



**THE EFFECT OF RECIPROCAL TEACHING STRATEGY
TO STUDENTS' READING COMPREHENSION
AT GRADE VII SMP NEGERI 5
PADANGSIDIMPUAN**

A THESIS

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

by:

PAUSIAH
Reg. No: 09 340 0015

ENGLISH DEPARTMENT

**TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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**TARBIYAH AND PEDAGOGY FACULTY
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PADANGSIDIMPUAN**

2014

Hal: Munaqosyah
a.n. **Pausiah**
item: 5 (five) exemplars

Padangsidimpuan, 12th March 2014
To:
The Dean of Tarbiyah and Pedagogy Faculty
di _
Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to *Pausiah*, entitle "*The Effect of Reciprocal Teaching Strategy to Students' Reading Comprehension at Grade VII SMP Negeri 5 Padangsidimpuan*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I.), English Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for the attention.

WassalamualaikumWr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Had written this thesis with consultative aids of advisors, dividing plagiarism and others' un-registered advice based on students' code case 14 verses 2.

This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentenced in students' code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, Dec 12th 2013

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LEGALIZATION

The Thesis with Title : The Effect of Reciprocal Teaching Strategy to Students' Reading Comprehension at Grade VII SMP Negeri 5 Padangsidimpuan

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5. Mrs. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Department.
6. All lecturers of IAIN Padangsidimpuan who have given the knowledge during my studying in this campus.
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May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, December 16th 2013
Reseacher



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Title of Thesis : **THE EFFECT OF RECIPROCAL TEACHING STRATEGY TO STUDENTS' READING COMPREHENSION AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN**

ABSTRACT

This research discussed about students' problem in reading comprehension at grade VII SMP Negeri 5 Padangsidimpuan. The problems of the research are the students' have low motivation, lack vocabulary, lack concentration, and uninterested teaching strategy. As the result, the students are difficult in reading comprehension. The aim of this research is to find out the effect of reciprocal teaching strategy to students' reading comprehension at grade VII SMP Negeri 5 Padangsidimpuan.

The method of this research was conducted by experimental method with quantitative approach. Experimental method is used to test hypotheses and to see the effect of reciprocal teaching strategy to students' reading comprehension at grade VII SMP Negeri 5 Padangsidimpuan. The resource of the data was random sampling, there were 52 students analytical unit from 319 students of grade VII SMP Negeri 5 Padangsidimpuan. Collecting the data researcher was done the instrument test for the students about reading comprehension. To analysis the data, the researcher used formulation of t-test.

Based on the result of the research, researcher showed the description of the data was found that, the mean score of experimental class higher than control class ($74.96 > 73.65$) and the score of t_0 was bigger than t_t ($2.18 > 1.67$). It means that the hypothesis was accepted. It was concluded that there was the effect of reciprocal teaching strategy to Students' reading comprehension at grade VII SMP Negeri 5 Padangsidimpuan. Finally, the researcher suggested using reciprocal teaching strategy was effective to improve and to effect the reading comprehension.

Appendix 1

INSTRUMENTS TEST
(Pre-test)

Name :

Class :

Instruction: choose the correct answer by crossing (x) A, B, C and D!!!!

First of all, start with the wide end on your right. Extend it about 12" below the narrow end. Secondly, cross the wide end over the narrow, and black underneath. Then, bring the wide end up and turn down through loop. After that, pass the wide end around to the front from your left to right. Then, bring the wide end up through and loop. Finally, pull wide end through the knot in front. Tighten and draw up to collar.

1. What is the title of the text above?
 - A. How to wear a cloth
 - B. How to tie a neck tea
 - C. How to make a neck tea
 - D. How to buy a neck tea
2. Based on the text above we know that, after cross the wide end over the narrow and black underneath, we must.....
 - A. Bring the wide end up and turn down through loop The instructions to make the spice paste
 - B. Start with the wide end on your right
 - C. Bring the wide end up through and loop
 - D. Pull wide end through the knot in front

How to Make Tropical Fruit Juice

Put the slices of papaya, pineapple, red syrup together with some ice cubes into a blender and blend on high for one minute. Next, do the same to the remaining sour soup, vanilla syrup and some ice cubes. Finally, pour the juice into some glasses, the white juice is on the bottom and the red juice is on the top.

3. The communicative objective of Procedure Text is ...
 - A. To entertain the reader how to make tropical fruit juice
 - B. To explain how to do something to the reader
 - C. To describe something to the reader
 - D. To narrate something to the reader

Fai : the day is very cool. I can't disturb, better I sleep for a long day.

Tia : wow... don't do that, come on with me

Fai : what for? Can you do something?

Tia : which one do you like? Sweet hot tea or a cup of black coffee

Fai : actually I like sweet hot tea but I can't make it
 Tia : ok, follow my hints! Before you make a glass of sweet hot tea, make sure you have already prepared about these one: tea, hot water, sugar, a glass. To begin make a glass of sweet hot tea, you may look up too the instruction below: Boil water until it is boiled. Pick a glass and put a bag of tea. Add some sugar. When the water is boiled, pour it into the glass. A glass of sweet hot tea is ready to serve.
 Fai : yeah it simple thing to do.

4. The characters of the dialogue above are....
 - A. Tea, hot water, sugar, a glass
 - B. Fai and Tia
 - C. Sweet hot tea and a cup of black coffee
 - D. Tia and her sweet hot tea
5. The topic of dialogue above is...
 - A. How to make sweet hot tea
 - B. The day is very cool
 - C. How to make sweet hot tea and How to make a cup of black coffee
 - D. He does not like make sweet hot tea for Tia
6. Fai want to sleep for a long day because
 - A. He want drink a cup of sweet hot tea
 - B. He is lazy man
 - C. He does not disturb and he can't make sweet hot tea for him
 - D. He does not like make sweet hot tea for Tia
7. From the dialogue above we know that Fai Can't....
 - A. Sleep for a long day
 - B. Drink sweet hot tea
 - C. Drink a cup of coffee
 - D. Make sweet hot tea

The ingredients to make brigade Tempe are: 150 g Tempe, 2 tablespoons fried shallots, 3 kefir lime leaves, 1 tablespoon flour, 1 egg, 1 cup vegetable oil for frying. And to make the spice paste, you need: 3 large chilies, seeds removed, 3 small chilies, 2 red shallots, 2 cloves garlic, 1/2 teaspoon chopped galangal, 1 candle nut, 1/2 teaspoon coriander seeds, 1/2 teaspoon salt, 1/4 teaspoon shrimp paste.

Here are the instructions to make Brigade Tempe. The first, mash the Tempe with a fork or place in the bowl of a food processor and blend until it resembles coarse bread crumbs. Then, grind the spices in a mortar and pestle or place in the bowl of a food processor and blend to a smooth paste. Next, put the mashed Tempe in a bowl and mix with the spice paste, fried shallots and lime leaves. Stir in the flour, followed by the egg. Shape the Tempe into fritters the size of a golf ball and flatten a little with a fork. Heat the vegetable oil in a wok over a medium flame. When the oil

is hot, drop the fritters into the oil, five or six at a time. Last, fry until golden brown on both sides, drain on absorbent paper and serve hot with rice.

8. From the text above we know that there some.....
 - A. The ingredients to make brigade tempe
 - B. The instruction to make the spice tempe
 - C. The instructions to make brigade tempe
 - D. A ,B and C are right
9. What are the main idea of the first and the second paragraph?
 - A. Fry until golden brown on both sides, drain on absorbent paper and serve hot with rice and to make the spice paste
 - B. To make the spice paste and the instructions to make Brigade Tempe
 - C. The instructions to make Brigade Tempe and To make the spice tempe
 - D. The ingredients to make brigade Tempe and The instructions to make Brigade Tempe

How to operate a fan

To operate a fan you must follow these instructions. The first is, plug the power cord into a wall outlet. (AC 120 Volts 60 HZ). To make the fan move sideways, push the pin on top of the motor. To move the fan up or down, first pull up the Ocilla ting pin, then press the tilt adjustment knob. To change the speed of the fan, press one of the switches at the bottom.

10. The character/participant of the text above is.....
 - A. Motor
 - B. Ocilla
 - C. Fan
 - D. Stove

How to Make Simple Sandwich

You will need these ingredients to make sandwich: two slices of bread, cheddar cheese, tomato sauce, lettuce. And you will also need these things to make sandwich: a knife, a plate and a toothpick. Firstly, place a slice of bread on a plate. Then add onions on the slice of bread. You can add lettuce after that. Now you add chider cheese on the bread. And add some tomato sauce then. The last closed it with another slice of bread and fold it in a half.

11. What the purpose of the text above?
 - A. To invite someone to eat Sandwich
 - B. To ask someone to cook something
 - C. To explain How to Make Simple Sandwich to reader
 - D. To explain reader to cook Simple Sandwich to reader

To make egg and lemon soup, you need all ingredients follow: 3 pints chicken stock, juice of 2 lemon, 3 oz rice, salt and pepper, 4 eggs, well beaten. And here are

the steps to make egg and lemon soup. Put stock into a pan and heat until boiling. Add rice and cook on low heat for fifteen minutes. Mix together egg and lemon juice. Add three tablespoons of stock to the mixture and stir. Stir this mixture into the remaining stock in pan. Add a little of salt and pepper. Cook gently for three minutes. Finally egg and lemon soup ready to be serve.

12. What must be put into a pan and heat until boiling?
 - A. Stock
 - B. Tablespoons
 - C. Salt
 - D. Eggs
13. According to the text above, egg and lemon soup ready to be serve after...
 - A. Add a little of salt and pepper
 - B. Egg and lemon juice mix together
 - C. Cook on low heat for fifteen minutes
 - D. Cook gently for three minutes

The ingredients to make chicken soup: 3 pound, whole fried chicken, 6 to 8 cups of water, 1 diced garlic clove, 1 cup of sliced celery, ½ cups of sliced carrots, 2 cup of chopped leeks, 3 tablespoons of fresh chopped parsley, freshly ground black pepper, pinch of salt. Method: rinse the chicken. Place the chicken in a bowl and add vegetables, and enough water to cover them. Put the bowl into an oven and boil over medium-high heat. Reduce heat to low and simmer, covered for 90 minutes. Remove the chicken from the heat. Serve the steaming hot chicken, garnished with parsley, salt and ground black pepper.

