
	a. Explaining reading material by using Reciprocal Teaching strategy			
	1) Teacher demonstrates how to guessing the information of the text after read the title (<i>predicting</i>)	√		
	2) Teacher demonstrates the second possibility, using information from the text, ask some question about the text (<i>questioning</i>)	√		
3) Teacher demonstrates the third possibility, to clarify the right or wrong information students got after read the text (<i>clarifying</i>)	√			
4) Teacher demonstrates the fourth steps how to summary the information based on the text (summarizing)	√			

	b. Giving the suitable example in reading material	√		
	c. Guiding students to practice the using of Reciprocal Teaching strategy with additional questions		√	
4.	Reinforcement and interaction with students			
	a. Individual performance reward	√		
	b. Stimulating students' questions	√		
	c. Stimulating students' responses	√		
	d. Responding students' questions	√		

Padangsidempuan, 23th October 2018

Researcher

MORA KARTIKA SARI NASUTION

Reg.Number: 14 203 00081

INDICATOR LIST OF TEACHER IN TEACHING LEARNING PROCESS (SECOND MEETING)

No	Activities	Checklist		Notes
		Yes	No	
1.	Physic appearance and written			The researcher's problems in cycle 1 about writing faced to students had been solved, but the researcher still could not control the noise in the classroom. In this meeting, the researcher had a new problem. The researcher explained the material without rhythm. The researcher did not emphasize the important part.
	g. Dressing cleanly and neatly	√		
	h. Standing and writing face to students	√		
	i. Energetic and enthusiasm	√		
	j. Writing is nice and readable	√		
	k. Writing is read from the all room side	√		
	l. Having certain sequence system	√		
2.	Sound and classroom management			
	g. Loud voice	√		
	h. Talking intelligibly	√		
	i. Talking fluently	√		
	j. Rhythm: it is clear in important part		√	
	k. Class noise control		√	
	l. Class formation arrangement	√		
3.	Teacher's procedure			
	d. Explaining reading material by using Reciprocal Teaching strategy			
	5) Teacher demonstrates how to guessing the information of the text after read the title (<i>predicting</i>)	√		
	6) Teacher demonstrates the second possibility, using information from the text, ask some question about the text (<i>questioning</i>)	√		
	7) Teacher demonstrates the third possibility, to clarify the right or wrong information students got after read the text (<i>clarifying</i>)	√		
	8) Teacher demonstrates the fourth steps how to summary the information based on the text (<i>summarizing</i>)	√		
	e. Giving the suitable example in reading material	√		
	f. Guiding students to practice the using of Reciprocal Teaching strategy with additional questions	√		
4.	Reinforcement and interaction with students			

e. Individual performance reward	√	
f. Stimulating students' questions	√	
g. Stimulating students' responses	√	
h. Responding students' questions	√	

Padangsidempuan, 23th October 2018

Researcher

MORA KARTIKA SARI NASUTION

Reg.Number: 14 203 00081

INDICATOR LIST OF TEACHER IN TEACHING LEARNING PROCESS (THIRD MEETING)

No	Activities	Checklist		Notes
		Yes	No	
1.	Physic appearance and written			The researcher's problems in cycle 1 about writing faced to students had been solved, but the researcher still could not control the noise in the classroom. In this meeting, the researcher had a new problem. The researcher explained the
	m. Dressing cleanly and neatly	√		
	n. Standing and writing face to students	√		
	o. Energetic and enthusiasm	√		
	p. Writing is nice and readable	√		
	q. Writing is read from the all room side	√		
2.	Sound and classroom management			
	m. Loud voice	√		
	n. Talking intelligibly	√		
	o. Talking fluently	√		
	p. Rhythm: it is clear in important part		√	
q. Class noise control		√		

	r. Class formation arrangement	√		material without rhythm. The researcher did not emphasize the important part.
3.	Teacher's procedure			
	g. Explaining reading material by using Reciprocal Teaching strategy			
	9) Teacher demonstrates how to guessing the information of the text after read the title (<i>predicting</i>)	√		
	10) Teacher demonstrates the second possibility, using information from the text, ask some question about the text (<i>questioning</i>)	√		
	11) Teacher demonstrates the third possibility, to clarify the right or wrong information students got after read the text (<i>clarifying</i>)	√		
	12) Teacher demonstrates the fourth steps how to summary the information based on the text (<i>summarizing</i>)	√		
	h. Giving the suitable example in reading material	√		
	i. Guiding students to practice the using of Reciprocal Teaching strategy with additional questions		√	
4.	Reinforcement and interaction with students			
	i. Individual performance reward	√		
	j. Stimulating students' questions	√		
	k. Stimulating students' responses	√		
	l. Responding students' questions	√		