14. What is the main idea of the paragraph above?
 - A. How to take chicken soup
 - B. How to make chicken soup
 - C. How to make fried chicken
 - D. How to buy chicken soup
15. Place the chicken in a bowl and add vegetables, and enough water to cover them is...
 - A. The method to make chicken soup
 - B. The way after the second way to make chicken soup
 - C. The way after the third way to make chicken soup
 - D. The last method to make chicken soup

If you want to install CD-ROM, you start with turn off your computer and unplug power cord from power outlet. Carefully remove the computer cover. Set the master/slave jumper on the rear panel of drive. Then, to get best results, we strongly suggest that you connect your device to the secondary IDE port as the master device. Connect the IDE cable to the drive. Connect the 4-pole power cable to the drive.

Connect the audio cable (if applicable). Carefully slide the drive into the empty bay and mount it. Then replace the computer cover. Plug your computer back to power outlet and then turn your power on.

16. The aim of the text above is...
 - A. To invite someone to buy CD-ROOM
 - B. To make someone come to install CD-ROOM
 - C. To explain how to install CD-ROOM
 - D. To ask someone to get CD-ROOM
17. The title of text above is....
 - A. How to make CD-ROOM
 - B. The way to install CD-ROOM
 - C. How to make the computer connect
 - D. The way to play CD-ROOM
18. What the first instruction when to install CD-ROOM?
 - A. Connect the audio cable (if applicable)
 - B. Start with turn off your computer and unplug power cord from power outlet
 - C. Replace the computer cover
 - D. Plug your computer back to power outlet and then turn your power on

You need these ingredients to make ice cream: 2 cups milk (not skim) or cream, 2 tablespoons sugar, 1 teaspoon Vanilla extract (can substitute other flavoring.), Several cups of Ice (the smaller the pieces, the better), 1 cup salt (rock salt is best, but table salt can also be used). And you need these supplies to make ice cream: Tub or large coffee can to hold salt and ice, Glass bowl or small coffee can, Electric mixer or whisk, Ice cream scoop, Storage container for freezer.

Here are the instructions that you must follow to make ice cream: the first is, setting up the cooling apparatus. Stir ice and salt in the larger container. Double-check that the small container will fit into the larger one even with the ice. The second is, combine the ingredients. Mix together the milk, sugar, and vanilla in the glass bowl. Then, set this bowl in the tub filled with ice and rock salt, making sure that the salt water does not spill into the bowl. Instead of a glass bowl and tub, you can also use a small coffee can inside a large coffee can. The third is, mix the ice cream. Mix the ingredients in the small container vigorously. The salty ice mixture will cool the mixture down until it turns into ice cream. Mix very thoroughly. If you're using a whisk instead of an electric mixer in your glass bowl, you'll have to stir very hard, or ice crystals will form in the ice cream. If you are using the coffee can method, make sure both cans are well sealed, and then roll and shake to mix the ice cream mixture. It should take about 10 to 15 minutes to stir the ice cream using either method. Stir until it is free from ice crystals and is the right consistency. And then, storage and serving. If you don't eat the ice cream right away, be sure to store it in the freezer so that it doesn't melt.

19. The title of the text above is...
- How to eat ice cream
 - How to make ice cream
 - How to buy ice cream
 - How to mix ice cream
20. Why if you don't eat the ice cream right away, be sure to store it in the freezer....
- Because if not, it will melt
 - Because if not, it will be eaten the other
 - It will lose
 - It will hackneyed
21. The characters of the text above are....
- 2 cups milk and stir ice and salt in the larger container
 - Ice cream scoop, Storage container for freezer and
 - 2 cups milk, 2 tablespoons sugar, 1 teaspoon Vanilla extract, Several cups of Ice, 1 cup salt.
 - Tub or large coffee can to hold salt and ice

The ingredients make Kunyit Asam: 1 kg numeric, 1kg pal sugar, 250 g black turmeric, salt as much needed, 3 L of water. Instructions: peel turmeric and wash it. Then, slice it. Use a grinder or blender to grind the sliced turmeric. Pour the ground turmeric into a deep pan and add the rest of the ingredients. Bring it to boil. Stir it occasionally. Once it is boiled strain the mixture. Let it cool off and serve it with some ice cubes.

22. What is the main idea of the text above?
- The way to make Kunyit Asam
 - How to pour Kunyit Asam
 - The way to stir Kunyit Asam occasionally
 - The way to produce Kunyit Asam

Recycling Paper

The equipment recycling paper: old paper, magazine, or newspapers, blender, bucket, insect screens/strainers, wire, bleach, white glue, iron and water.

Direction recycling paper are: first, shape wires into a rectangular shape. Then, cover the wire frame with insect screens and sew it. After that, rip the paper into small pieces. And then, put the torn paper in a bucket and fill it with warm water. Add one table spoon of bleach. Soak the paper for a half an hour. Next, put a cup of soaked paper in a blender, add some bleached water and blend it. And then, pour the blended paper in a large rectangular container. Ex: sink or tray. After that, repeat step 5 and 6 until all of the soaked paper are blended. Then, add and mix two table spoon of white glue to the blended paper. After that, dip the screen frame into the blended paper. Lift and rinse the water for a minute. Then, dry the paper (with the screen

frame still on) in the sun. and then, peel the papers out of the frame screens when it's dry. Finally, iron the paper.

23. The aim of the text above is...
- A. To amuse the reader to do something
 - B. To invite the reader to do something
 - C. To explain how to do something to the reader
 - D. To make reader diligent
24. The main idea of the first and the second paragraph are...
- A. Recycling Paper and the equipment recycling paper
 - B. The equipment recycling paper and directions recycling paper
 - C. Direction recycling paper and recycling paper
 - D. Put the torn paper in a bucket and recycling paper
25. Why wire there in the equipment recycling paper?
- A. Because wire is needed to make recycling paper
 - B. Because the recycling paper will not complete without it
 - C. Because wire is needed for a long time
 - D. Because wire always need to make something

Appendix 2

INSTRUMENTS TEST (Post-Test)

Name :

Class :

Instruction: choose the correct answer by crossing (x) A, B, C and D!!!!

How to Make Roast Corn

To make roast corn you will need some ears of sweet corn, 5 or more table spoons of margarine, 2 cloves of garlic, a pinch of salt and you could add some chilies if you want them to taste hot. *First*, you have to peel the corn skin. *Second*, you have to grind the garlic, salt, and chili (if desired). *Third*, you have to mix the margarine with the ground garlic mixture. *Fourth*, brush the corn with the margarine mixture and roast on a grill until a bit burned. *Fifth*, brush the corn with the margarine mixture again and roast until cooked. *Finally*, Serve hot or warm.

1. What is the title of the text above?
 - A. Sweet corn
 - B. How to make hot corn
 - C. How to make roast corn
 - D. Corn and chilies
2. Based on the text, after we mix margarine with ground garlic mixture, we should
 - A. Peel the corn skin
 - B. Brush the corn with the mixture
 - C. Roast the corn
 - D. Serve the corn

How to Prepare Instant Noodle

First of all, boil for about 450 ml of water and wait until it is boiling. When the water boiled put the instant noodle in boil water. Then stir it for one minute. Next, leak it until the water completely dry. And then, add some cooking oil and mix it well. After that, put it in a bowl and don't forget to add its flavor, mix it well. Next, add some soy sauce and fried onion on it. Finally, the delicious fried noodle is ready to serve.

3. The communicative objective of Procedure Text is ...
 - A. To entertain the reader
 - B. To explain how to do something to the reader
 - C. To describe something to the reader
 - D. To narrate something to the reader

- Nur : I'm not in a good mood today. My white shirt is stained. I think it's better to use it for a cloth or something.
- Nia : No! Don't do that. Try my hints. First, put a paper towel under the stain. Then, spray the stain with hair spray. After that, rub the stain gently with a clean cloth. Continue rubbing until the stain is completely gone.
- Nur : *Are you sure?*
- Nia : *Positive!* I've already tried this tip several times and it works for me.
- Nur : OK then, I'll try it. Thanks so much, Nia.

4. The characters of the text above is ...
- A. Nur, clean cloth, shirt
 - B. A paper towel and Nur
 - C. Nia and Nur
 - D. Hair spray
5. The title of dialogue between Nur and Nia is
- A. How to overcome the stained shirt
 - B. Nur is not in good mood
 - C. My shirt is stained
 - D. Towel is under stained
6. Nur does not good mood to day because....
- A. She thinks, it is better uses for a cloth or something.
 - B. She tries Nia's hints
 - C. Her white shirt is stained
 - D. She does not like her shirt

The pitcher plant, along with Venus's flytrap and Drosera plant, is plant which eats meat. This type of plant "eats" and digest small animals, such as flies, insects and even small frog. Pitcher plant grows in places where the soil does not have much nitrogen. So, how does this plant get nitrogen from its preacher.

First, the pitcher plant of Southeast Asia exudes nectar in its pitcher. It attracts small animals to crawl or to land in its pitcher-like leave. When they reach the edge, they fall into the slippery pitcher where they cannot escape.

After that, the plant secretes enzymes that kill the animals. The animals then are digested by pitcher plant's chemical. They decay and release their nitrogen from their body.

Finally, this plant gets nitrogen to satisfy its need.