Padangsidempuan, 23th October 2018

Researcher

MORA KARTIKA SARI NASUTION

Reg.Number: 14 203 00081

INDICATOR LIST OF TEACHER IN TEACHING LEARNING PROCESS (FOURTH MEETING)

No	Activities	Checklist		Notes
		Yes	No	
1.	Physic appearance and written			The researchers' performance in teaching reading comprehension by using Reciprocal Teaching strategy was done well. All of the activities were improved by the researcher.
	s. Dressing cleanly and neatly	√		
	t. Standing and writing face to students	√		
	u. Energetic and enthusiasm	√		
	v. Writing is nice and readable	√		
	w. Writing is read from the all room side	√		
	x. Having certain sequence system	√		
2.	Sound and classroom management			
	s. Loud voice	√		
	t. Talking intelligibly	√		
	u. Talking fluently	√		
	v. Rhythm: it is clear in important part	√		
	w. Class noise control	√		
	x. Class formation arrangement	√		
3.	Teacher's procedure			
	j. Explaining reading material by using Reciprocal Teaching strategy			
	13) Teacher demonstrates how to guessing the information of the text after read the title (<i>predicting</i>)	√		
	14) Teacher demonstrates the second possibility, using information from the text, ask some question about the text (<i>questioning</i>)	√		
	15) Teacher demonstrates the third possibility, to clarify the right or wrong information students got after read the text (<i>clarifying</i>)	√		
	16) Teacher demonstrates the fourth steps how to summary the information based on the text (<i>summarizing</i>)	√		
	k. Giving the suitable example in reading material	√		
	l. Guiding students to practice the using of Reciprocal Teaching strategy with additional questions	√		
4.	Reinforcement and interaction with students			

	m. Individual performance reward	√		
	n. Stimulating students' questions	√		
	o. Stimulating students' responses	√		
	p. Responding students' questions	√		

Padangsidempuan, 23th October 2018

Researcher

MORA KARTIKA SARI NASUTION

Reg.Number: 14 203 00081

OBSERVATION NOTE SHEET
STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH

Subject Matter : English
Class/ Semester : VIII/I
Cycle : I (Meeting I)
Observer : Mora Kartika Sari Nasution

No	Activities	Students																				Total Students					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	24	
1.	Students who active in predicting step				√	√	√	√			√				√	√	√					√		√	√	11	
2.	Students who active in questioning step														√		√	√	√						√	5	
3.	Students who active in clarifying step																√								√	2	
4.	Students who active in summarizing step		√																	√						2	
5.	Students's reading comprehension (read the text material)		√	√	√						√						√	√	√						√	√	10

Padangsidempuan, 26th October 2018

Researcher

MORA KARTIKA SARI NASUTION
Reg.No. 14 203 00081

OBSERVATION NOTE SHEET
STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH

Subject Matter : English
Class/ Semester : VIII/I
Cycle : II (Meeting III)
Observer : Mora Kartika Sari Nasution

No	Activities	Students																								Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
																										24
1.	Students who active in predicting step	√	√		√	√	√	√			√		√		√	√	√	√				√		√	√	15
2.	Students who active in questioning step												√	√		√	√		√		√			√		7
3.	Students who active in clarifying step							√							√		√			√	√			√		6
4.	Students who active in summarizing step		√		√							√			√		√	√								6
5.	Students's reading comprehension that will better than before or not		√	√	√		√	√			√				√	√	√							√	√	10

Padangsidempuan, 26th October 2018

Researcher

MORA KARTIKA SARI NASUTION
Reg.No. 14 203 00081

OBSERVATION NOTE SHEET
STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH

Subject Matter : English
Class/ Semester : VIII/I
Cycle : I (Meeting II)
Observer : Mora Kartika Sari Nasution

No	Activities	Students																						Total Students				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		23	24		
1.	Students who active in predicting step		√		√	√	√	√			√				√	√	√	√					√		√	√	13	
2.	Students who active in questioning step													√		√	√		√							√	5	
3.	Students who active in clarifying step	√														√										√	4	
4.	Students who active in summarizing step		√							√		√							√	√							5	
5.	Students's reading comprehension (read the text material)		√	√	√						√		√			√	√	√								√	√	11

Padangsidempuan, 26th October 2018

Researcher

MORA KARTIKA SARI NASUTION

Reg.No. 14 203 00081

OBSERVATION NOTE SHEET
STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH

Subject Matter : English
Class/ Semester : VIII/I
Cycle : II (Meeting IV)
Observer : Mora Kartika Sari Nasution

No	Activities	Students																				Total Students				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21	22	23	24
		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
1.	Students who active in predicting step	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	22	
2.	Students who active in questioning step			√		√		√		√		√		√		√		√		√		√		√	10	
3.	Students who active in clarifying step	√			√			√		√				√		√			√		√		√		11	
4.	Students who active in summarizing step		√				√			√		√		√		√		√		√		√		√	8	
5.	Students's reading comprehension that will better than before or not		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24	

Padangsidempuan, 26th October 2018

Researcher

MORA KARTIKA SARI NASUTION

Reg.No. 14 203 00081

No	Name	Indicators																				Total Score	Category
		Main Idea				Supporting S				Conclusion S				Exclude Facts				Vocabulary					
		1	6	12	16	2	7	11	18	3	10	15	20	5	8	13	17	4	9	14	19		
1	Abdul Hamid	5	5	0	5	5	0	0	0	5	0	5	5	5	0	5	0	5	5	5	5	65	Unimproved
2	Adinda Eka Saputri	5	0	0	0	5	5	5	5	5	5	0	5	5	5	0	5	5	5	0	5	70	Unimproved
3	Aldi Bragi Nasution	0	5	5	5	5	5	5	5	5	0	0	5	5	5	5	5	0	5	5	0	75	Improved
4	Annisa Try Angelia	5	5	5	5	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	0	85	Improved
5	Annisa Sakinah	0	0	5	5	0	5	5	5	0	5	5	0	0	5	5	5	5	5	5	5	70	Unimproved
6	Asnita Lubis	5	5	5	0	0	5	5	5	5	5	5	5	5	0	5	5	5	5	5	0	80	Improved
7	Asrul Imam Safi'i	0	5	0	5	5	5	5	0	5	5	5	0	0	0	0	0	5	5	5	0	55	Unimproved
8	Fitri Amanda	5	0	5	0	0	5	0	5	0	0	5	5	5	5	5	0	5	0	5	5	60	Unimproved
9	Khaliq ahmad	0	5	5	5	5	5	5	0	5	5	5	5	0	0	0	5	0	5	5	0	65	Unimproved
10	Khairun Nisah	5	0	5	5	5	5	0	5	5	0	5	0	5	5	5	0	5	5	0	5	70	Unimproved
11	Mardiana Nasution	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	90	Improved
12	Muhammad Day Roby	5	5	0	5	5	0	5	0	5	0	5	5	5	0	5	0	5	0	0	5	60	Unimproved
13	Muhammad Imam Sarkawi	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	0	0	5	5	5	85	Improved
14	Murniati	5	5	5	5	5	5	5	5	0	5	0	5	5	0	0	5	0	0	0	5	65	Unimproved
15	Mutiah Khairani	5	5	5	5	5	0	5	0	5	5	0	5	0	5	5	5	5	5	5	5	80	Improved
16	Niah Amanda	5	0	5	5	0	5	5	5	5	5	5	5	5	0	0	0	0	5	0	0	65	Unimproved
17	Nopita Safitri	5	5	0	5	5	5	0	5	5	5	0	5	5	5	5	0	5	5	5	5	80	Improved
18	Rahmad Yasid Lubis	5	5	0	5	0	5	5	5	5	5	0	0	5	0	5	5	5	5	5	0	70	Unimproved
19	Rahmadani Ananda Putri	0	5	5	5	5	5	5	5	0	0	5	5	0	5	0	0	0	5	5	5	65	Unimproved
20	Riadhotul Jannah	5	0	5	5	0	0	0	5	5	5	0	0	5	5	0	5	0	5	5	5	60	Unimproved
21	Riska Annuria Febrianti	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	5	5	5	5	5	90	Improved
22	Sardiah	5	5	0	0	5	5	0	0	5	5	5	5	5	0	0	5	0	5	5	0	60	Unimproved
23	Umni Miftahul Sakinah	5	5	5	5	5	5	0	0	0	0	5	5	5	5	0	5	5	0	5	5	70	Unimproved
24	Vina Lestari	5	0	0	0	0	0	5	5	5	5	5	5	5	5	5	5	5	5	0	0	65	Unimproved
	Total Scores	95	85	80	95	80	90	85	80	90	85	80	90	95	80	70	75	80	100	90	75	1700	
	Mean Scores	73,96				69,79				71,88				66,67				71,88				70,83	
	Percentage of Indicators	73,96%				69,79%				71,88%				66,67%				71,88%					
	Percentage was Improved																					33,33%	
	Percentage Unimproved was																					66,67%	