7. What will happen after the animals fall down to the pitcher?
- A. They are digested
 - B. They kill the plant

- C. They grow bigger
 - D. They are released by the plant
8. It can be inferred from the passage that the enzyme
- A. Is deadly substance
 - B. Contains nitrogen
 - C. Is digested by the plant
 - D. That kill the animals
9. What the main idea of the text above?
- A. How pitcher plant get nitrogen supply
 - B. How pitcher plant produces chemical liquid
 - C. How small animals manage to escape from pitcher
 - D. The pitcher plant of Southeast Asia exudes nectar in its ptcher

How to Make Coffee and Banana Smoothie

Coffee and banana smoothie ingredients: pinch cinnamon, plus extra for dusting, 1 small banana, 1tablespoon coffee powder, 3 ice cubes, 200ml cold semi-skimmed milk. Coffee and banana smoothie directions: first, place all the ingredients except the ice cubes into a blender. Process, adding the ice cubes one at a time until smooth and creamy. Then, pour into a tall glass, dust with cinnamon and serve. Done, it's time you practice coffee and banana smoothie is delicious.

10. The characters/the participant of the text is....
- A. Coffee and Banana
 - B. Blender
 - C. Glass and Ice
 - D. Coffee and Blender

How to Cook Rice

You will need two cups of water, a cup of rice, salt and a pan with a lid. First, wash the rice in cold water. Then, put the rice in the pan and add the water and the salt. Next, you heat the pan without the lid on until the water boils. When it has boiled, turn down the heat, put the lid on and cook it for about fifteen minutes.

11. What the purpose of the text above?
- A. To explain how to cook rice to reader
 - B. To entertain the reader
 - C. To invite the reader to cook rice
 - D. To make reader easy to cook rice

How to Make a Bowl of Tomato Soup

To make a bowl of tomato soup, you must prepare all ingredients follow: 4 large tomatoes, spices, 1 small onion, ½ teaspoon of salt, 8 cups of water, ¼ teaspoon of pepper, small clove garlic, ¼ teaspoon of butter. And then here are the steps to make a bowl of tomato soup: Cut tomatoes, onions, and garlic into small pieces. Fry them in a pan with butter for five minutes. Add water, spices, salt and pepper. Heat until the water boils. Turn down the heat and cover with lid. Cook gently for one hour.

12. What things must be cut into small pieces?
 - A. Salt, Tomatoes and cups
 - B. Onions, Water and Salt
 - C. Tomatoes, Onions, and Garlic
 - D. Pepper, and Onions
13. Tomatoes, Onions, and Garlic must be cut into small pieces because...
 - A. They must be fried in a fan for five minutes
 - B. They will be made tomato soup
 - C. They big too
 - D. They are delicious

How to Make Meatballs

The procedure of making meatballs. What you need for the ingredients?

1 kilo of very fine minced meat (preferably beef)

2 eggs

300 grams of tapioca-flour

4-8 cloves of garlic

1 red onion

1 teaspoon of white pepper

2 teaspoons of salt

The steps to make meatballs

These steps are instruction on how to make meatballs, just meatball, the soup is made separately. First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer. Second step, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat. After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth. Then, boil some water in a rather large pot, at least about 2 liters. Next step, start rolling the mixture into small meatballs. Finally, lower the meatballs into the boiling water. When they float up to the surface the meatballs are ready to serve.

14. The main idea of the second paragraph is....
 - A. Mix garlic, red onion, salt, and white pepper in a mortar or mixer
 - B. The procedure of making meatballs
 - C. Start rolling the mixture into small meatballs
 - D. The steps to make meatballs

15. 1 kilo of very fine minced meat (preferably beef), 2 eggs, 300 grams of tapioca-flour, 4-8 cloves of garlic, 1 red onion, 1 teaspoon of white pepper, 2 teaspoons of salt are as.....
- A. The ingredients meatballs
 - B. The procedure of making meatballs
 - C. The steps to make meatballs
 - D. All right

How to Make Fried Banana

The ingredients to make fried banana are: 1 ripe black skinned plantain or 4 small finger banana. 1 egg, 1 tablespoon sugar, 6 tablespoon flour, water, a pinch of salt, vegetable oil for deep frying.

The instruction to make fried banana: place flour in a deep mixing bowl. Make a well in the middle of the flour. Then add egg, sugar, salt. Add water little by little. Whisk vigorously until batter is evenly smooth for coating and not too thin. If it is too thin, add more flour. Peel banana and cut in half lengthwise and then cut again with 4 inch width. Dip into batter to coat generously. Heat the oil in a wok until moderately hot. Place banana in the wok and fry slowly until golden brown and crispy. This usually take approximately 10-15 minutes. Removes bananas from oil, drain on paper napkins and dry well. Serve while still warm.

16. The purpose of the text above is....
- A. To make sure that fried banana is sweet
 - B. To entertain the reader
 - C. To explain how to make fried banana to the reader
 - D. To describe banana to the reader
17. The title of the text above is....
- A. How to make fried banana sweet
 - B. How to make fried banana
 - C. How to removes banana from oil
 - D. How to eat sweet banana
18. What the first instruction when make fried banana?
- A. Removes bananas from oil
 - B. Peel banana and cut in half lengthwise
 - C. Fry slowly until golden brown
 - D. Place flour in a deep mixing bowl

How to Make a Milkshake

The ingredients that you need to make a milkshake are: 4 cups vanilla ice cream, 2 cups milk, 4 teaspoons chocolate sauce (optional), 1 cup fresh or frozen strawberries. Now, follow these steps to make a milkshake:

1. Place milkshake glasses into the freezer. Using cold glasses will help the shake stay cool to give you time to enjoy. Leave for up to an hour if possible.
 2. Soften ice cream. It is easier to make a shake when the ice cream is slightly soft. Take the ice cream out of the freezer a few minutes before making your shake.
 3. Place the ingredients into a blender. Mix the ice cream, milk and added flavors into the blender. Blend on high for one minute. Don't leave in the blender for longer or the shake will melt quickly.
 4. Pour shakes into frosty glasses. Take the glasses out of the freezer as soon as the blending is complete. Then pour the shake mixture in.
 5. Drop a straw into the shake, then enjoy. You can sip a shake right from the glass but somehow the straw adds to the flavor and the experience.
19. What the title of the text above?
- A. How to make ice cream
 - B. How to put milkshake into freezer
 - C. How to use a freezer
 - D. How to make a milkshake
20. Don't leave the shake in the blender for longer because....
- A. The shake will hard
 - B. The shake will broke
 - C. The shake will melt quickly
 - D. The shake soft

How to Make a Glass of Sweet Hot Tea

Before you make a glass of sweet hot tea, make sure you have already prepared about these one: tea, hot water, sugar, a glass. To begin make a glass of sweet hot tea, you may look up too the instruction below: Boil water until it is boiled. Pick a glass and put a bag of tea. Add some sugar. When the water is boiled, pour it into the glass. A glass of sweet hot tea is ready to serve.

21. The characters/participant of the text above are...
- A. Tea, hot water, sugar, a glass
 - B. Only hot water
 - C. Just a glass and tea
 - D. Tea, hot water, sugar, a glass and salt
22. What is the main idea of the text above?
- A. How to make a glass of hot water
 - B. The way to make a glass of sweet fresh tea
 - C. How to make a glass of sweet hot coffee
 - D. The way to make a glass of sweet hot tea

How to Make Fried Rice

The materials to make fried rice are: White Rice that's previously been cooked and refrigerated, two Carrots, 1/2 an onion, celery, 3 eggs, beef bouillon, black pepper, garlic powder, ground ginger, soy sauce, butter, vegetable oil, shrimp, chicken and/or pork/tofu (optional).

The steps to make fried rice, for the first is put about 6 cups of rice into your rice cooker. Let it steam until it is ready. Then, wash the vegetables. Then, dice the carrots and onions into small pieces. Set them aside for the next step. Next, add oil and heat up the pan to 100 degrees. Then, toss the vegetables into the pan for about 3 minutes. Then toss in the carrots and onions for 3 minutes with the vegetables. Add the 1 teaspoon of salt into the pan. Next, boil the chicken or shrimp with the rest of the ingredients (optional). Put a bit more oil into the frying pan. Toss the rice in carefully. Add an egg and scramble with the other ingredients. Add approximately 2 to 3 tablespoons of soy sauce while frying. Put fried rice on a dish and it's ready to serve!

23. The aim of the text above is....
- A. To amuse the reader
 - B. To invite the reader
 - C. To explain how to do something to the reader
 - D. To make reader sad
24. The main idea of the first and the second paragraph are:
- A. The materials to make fried rice and it's ready to serve!
 - B. Put fried rice on a dish and it's ready to serve!
 - C. The materials to make fried rice and the steps to make fried rice
 - D. A, B and C wrong
25. Oil and garlic can't lose when make fried rice because...
- A. They are intended the ingredients to make fried rice
 - B. They are delicious things in fried rice
 - C. They will make fried rice nice without the other
 - D. They are expensive things between the other