No	Name	Indicators																			Total Score	Category		
		1				2				3				4		5		6		7				
		1	5	11	16	4	8	12	17	6	10	15	20	2	7	3	9	14	18	13			19	
1	Abdul Hamid	5	5	0	5	5	5	0	5	5	0	5	5	5	5	5	5	5	5	5	85	Improved		
2	Adinda Eka Saputri	5	0	0	0	5	0	5	5	5	5	5	5	5	5	5	5	0	5	0	5	70	Unimproved	
3	Aldi Bragi Nasution	0	5	5	5	5	5	5	5	5	0	0	5	5	5	0	5	5	5	5	80	Improved		
4	Annisa Try Angelia	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	Improved		
5	Annisa Sakinah	0	5	5	5	0	5	5	5	0	5	5	0	0	5	5	5	5	5	5	75	Improved		
6	Asnita Lubis	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95	Improved		
7	Asrul Imam Safi'i	5	5	5	5	0	5	5	0	5	5	5	0	5	0	0	5	5	0	0	65	Unimproved		
8	Fitri Amanda	5	5	5	5	0	5	0	5	5	0	5	5	5	5	5	0	5	5	5	80	Improved		
9	Khaliq ahmad	5	5	5	5	5	5	5	0	5	5	0	5	5	0	0	5	0	5	5	70	Unimproved		
10	Khairun Nisah	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	0	90	Improved		
11	Mardiana Nasution	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	Improved		
12	Muhammad Day Roby	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	0	0	80	Improved		
13	Muhammad Imam Sarkawi	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	Improved		
14	Murniati	5	5	5	5	5	5	5	5	5	5	0	5	5	0	5	0	5	5	5	85	Improved		
15	Mutiah Khairani	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	95	Improved		
16	Niah Amanda	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	0	75	Improved		
17	Nopita Safitri	5	5	5	5	5	5	0	5	5	5	0	5	5	5	5	5	5	5	5	90	Improved		
18	Rahmad Yasid Lubis	5	5	0	5	0	5	5	5	5	5	5	0	5	5	5	5	5	5	5	80	Improved		
19	Rahmadani Ananda Putri	5	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	0	0	5	80	Improved		
20	Riadhotul Jannah	5	5	5	5	5	0	0	5	5	5	0	0	5	5	5	5	0	5	5	75	Improved		
21	Riska Annuria Febrianti	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	Improved		
22	Sardiah	5	5	5	0	5	5	5	0	5	5	5	5	5	5	5	5	0	5	5	80	Improved		
23	Ummi Miftahul Sakinah	5	5	5	5	5	5	0	0	5	0	5	5	5	5	5	0	0	5	5	75	Improved		
24	Vina Lestari	5	0	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	5	85	Improved		
	Total Scores	110	105	105	110	95	105	95	95	110	95	95	100	115	95	100	100	85	100	95	100	2010		
	Mean Scores	89,58				81,25				83,33				87,50		83,33		77,08		81,25			83,75	
	Percentage of Indicators	89,58%				81,25%				83,33%				87,50%		83,33%		77,08%		81,25%				
	Percentage was Improved																				87,50%			
	Percentage was Unimproved																				12,50%			