Appendix 3

Key Answer of Post-Test

- 17. C
- 18. B
- 19. B
- 20. C
- 21. A
- 22. C
- 23. A
- 24. D
- 25. A

- 8. A
- 9. A
- 10. C
- 11. A
- 12. D
- 13. A
- 14. C
- 15. B
- 16. D

- 1. D
- 2. C
- 3. A
- 4. D
- 5. C
- 6. C
- 7. A

Key Answer of Pre-Test

- 17. B
- 18. A
- 19. B
- 20. B
- 21. A
- 22. C
- 23. D
- 24. D
- 25. D

- 8. C
- 9. C
- 10. A
- 11. D
- 12. B
- 13. A
- 14. C
- 15. B
- 16. B

- 1. A
- 2. B
- 3. C
- 4. A
- 5. C
- 6. B
- 7. A

Appendix 4

Table Item of Pre-Test

Tess - tee	Number of Item																									x_t	x_t^2
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	13	169
2	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	20	400
3	1	1	1	1	0	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	9	81
4	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	0	1	8	64
5	1	1	1	0	1	0	0	1	1	0	1	0	0	0	0	1	1	1	0	0	0	0	0	1	0	11	121
6	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	8	64
7	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	22	484
8	1	1	1	0	0	0	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	16	256
9	1	1	1	0	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	18	324
10	0	0	1	1	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	1	1	1	10	100
11	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	441
12	0	1	1	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	10	100
13	1	0	1	1	1	0	0	1	0	0	1	1	1	0	0	1	1	0	1	0	1	1	0	0	1	14	196
14	1	1	1	0	0	0	0	1	0	1	0	1	0	0	1	0	1	1	1	1	0	1	1	1	0	14	196
15	1	1	1	0	0	0	0	1	0	1	0	1	0	0	1	0	1	1	0	1	1	1	0	1	0	13	169
16	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	18	324
17	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	1	7	49
18	0	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	18	324
19	0	1	0	0	1	0	0	0	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	15	225
20	0	0	1	0	0	1	1	1	0	1	0	1	0	0	1	0	0	1	1	1	0	1	0	0	0	11	121
21	0	0	1	0	0	0	0	1	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	14	196
22	1	1	0	1	0	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	0	0	0	1	0	11	121
23	1	1	1	1	0	0	0	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	0	1	0	13	169
24	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
25	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	20	400
26	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	18	324
27	1	1	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	8	64
$N_{=27}$	16	19	23	16	7	3	3	15	2	21	17	23	14	12	17	11	20	12	17	19	18	23	16	18	15	Σ $x_t=379$	$\Sigma x_t^2=5499$
p	0.6	0.7	0.9	0.6	0.3	0.1	0.1	0.6	0.1	0.8	0.6	0.9	0.6	0.4	0.6	0.4	0.7	0.4	0.6	0.7	0.7	0.9	0.6	0.7	0.6		
q	0.4	0.3	0.1	0.4	0.7	0.9	0.9	0.4	0.9	0.2	0.4	0.1	0.4	0.6	0.4	0.6	0.3	0.6	0.4	0.3	0.3	0.1	0.4	0.3	0.4		

The calculation of $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in pre-test

A. The calculation of pre-test

1. Means score from score total (M_t)

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{379}{27} = 14.037$$

2. Standard deviation (SD_t)

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

$$SD_t = \sqrt{\frac{5499}{27} - \left(\frac{379}{27}\right)^2}$$

$$SD_t = \sqrt{203.66 - 14.03^2}$$

$$SD_t = \sqrt{203.66 - 196.84} = \sqrt{6.82} = 2.116$$

3. Means score (M_p)

Item 1 $M_{p1} = \frac{\text{the total of students score that answer true item}}{n1}$

$$M_{p1} = \frac{20+9+10+8+22+16+17+14+14+13+18+11+13+20+18+8}{16}$$

$$M_{p1} = \frac{231}{16} = 14.437$$

Item 2 $M_{p2} = \frac{\text{the total of students score that answer true item}}{n2}$

$$M_{p2} = \frac{20+9+10+22+16+17+21+10+14+13+18+8+18+8+18+15+11+13+20+20+8}{19}$$

$$M_{p2} = \frac{265}{19} = 13.947$$

Item 3 $M_{p3} = \frac{\text{the total of students score that answer true item}}{n3}$

$$M_{p3} = \frac{13+20+9+8+10+22+16+17+10+21+10+14+14+13+18+8+18+11+14+13+20+20+18}{23}$$

$$M_{p3} = \frac{337}{23} = 14.652$$

$$\text{Item 4 } M_{p4} = \frac{\text{the total of students score that answer true item}}{n4}$$

$$M_{p4} = \frac{13+20+9+8+22+8+10+21+10+14+18+18+11+13+20+20}{16}$$

$$M_{p4} = \frac{266}{16} = 16.625$$

$$\text{Item 5 } M_{p5} = \frac{\text{the total of students score that answer true item}}{n5}$$

$$M_{p5} = \frac{20+10+17+14+15+20+18}{7} = \frac{114}{7} = 16.285$$

$$\text{Item 6 } M_{p6} = \frac{\text{the total of students score that answer true item}}{n6}$$

$$M_{p6} = \frac{20+22+11}{3} = \frac{53}{3} = 17.666$$

$$\text{Item 7 } M_{p7} = \frac{\text{the total of students score that answer true item}}{n7}$$

$$M_{p7} = \frac{20+22+11}{3} = \frac{53}{3} = 17.666$$

$$\text{Item 8 } M_{p8} = \frac{\text{the total of students score that answer true item}}{n8}$$

$$M_{p8} = \frac{20+10+22+16+17+21+10+14+14+13+11+14+20+20+18}{15}$$

$$M_{p8} = \frac{240}{15} = 16.00$$

$$\text{Item 9} = \frac{\text{the total of students score that answer true item}}{n9}$$

$$M_{p6} = \frac{15+22}{2} = \frac{37}{2} = 18.50$$

$$\text{Item 10 } M_{p10} = \frac{\text{the total of students score that answer true item}}{n10}$$

$$M_{p10} = \frac{13+20+9+22+16+17+10+21+14+14+13+18+15+11+14+11+13+20+20+18+8}{21}$$

$$M_{p10} = \frac{317}{21} = 15.095$$

$$\text{Item 11 } M_{p11} = \frac{\text{the total of students score that answer true item}}{n11}$$

$$M_{p11} = \frac{20+9+10+22+16+17+21+14+18+18+15+14+11+20+20+18+8}{17}$$

$$M_{p11} = \frac{271}{17} = 15.941$$

$$\text{Item 12 } M_{p12} = \frac{\text{the total of students score that answer true item}}{n12}$$

$$M_{p12} = \frac{13+20+9+8+8+22+16+17+16+21+10+14+14+13+18+8+18+11+13+20+20+18+8}{23}$$

$$M_{p12} = \frac{335}{23} = 14.565$$

$$\text{Item 13 } M_{p13} = \frac{\text{the total of students score that answer true item}}{n13}$$

$$M_{p13} = \frac{13+20+22+16+17+21+14+18+18+15+11+20+20+18}{14}$$

$$M_{p13} = \frac{243}{14} = 17.357$$

$$\text{Item 14 } M_{p14} = \frac{\text{the total of students score that answer true item}}{n14}$$

$$M_{p14} = \frac{8+22+21+18+8+18+14+11+13+20+20+18}{12}$$

$$M_{p14} = \frac{191}{12} = 15.916$$

$$\text{Item 15 } M_{p15} = \frac{\text{the total of students score that answer true item}}{n15}$$

$$M_{p15} = \frac{20+8+22+16+17+10+21+14+13+18+18+11+14+20+20+18+8}{17}$$

$$M_{p15} = \frac{268}{17} = 15.764$$

$$\text{Item 16 } M_{p16} = \frac{\text{the total of students score that answer true item}}{n16}$$

$$M_{p16} = \frac{13+10+21+14+18+18+15+13+20+20+18}{11}$$

$$M_{p16} = \frac{180}{11} = 16.363$$

$$\text{Item 17 } M_{p17} = \frac{\text{the total of students score that answer true item}}{n17}$$

$$M_{p17} = \frac{18+20+20+11+14+15+18+14+14+13+18+21+17+16+22+8+10+9+20+13}{20}$$

$$M_{p17} = \frac{311}{20} = 15.550$$

$$\text{Item 18 } M_{p18} = \frac{\text{the total of students score that answer true item}}{n18}$$

$$M_{p18} = \frac{20+10+22+21+10+14+13+8+18+11+11+24+18}{12}$$

$$M_{p18} = \frac{186}{12} = 15.500$$

$$\text{Item 19 } M_{p19} = \frac{\text{the total of students score that answer true item}}{n19}$$

$$M_{p19} = \frac{8+22+16+18+10+21+14+14+18+18+11+14+13+20+20+18+8}{17}$$

$$M_{p19} = \frac{263}{17} = 15.470$$

$$\text{Item 20 } M_{p20} = \frac{\text{the total of students score that answer true item}}{n20}$$

$$M_{p20} = \frac{13+20+8+22+16+21+10+14+13+7+18+15+11+14+11+13+20+20+18}{19}$$

$$M_{p20} = \frac{284}{19} = 14.947$$

$$\text{Item 21 } M_{p21} = \frac{\text{the total of students score that answer true item}}{n21}$$

$$M_{p21} = \frac{13+20+8+8+22+16+18+21+14+13+18+18+15+14+13+20+20+18}{18}$$

$$M_{p21} = \frac{289}{18} = 16.055$$

$$\text{Item 22 } M_{p22} = \frac{\text{the total of students score that answer true item}}{n22}$$

$$M_{p22} = \frac{13+20+8+22+16+18+10+21+10+14+14+13+18+7+18+15+11+14+13+20+20+18+8}{23}$$

$$M_{p22} = \frac{341}{23} = 14.826$$

Item 23 $M_{p23} = \frac{\text{the total of students score that answer true item}}{n23}$

$$M_{p23} = \frac{13+20+9+22+16+18+10+21+14+18+18+15+14+20+20+18}{16}$$

$$M_{p23} = \frac{266}{16} = 16.625$$

Item 24 $M_{p24} = \frac{\text{the total of students score that answer true item}}{n24}$

$$M_{p24} = \frac{13+11+22+18+10+21+10+14+13+18+18+15+14+11+13+20+20+8}{18}$$

$$M_{p24} = \frac{269}{18} = 14.944$$

Item 25 $M_{p25} = \frac{\text{the total of students score that answer true item}}{n25}$

$$M_{p25} = \frac{13+20+8+22+16+18+10+21+14+18+7+18+15+14+20}{15}$$

$$M_{p25} = \frac{234}{15} = 15.600$$

4. The calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1 = $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{14.437 - 14.037}{2.116} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{0.400}{2.116} \sqrt{1.5}$$

$$r = 0.189 \times 1.22 = 0.23$$

$$\text{Item 2 } r_{\text{pbi}} = \frac{13.947-14.037}{2.116} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{-0.09}{2.116} \sqrt{2.33}$$

$$r = -0.042 \times 1.52 = -0.063$$

$$\text{Item 3 } r_{\text{pbi}} = \frac{14.437-14.037}{2.116} \sqrt{\frac{0.9}{0.1}}$$

$$r = \frac{0.615}{2.116} \sqrt{9}$$

$$r = 0.290 \times 3 = 0.870$$

$$\text{Item 4 } r_{\text{pbi}} = \frac{16.625-14.037}{2.116} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{2.588}{2.116} \sqrt{1.5}$$

$$r = 1.223 \times 1.22 = 1.492$$

$$\text{Item 5 } r_{\text{pbi}} = \frac{16.285-14.037}{2.116} \sqrt{\frac{0.3}{0.7}}$$

$$r = \frac{2.248}{2.116} \sqrt{0.42}$$

$$r = 1.062 \times 0.648 = 0.688$$

$$\text{Item 6 } r_{\text{pbi}} = \frac{17.666-14.037}{2.116} \sqrt{\frac{0.1}{0.9}}$$

$$r = \frac{3.629}{2.116} \sqrt{0.111}$$

$$r = 1.715 \times 0.333 = 0.571$$

$$\text{Item 7 } r_{\text{pbi}} = \frac{17.666-14.037}{2.116} \sqrt{\frac{0.1}{0.9}}$$

$$r = \frac{3.629}{2.116} \sqrt{0.111}$$

$$r = 1.715 \times 0.333 = 0.571$$

$$\text{Item 8 } r_{\text{pbi}} = \frac{16.000 - 14.037}{2.116} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.963}{2.116} \sqrt{1.5}$$

$$r = 0.927 \times 1.22 = 1.131$$

$$\text{Item 9 } r_{\text{pbi}} = \frac{18.500 - 14.037}{2.116} \sqrt{\frac{0.1}{0.9}}$$

$$r = \frac{4.403}{2.116} \sqrt{0.111}$$

$$r = 2.109 \times 0.333 = 0.702$$

$$\text{Item 10 } r_{\text{pbi}} = \frac{15.095 - 14.037}{2.116} \sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{1.058}{2.116} \sqrt{4}$$

$$r = 0.500 \times 2 = 1$$

$$\text{Item 11 } r_{\text{pbi}} = \frac{15.941 - 14.037}{2.116} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.904}{2.116} \sqrt{1.5}$$

$$r = 0.899 \times 1.22 = 1.097$$

$$\text{Item 12 } r_{\text{pbi}} = \frac{14.565 - 14.037}{2.116} \sqrt{\frac{0.9}{0.1}}$$

$$r = \frac{0.528}{2.116} \sqrt{9}$$

$$r = 0.249 \times 3 = 0.748$$

$$\text{Item 13 } r_{\text{pbi}} = \frac{17.357 - 14.037}{2.116} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{3.20}{2.116} \sqrt{1.5}$$

$$r = 1.569 \times 1.22 = 1.914$$

$$\text{Item 14 } r_{\text{pbi}} = \frac{15.916 - 14.037}{2.116} \sqrt{\frac{0.4}{0.6}}$$

$$r = \frac{1.879}{2.116} \sqrt{0.666}$$

$$r = 0.888 \times 0.816 = 0.665$$

$$\text{Item 15 } r_{\text{pbi}} = \frac{15.764 - 14.037}{2.116} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.727}{2.116} \sqrt{1.5}$$

$$r = 0.816 \times 1.22 = 0.996$$

$$\text{Item 16 } r_{\text{pbi}} = \frac{16.363 - 14.037}{2.116} \sqrt{\frac{0.4}{0.6}}$$

$$r = \frac{2.326}{2.116} \sqrt{0.666}$$

$$r = 1.099 \times 0.816 = 0.897$$

$$\text{Item 17 } r_{\text{pbi}} = \frac{15.550 - 14.037}{2.116} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{1.513}{2.116} \sqrt{2.33}$$

$$r = 0.715 \times 1.52 = 1.086$$

$$\text{Item 18 } r_{\text{pbi}} = \frac{15.500 - 14.037}{2.116} \sqrt{\frac{0.4}{0.6}}$$

$$r = \frac{1.463}{2.116} \sqrt{0.666}$$

$$r = 0.691 \times 0.816 = 0.564$$

$$\text{Item 19 } r_{\text{pbi}} = \frac{15.470 - 14.037}{2.116} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.433}{2.116} \sqrt{1.5}$$

$$r = 0.677 \times 1.22 = 0.826$$

$$\text{Item 20 } r_{\text{pbi}} = \frac{14.947 - 14.037}{2.116} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.910}{2.116} \sqrt{2.33}$$

$$r = 0.430 \times 1.52 = 0.653$$

$$\text{Item 21 } r_{\text{pbi}} = \frac{16.055 - 14.037}{2.116} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{2.018}{2.116} \sqrt{2.33}$$

$$r = 0.953 \times 1.52 = 1.450$$

$$\text{Item 22 } r_{\text{pbi}} = \frac{14.826 - 14.037}{2.116} \sqrt{\frac{0.9}{0.1}}$$

$$r = \frac{0.789}{2.116} \sqrt{9}$$

$$r = 0.372 \times 3 = 1.118$$

$$\text{Item 23 } r_{\text{pbi}} = \frac{116.625 - 14.037}{2.116} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{2.588}{2.116} \sqrt{1.5}$$

$$r = 1.223 \times 1.22 = 1.492$$

$$\text{Item 24 } r_{\text{pbi}} = \frac{14.944 - 14.037}{2.116} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.907}{2.116} \sqrt{2.33}$$

$$r = 0.428 \times 1.52 = 0.651$$

$$\text{Item 25 } r_{\text{pbi}} = \frac{15.600 - 14.037}{2.116} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.563}{2.116} \sqrt{1.5}$$

$$r = 0.738 \times 1.22 = 0.901$$

Appendix 5

Table Validity of Pre- Test

Number of Item	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1.	14.437	14.037	2.116	0.60	0.40	0.230	0,381	Invalid
2.	13.947	14.037	2.116	0.70	0.30	0.063	0,381	Invalid
3.	14.652	14.037	2.116	0.90	0.10	0.870	0,381	Valid
4.	16.625	14.037	2.116	0.60	0.40	1.492	0,381	Valid
5.	16.285	14.037	2.116	0.30	0.70	0.688	0,381	Valid
6.	17.666	14.037	2.116	0.10	0.90	0.571	0,381	Valid
7.	17.666	14.037	2.116	0.10	0.90	0.571	0,381	Valid
8.	16.000	14.037	2.116	0.60	0.40	1.131	0,381	Valid
9.	18.500	14.037	2.116	0.10	0.90	0.702	0,381	Valid
10.	15.095	14.037	2.116	0.80	0.20	1.000	0,381	Valid
11.	15.941	14.037	2.116	0.60	0.40	1.097	0,381	Valid
12.	14.565	14.037	2.116	0.90	0.10	0.748	0,381	Valid
13.	17.357	14.037	2.116	0.60	0.40	1.914	0,381	Valid
14.	15.916	14.037	2.116	0.40	0.60	0.665	0,381	Valid
15.	15.764	14.037	2.116	0.60	0.40	0.996	0,381	Valid
16.	16.363	14.037	2.116	0.40	0.60	0.897	0,381	Valid
17.	15.550	14.037	2.116	0.40	0.60	1.086	0,381	Valid
18.	15.500	14.037	2.116	0.40	0.60	0.564	0,381	Valid
19.	15.470	14.037	2.116	0.60	0.40	0.826	0,381	Valid
20.	14.947	14.037	2.116	0.70	0.30	0.653	0,381	Valid
21.	16.055	14.037	2.116	0.70	0.30	1.450	0,381	Valid
22.	14.826	14.037	2.116	0.90	0.10	1.118	0,381	Valid
23.	16.625	14.037	2.116	0.60	0.40	1.492	0,381	Valid
24.	14.944	14.037	2.116	0.70	0.30	0.651	0,381	Valid
25.	15.600	14.037	2.116	0.60	0.40	0.901	0,381	Valid

Appendix 6

Table r Product Moment to Reliability Test for Pre-Test

Students	Score Item		XY	X ²	Y ²
	Anomalous (X)	Even (Y)			
1	6	7	42	36	49
2	10	10	100	100	100
3	5	4	20	25	16
4	4	4	16	16	16
5	6	5	30	36	25
6	5	3	15	25	9
7	11	11	121	121	121
8	10	6	60	100	36
9	11	7	77	121	49
10	5	5	25	25	25
11	9	12	108	81	144
12	1	9	9	1	81
13	9	5	45	81	25
14	6	8	48	36	64
15	5	8	40	25	64
16	10	8	80	100	64
17	2	6	12	4	36
18	9	9	81	81	81
19	8	7	56	64	49
20	5	6	30	25	36
21	8	6	48	64	36
22	4	7	28	16	49
23	4	9	36	16	81
24	9	11	99	81	121
25	10	10	100	100	100
26	10	8	80	100	64
27	3	5	15	9	25
Total	185	196	1493	1489	1566

Appendix 7

Reliability of Pre-Test

The formula $r_{tt} = \frac{2 r_{hh}}{1 + r_{hh}}$

From table $\Sigma X = 185$ $\Sigma X^2 = 1489$

$\Sigma Y = 196$ $\Sigma Y^2 = 1566$

$\Sigma XY = 1495$ $N = 27$

$$\begin{aligned} r_{hh} &= \frac{N \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N \cdot \Sigma X^2 - (\Sigma X)^2) \times (N \cdot \Sigma Y^2 - (\Sigma Y)^2)}} \\ &= \frac{27 \cdot 1495 - (185)(196)}{\sqrt{(27 \cdot 1489 - (185)^2) \times (27 \cdot 1566 - (196)^2)}} \\ &= \frac{40311 - 36260}{\sqrt{(40203 - 34225) \times (42282 - 38416)}} \\ &= \frac{4051}{\sqrt{5978 \times 3866}} = \frac{4051}{\sqrt{23110948}} = \frac{4051}{4807.38} = 0.842 \end{aligned}$$

$$\text{So, } r_{tt} = \frac{2 \times 0.842}{1 + 0.842} = \frac{1.685}{1.842} = 0.914$$

From above researcher concludes that $r_{tt} = 0.914 > r_{\text{account}} = 0.70$. it means that pre-test was reliable

Appendix 8

Table Item of Post-Test

Tess-tee	Number of Item																									x_t	x_t^2
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	1	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	15	225
2	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	20	400
3	0	1	0	0	0	0	0	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	7	49
4	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	8	64
5	0	0	0	0	1	0	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6	36
6	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	0	0	0	7	49
7	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	21	441
8	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	19	361
9	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	20	400
10	0	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	1	0	1	1	1	1	10	100
11	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	22	484
12	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	6	36
13	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	19	361
14	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	0	1	1	1	1	0	1	1	1	0	17	289
15	0	1	1	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1	0	1	1	1	0	1	0	14	196
16	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	20	400
17	0	0	1	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	8	64
18	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	21	441
19	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	20	400
20	0	1	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	9	81
21	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	17	289
22	0	1	1	1	0	0	0	1	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	10	100
23	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	0	0	1	1	1	1	0	1	0	15	225
24	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21	441
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	23	529
26	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	21	441
27	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	8	64
$N_{=27}$	10	21	18	19	13	14	7	16	19	23	18	23	14	5	17	10	20	14	16	19	18	23	16	16	15	$\Sigma x_t=404$	$\Sigma x_t^2=6966$
p	0.4	0.8	0.7	0.7	0.5	0.5	0.3	0.6	0.7	0.9	0.6	0.9	0.5	0.2	0.6	0.4	0.7	0.5	0.6	0.7	0.7	0.9	0.6	0.6	0.6		
q	0.6	0.2	0.3	0.3	0.5	0.5	0.7	0.4	0.3	0.1	0.4	0.1	0.5	0.8	0.4	0.6	0.3	0.5	0.4	0.3	0.3	0.1	0.4	0.4	0.4		

Appendix 9

Table Validity of Post Test

Number of Item	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1.	19,400	14,96	5,848	0,40	0,60	0,615	0,381	Valid
2.	17,285	14,96	5,848	0,80	0,20	0,780	0,381	Valid
3.	16,833	14,96	5,848	0,60	0,40	0,486	0,381	Valid
4.	16,736	14,96	5,848	0,70	0,30	0,456	0,381	Valid
5.	18,230	14,96	5,848	0,50	0,50	0,560	0,381	Valid
6.	17,714	14,96	5,848	0,50	0,50	0,470	0,381	Valid
7.	17,857	14,96	5,848	0,30	0,70	0,328	0,381	Invalid
8.	15,312	14,96	5,848	0,60	0,40	0,071	0,381	Invalid
9.	19,947	14,96	5,848	0,70	0,30	0,258	0,381	Invalid
10.	15,652	14,96	5,848	0,90	0,10	1,080	0,381	Valid
11.	17,117	14,96	5,848	0,70	0,30	0,562	0,381	Valid
12.	16,217	14,96	5,848	0,90	0,10	0,660	0,381	Valid
13.	19,071	14,96	5,848	0,50	0,50	0,700	0,381	Valid
14.	19,800	14,96	5,848	0,20	0,80	0,415	0,381	Valid
15.	16,941	14,96	5,848	0,60	0,40	0,414	0,381	Valid
16.	19,400	14,96	5,848	0,40	0,60	0,615	0,381	Valid
17.	16,850	14,96	5,848	0,70	0,30	0,486	0,381	Valid
18.	17,500	14,96	5,848	0,50	0,50	0,435	0,381	Valid
19.	17,312	14,96	5,848	0,60	0,40	0,488	0,381	Valid
20.	16,789	14,96	5,848	0,70	0,30	0,781	0,381	Valid
21.	17,777	14,96	5,848	0,70	0,30	0,729	0,381	Valid
22.	18,187	14,96	5,848	0,60	0,40	0,671	0,381	Valid
23.	16,217	14,96	5,848	0,90	0,10	0,660	0,381	Valid
24.	16,937	14,96	5,848	0,60	0,40	0,414	0,381	Valid
25.	17,133	14,96	5,848	0,60	0,60	0,451	0,381	Valid

Appendix 10

Table r Product Moment to Reliability Test for Post-Test

Students	Score Item		XY	X ²	Y ²
	Anomalous (X)	Even (Y)			
1	6	9	54	36	81
2	10	10	100	100	100
3	4	3	12	16	9
4	3	5	15	9	25
5	4	2	8	16	4
6	5	2	10	25	4
7	10	11	110	100	121
8	9	10	90	81	100
9	11	9	99	121	81
10	4	6	24	16	36
11	12	10	120	144	100
12	1	5	5	1	25
13	11	8	88	121	64
14	7	10	70	49	100
15	4	10	40	16	100
16	12	8	96	144	64
17	3	5	15	9	25
18	12	9	108	144	81
19	12	8	96	144	64
20	2	7	14	4	49
21	9	8	72	81	64
22	5	5	25	25	25
23	6	9	99	36	81
24	11	10	120	121	100
25	12	11	132	144	121
26	11	10	110	121	100
27	4	4	16	16	16
Total	200	204	1748	1840	1740

Appendix 11

Reliability of Post-Test

The formula $r_{tt} = \frac{2 r_{hh}}{1 + r_{hh}}$

$$\text{From table } \Sigma X = 200 \quad \Sigma X^2 = 1840$$

$$\Sigma Y = 204 \quad \Sigma Y^2 = 1740$$

$$\Sigma XY = 1748 \quad N = 27$$

$$\begin{aligned} r_{hh} &= \frac{N \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N \cdot \Sigma X^2 - (\Sigma X)^2) \times (N \cdot \Sigma Y^2 - (\Sigma Y)^2)}} \\ &= \frac{27 \cdot 1748 - (200)(204)}{\sqrt{(27 \cdot 1840 - (200)^2) \times (27 \cdot 1740 - (204)^2)}} \\ &= \frac{47196 - 40800}{\sqrt{(49680 - 40000) \times (46980 - 41616)}} \\ &= \frac{6396}{\sqrt{9680 \times 5364}} = \frac{6396}{\sqrt{51923520}} = \frac{6396}{7205.79} = 0.887 \end{aligned}$$

$$\text{So, } r_{tt} = \frac{2 \times 0.887}{1 + 0.887} = \frac{1.774}{1.887} = 0.940$$

From above researcher concludes that $r_{tt} = 0.940 > r_{\text{account}} = 0.70$. it means that post-test was reliable

Appendix 12

The List of Interview to Find Students' Problems in Teaching Reading Comprehension

A. Interviews to the Teachers

1. Apakah siswa mampu memahami sebuah teks yang mereka baca?
(Are the students able to comprehend a text that they read?)
2. Bagaimanakah respon siswa ketika mereka disuruh membaca dan memahami bacaan?
(how the students' response while they are asked to read and to comprehend the text?)
3. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam belajar reading?
(What are the student difficulties in reading learning?)
4. Teknik-teknik apa saja yang digunakan ibu dalam mengajarkan reading di SMP Negeri 5 Padangsidempuan?
(What are the technique that is used by Mrs. in teaching reading SMP Negeri 5 Padangsidempuan?)
5. Bagaimanakah hasil belajar siswa dalam belajar reading?
(How about the students result in reading learning?)
6. Bagaimana ibu memecahkan masalah tersebut?
(How Msr. to solve this problems?)

B. Interviews to the Students

1. Apakah adik menyenangi bahasa inggris?
(are you interest English subject?)
2. Apakah adik sering membaca dan memahami bacaan?
(Do you often reading and comprehending the text?)
3. Apakah adik menyukai pelajaran bahasa inggris, khususnya pelajaran reading?
(Are you interest English subject especially in reading learning?)

4. Bagaimana teknik mengajarkan reading di sekolah adik, dan apakah menurut adik teknik itu cukup bagus?
(How is the technique in teaching reading in your school, and is it good or not?)
5. Apakah teknik mengajarkan reading disekolah ini sudah sesuai dengan keinginan adik?
(Is the technique in teaching reading has been suitable to your desire?)
6. Strategi apa yang adik gunakan dalam mempelajari reading?
(What is the strategy that you used in learning reading?)
7. Apakah adik mengalami kesulitan dalam belajar speaking?
(Do you find any difficulties in learning reading?)
8. Kesulitan-kesulitan apa saja yang adik hadapi dalam mempelajari reading?
(What are the difficulties that is often found by you in learning reading?)
9. Apa solusi yang diberikan guru kepada adik jika menemui kesulitan-kesulitan dalam mempelajari reading?
(What is the solution that is given by the teacher to you if you find the difficulties in learning reading?)

Appendix 13

INSTRUMENTS TEST (Pre-test)

Name :

Class :

Instruction: choose the correct answer by crossing (x) A, B, C and D!!!!

The ingredients to make brigade Tempe are: 150 g Tempe, 2 tablespoons fried shallots, 3 kefir lime leaves, 1 tablespoon flour, 1 egg, 1 cup vegetable oil for frying. And to make the spice paste, you need: 3 large chilies, seeds removed, 3 small chilies, 2 red shallots, 2 cloves garlic, 1/2 teaspoon chopped galangal, 1 candle nut, 1/2 teaspoon coriander seeds, 1/2 teaspoon salt, 1/4 teaspoon shrimp paste.

Here are the instructions to make Brigade Tempe. The first, mash the Tempe with a fork or place in the bowl of a food processor and blend until it resembles coarse bread crumbs. Then, grind the spices in a mortar and pestle or place in the bowl of a food processor and blend to a smooth paste. Next, put the mashed Tempe in a bowl and mix with the spice paste, fried shallots and lime leaves. Stir in the flour, followed by the egg. Shape the Tempe into fritters the size of a golf ball and flatten a little with a fork. Heat the vegetable oil in a wok over a medium flame. When the oil is hot, drop the fritters into the oil, five or six at a time. Last, fry until golden brown on both sides, drain on absorbent paper and serve hot with rice.

1. What is the title of the text above?
 - A. The way to fried Tempe
 - B. How to make fried Tempe
 - C. The way to buy brigade Tempe
 - D. How to make brigade Tempe
2. From the text above we know that there some.....
 - A. The ingredients to make brigade Tempe
 - B. The instructions to make the spice paste
 - C. The instructions to make Brigade Tempe
 - D. A, B, and C are right

How to Make Tropical Fruit Juice

Put the slices of papaya, pineapple, red syrup together with some ice cubes into a blender and blend on high for one minute. Next, do the same to the remaining sour soup, vanilla syrup and some ice cubes. Finally, pour the juice into some glasses, the white juice is on the bottom and the red juice is on the top.

3. The communicative objective of Procedure Text is ...
 - A. To entertain the reader how to make tropical fruit juice
 - B. To explain how to do something to the reader

- C. To describe something to the reader
- D. To narrate something to the reader

Fai : the day is very cool. I can't disturb, better I sleep for a long day.
Tia : wow... don't do that, come on with me
Fai : what for? Can you do something?
Tia : which one do you like? Sweet hot tea or a cup of black coffee
Fai : actually I like sweet hot tea but I can't make it
Tia : ok, follow my hints! Before you make a glass of sweet hot tea, make sure you have already prepared about these one: tea, hot water, sugar, a glass. To begin make a glass of sweet hot tea, you may look up too the instruction below: Boil water until it is boiled. Pick a glass and put a bag of tea. Add some sugar. When the water is boiled, pour it into the glass. A glass of sweet hot tea is ready to serve.
Fai : yeah it simple thing to do.

4. Fai want to sleep for a long day because
- A. He want drink a cup of sweet hot tea
 - B. He is lazy man
 - C. He does not disturb and he can't make sweet hot tea for him
 - D. He does not like make sweet hot tea for Tia

How to operate a fan

To operate a fan you must follow these instructions. The first is, plug the power cord into a wall outlet. (AC 120 Volts 60 HZ). To make the fan move sideways, push the pin on top of the motor. To move the fan up or down, first pull up the Ocilla ting pin, then press the tilt adjustment knob. To change the speed of the fan, press one of the switches at the bottom.

5. The character/participant of the text above is.....
- A. Motor
 - B. Ocilla
 - C. Fan
 - D. Stove

How to Make Simple Sandwich

You will need these ingredients to make sandwich: two slices of bread, cheddar cheese, tomato sauce, lettuce. And you will also need these things to make sandwich: a knife, a plate and a toothpick. Firstly, place a slice of bread on a plate. Then add onions on the slice of bread. You can add lettuce after that. Now you add chider cheese on the bread. And add some tomato sauce then. The last closed it with another slice of bread and fold it in a half.

6. What the purpose of the text above?
- A. To invite someone to eat Sandwich

- B. To ask someone to cook something
- C. To explain How to Make Simple Sandwich to reader
- D. To explain reader to cook Simple Sandwich to reader

To make egg and lemon soup, you need all ingredients follow: 3 pints chicken stock, juice of 2 lemon, 3 oz rice, salt and pepper, 4 eggs, well beaten. And here are the steps to make egg and lemon soup. Put stock into a pan and heat until boiling. Add rice and cook on low heat for fifteen minutes. Mix together egg and lemon juice. Add three tablespoons of stock to the mixture and stir. Stir this mixture into the remaining stock in pan. Add a little of salt and pepper. Cook gently for three minutes. Finally egg and lemon soup ready to be serve.

- 7. What must be put into a pan and heat until boiling?
 - A. Stock
 - B. Tablespoons
 - C. Salt
 - D. Eggs
- 8. According to the text above, egg and lemon soup ready to be serve after...
 - A. Add a little of salt and pepper
 - B. Egg and lemon juice mix together
 - C. Cook on low heat for fifteen minutes
 - D. Cook gently for three minutes

The ingredients to make chicken soup: 3 pound, whole fried chicken, 6 to 8 cups of water, 1 diced garlic clove, 1 cup of sliced celery, ½ cups of sliced carrots, 2 cup of chopped leeks, 3 tablespoons of fresh chopped parsley, freshly ground black pepper, pinch of salt. Method: rinse the chicken. Place the chicken in a bowl and add vegetables, and enough water to cover them. Put the bowl into an oven and boil over medium-high heat. Reduce heat to low and simmer, covered for 90 minutes. Remove the chicken from the heat. Serve the steaming hot chicken, garnished with parsley, salt and ground black pepper.

- 9. What is the main idea of the paragraph above?
 - A. How to take chicken soup
 - B. How to make chicken soup
 - C. How to make fried chicken
 - D. How to buy chicken soup
- 10. Place the chicken in a bowl and add vegetables, and enough water to cover them is...
 - A. The method to make chicken soup
 - B. The way after the second way to make chicken soup
 - C. The way after the third way to make chicken soup
 - D. The last method to make chicken soup

If you want to install CD-ROM, you start with turn off your computer and unplug power cord from power outlet. Carefully remove the computer cover. Set the master/slave jumper on the rear panel of drive. Then, to get best results, we strongly suggest that you connect your device to the secondary IDE port as the master device. Connect the IDE cable to the drive. Connect the 4-pole power cable to the drive. Connect the audio cable (if applicable). Carefully slide the drive into the empty bay and mount it. Then replace the computer cover. Plug your computer back to power outlet and then turn your power on.

11. The aim of the text above is...
 - A. To invite someone to buy CD-ROOM
 - B. To make someone come to install CD-ROOM
 - C. To explain how to install CD-ROOM
 - D. To ask someone to get CD-ROOM
12. The title of text above is....
 - A. How to make CD-ROOM
 - B. The way to install CD-ROOM
 - C. How to make the computer connect
 - D. The way to play CD-ROOM
13. What the first instruction when to install CD-ROOM?
 - A. Connect the audio cable (if applicable)
 - B. Start with turn off your computer and unplug power cord from power outlet
 - C. Replace the computer cover
 - D. Plug your computer back to power outlet and then turn your power on

You need these ingredients to make ice cream: 2 cups milk (not skim) or cream, 2 tablespoons sugar, 1 teaspoon Vanilla extract (can substitute other flavoring.), Several cups of Ice (the smaller the pieces, the better), 1 cup salt (rock salt is best, but table salt can also be used). And you need these supplies to make ice cream: Tub or large coffee can to hold salt and ice, Glass bowl or small coffee can, Electric mixer or whisk, Ice cream scoop, Storage container for freezer.

Here are the instructions that you must follow to make ice cream: the first is, setting up the cooling apparatus. Stir ice and salt in the larger container. Double-check that the small container will fit into the larger one even with the ice. The second is, combine the ingredients. Mix together the milk, sugar, and vanilla in the glass bowl. Then, set this bowl in the tub filled with ice and rock salt, making sure that the salt water does not spill into the bowl. Instead of a glass bowl and tub, you can also use a small coffee can inside a large coffee can. The third is, mix the ice cream. Mix the ingredients in the small container vigorously. The salty ice mixture will cool the mixture down until it turns into ice cream. Mix very thoroughly. If you're using a whisk instead of an electric mixer in your glass bowl, you'll have to stir very hard, or ice crystals will form in the ice cream. If you are using the coffee can

method, make sure both cans are well sealed, and then roll and shake to mix the ice cream mixture. It should take about 10 to 15 minutes to stir the ice cream using either method. Stir until it is free from ice crystals and is the right consistency. And then, storage and serving. If you don't eat the ice cream right away, be sure to store it in the freezer so that it doesn't melt.

14. The title of the text above is...
 - A. How to eat ice cream
 - B. How to make ice cream
 - C. How to buy ice cream
 - D. How to mix ice cream
15. Why if you don't eat the ice cream right away, be sure to store it in the freezer....
 - A. Because if not, it will melt
 - B. Because if not, it will be eaten the other
 - C. It will lose
 - D. It will hackneyed
16. The characters of the text above are....
 - A. 2 cups milk and stir ice and salt in the larger container
 - B. Ice cream scoop, Storage container for freezer and
 - C. 2 cups milk, 2 tablespoons sugar, 1 teaspoon Vanilla extract, Several cups of Ice, 1 cup salt.
 - D. Tub or large coffee can to hold salt and ice

The ingredients make Kunyit Asam: 1 kg numeric, 1kg pal sugar, 250 g black turmeric, salt as much needed, 3 L of water. Instructions: peel turmeric and wash it. Then, slice it. Use a grinder or blender to grind the sliced turmeric. Pour the ground turmeric into a deep pan and add the rest of the ingredients. Bring it to boil. Stir it occasionally. Once it is boiled strain the mixture. Let it cool off and serve it with some ice cubes.

17. What is the main idea of the text above?
 - A. The way to make Kunyit Asam
 - B. How to pour Kunyit Asam
 - C. The way to stir Kunyit Asam occasionally
 - D. The way to produce Kunyit Asam

Recycling Paper

The equipment recycling paper: old paper, magazine, or newspapers, blender, bucket, insect screens/strainers, wire, bleach, white glue, iron and water.

Direction recycling paper are: first, shape wires into a rectangular shape. Then, cover the wire frame with insect screens and sew it. After that, rip the paper into small pieces. And then, put the torn paper in a bucket and fill it with warm water. Add one table spoon of bleach. Soak the paper for a half an hour. Next, put a cup of

soaked paper in a blender, add some bleached water and blend it. And then, pour the blended paper in a large rectangular container. Ex: sink or tray. After that, repeat step 5 and 6 until all of the soaked paper are blended. Then, add and mix two table spoon of white glue to the blended paper. After that, dip the screen frame into the blended paper. Lift and rinse the water for a minute. Then, dry the paper (with the screen frame still on) in the sun. and then, peel the papers out of the frame screens when it's dry. Finally, iron the paper.

18. The aim of the text above is...
 - A. To amuse the reader to do something
 - B. To invite the reader to do something
 - C. To explain how to do something to the reader
 - D. To make reader diligent

19. The main idea of the first and the second paragraph are...
 - A. Recycling Paper and the equipment recycling paper
 - B. The equipment recycling paper and directions recycling paper
 - C. Direction recycling paper and recycling paper
 - D. Put the torn paper in a bucket and recycling paper

20. Why wire there in the equipment recycling paper?
 - A. Because wire is needed to make recycling paper
 - B. Because the recycling paper will not complete without it
 - C. Because wire is needed for a long time
 - D. Because wire always need to make something

INSTRUMENTS TEST
(Post-Test)

Name :

Class :

Instruction: choose the correct answer by crossing (x) A, B, C and D!!!!

How to Make Roast Corn

To make roast corn you will need some ears of sweet corn, 5 or more table spoons of margarine, 2 cloves of garlic, a pinch of salt and you could add some chilies if you want them to taste hot. *First*, you have to peel the corn skin. *Second*, you have to grind the garlic, salt, and chili (if desired). *Third*, you have to mix the margarine with the ground garlic mixture. *Fourth*, brush the corn with the margarine mixture and roast on a grill until a bit burned. *Fifth*, brush the corn with the margarine mixture again and roast until cooked. *Finally*, Serve hot or warm.

1. What is the title of the text above?
 - A. Sweet corn
 - B. How to make hot corn
 - C. How to make roast corn
 - D. Corn and chilies

2. Based on the text, after we mix margarine with ground garlic mixture, we should
 - A. Peel the corn skin
 - B. Brush the corn with the mixture
 - C. Roast the corn
 - D. Serve the corn

How to Prepare Instant Noodle

First of all, boil for about 450 ml of water and wait until it is boiling. When the water boiled put the instant noodle in boil water. Then stir it for one minute. Next, leak it until the water completely dry. And then, add some cooking oil and mix it well. After that, put it in a bowl and don't forget to add its flavor, mix it well. Next, add some soy sauce and fried onion on it. Finally, the delicious fried noodle is ready to serve.

3. The communicative objective of Procedure Text is ...
 - A. To entertain the reader
 - B. To explain how to do something to the reader
 - C. To describe something to the reader
 - D. To narrate something to the reader

- Nur : I'm not in a good mood today. My white shirt is stained. I think it's better to use it for a cloth or something.
- Nia : No! Don't do that. Try my hints. First, put a paper towel under the stain. Then, spray the stain with hair spray. After that, rub the stain gently with a clean cloth. Continue rubbing until the stain is completely gone.
- Nur : *Are you sure?*
- Nia : *Positive!* I've already tried this tip several times and it works for me.
- Nur : OK then, I'll try it. Thanks so much, Nia.
4. Nur does not good mood to day because....
- A. She thinks, it is better uses for a cloth or something.
 - B. She tries Nia's hints
 - C. Her white shirt is stained
 - D. She does not like her shirt

How to Make Coffee and Banana Smoothie

Coffee and banana smoothie ingredients: pinch cinnamon, plus extra for dusting, 1 small banana, 1tablespoon coffee powder, 3 ice cubes, 200ml cold semi-skimmed milk. Coffee and banana smoothie directions: first, place all the ingredients except the ice cubes into a blender. Process, adding the ice cubes one at a time until smooth and creamy. Then, pour into a tall glass, dust with cinnamon and serve. Done, it's time you practice coffee and banana smoothie is delicious.

5. The characters/the participant of the text is....
- A. Coffee and Banana
 - B. Blender
 - C. Glass and Ice
 - D. Coffee and Blender

How to Cook Rice

You will need two cups of water, a cup of rice, salt and a pan with a lid. First, wash the rice in cold water. Then, put the rice in the pan and add the water and the salt. Next, you heat the pan without the lid on until the water boils. When it has boiled, turn down the heat, put the lid on and cook it for about fifteen minutes.

6. What the purpose of the text above?
- A. To explain how to cook rice to reader
 - B. To entertain the reader
 - C. To invite the reader to cook rice
 - D. To make reader easy to cook rice

How to Make a Bowl of Tomato Soup

To make a bowl of tomato soup, you must prepare all ingredients follow: 4 large tomatoes, spices, 1 small onion, ½ teaspoon of salt, 8 cups of water, ¼ teaspoon

of pepper, small clove garlic, $\frac{1}{4}$ teaspoon of butter. And then here are the steps to make a bowl of tomato soup: Cut tomatoes, onions, and garlic into small pieces. Fry them in a pan with butter for five minutes. Add water, spices, salt and pepper. Heat until the water boils. Turn down the heat and cover with lid. Cook gently for one hour.

7. What things must be cut into small pieces?
 - A. Salt, Tomatoes and cups
 - B. Onions, Water and Salt
 - C. Tomatoes, Onions, and Garlic
 - D. Pepper, and Onions
8. Tomatoes, Onions, and Garlic must be cut into small pieces because...
 - A. They must be fried in a fan for five minutes
 - B. They will be made tomato soup
 - C. They big too
 - D. They are delicious

How to Make Meatballs

The procedure of making meatballs. What you need for the ingredients?

1 kilo of very fine minced meat (preferably beef)

2 eggs

300 grams of tapioca-flour

4-8 cloves of garlic

1 red onion

1 teaspoon of white pepper

2 teaspoons of salt

The steps to make meatballs

These steps are instruction on how to make meatballs, just meatball, the soup is made separately. First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer. Second step, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat. After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth. Then, boil some water in a rather large pot, at least about 2 liters. Next step, start rolling the mixture into small meatballs. Finally, lower the meatballs into the boiling water. When they float up to the surface the meatballs are ready to serve.

9. The main idea of the second paragraph is...
 - A. Mix garlic, red onion, salt, and white pepper in a mortar or mixer
 - B. The procedure of making meatballs
 - C. Start rolling the mixture into small meatballs

- D. The steps to make meatballs
10. 1 kilo of very fine minced meat (preferably beef), 2 eggs, 300 grams of tapioca-flour, 4-8 cloves of garlic, 1 red onion, 1 teaspoon of white pepper, 2 teaspoons of salt are as.....
- A. The ingredients meatballs
 - B. The procedure of making meatballs
 - C. The steps to make meatballs
 - D. All right

How to Make Fried Banana

The ingredients to make fried banana are: 1 ripe black skinned plantain or 4 small finger banana. 1 egg, 1 tablespoon sugar, 6 tablespoon flour, water, a pinch of salt, vegetable oil for deep frying.

The instruction to make fried banana: place flour in a deep mixing bowl. Make a well in the middle of the flour. Then add egg, sugar, salt. Add water little by little. Whisk vigorously until batter is evenly smooth for coating and not too thin. If it is too thin, add more flour. Peel banana and cut in half lengthwise and then cut again with 4 inch width. Dip into batter to coat generously. Heat the oil in a wok until moderately hot. Place banana in the wok and fry slowly until golden brown and crispy. This usually take approximately 10-15 minutes. Removes bananas from oil, drain on paper napkins and dry well. Serve while still warm.

11. The purpose of the text above is....
- A. To make sure that fried banana is sweet
 - B. To entertain the reader
 - C. To explain how to make fried banana to the reader
 - D. To describe banana to the reader
12. The title of the text above is....
- A. How to make fried banana sweet
 - B. How to make fried banana
 - C. How to removes banana from oil
 - D. How to eat sweet banana
13. What the first instruction when make fried banana?
- A. Removes bananas from oil
 - B. Peel banana and cut in half lengthwise
 - C. Fry slowly until golden brown
 - D. Place flour in a deep mixing bowl

How to Make a Milkshake

The ingredients that you need to make a milkshake are: 4 cups vanilla ice cream, 2 cups milk, 4 teaspoons chocolate sauce (optional), 1 cup fresh or frozen strawberries. Now, follow these steps to make a milkshake:

1. Place milkshake glasses into the freezer. Using cold glasses will help the shake stay cool to give you time to enjoy. Leave for up to an hour if possible.
 2. Soften ice cream. It is easier to make a shake when the ice cream is slightly soft. Take the ice cream out of the freezer a few minutes before making your shake.
 3. Place the ingredients into a blender. Mix the ice cream, milk and added flavors into the blender. Blend on high for one minute. Don't leave in the blender for longer or the shake will melt quickly.
 4. Pour shakes into frosty glasses. Take the glasses out of the freezer as soon as the blending is complete. Then pour the shake mixture in.
 5. Drop a straw into the shake, then enjoy. You can sip a shake right from the glass but somehow the straw adds to the flavor and the experience.
14. What the title of the text above?
- A. How to make ice cream
 - B. How to put milkshake into freezer
 - C. How to use a freezer
 - D. How to make a milkshake
15. Don't leave the shake in the blender for longer because....
- A. The shake will hard
 - B. The shake will broke
 - C. The shake will melt quickly
 - D. The shake soft

How to Make a Glass of Sweet Hot Tea

Before you make a glass of sweet hot tea, make sure you have already prepared about these one: tea, hot water, sugar, a glass. To begin make a glass of sweet hot tea, you may look up too the instruction below: Boil water until it is boiled. Pick a glass and put a bag of tea. Add some sugar. When the water is boiled, pour it into the glass. A glass of sweet hot tea is ready to serve.

16. The characters/participant of the text above are...
- A. Tea, hot water, sugar, a glass
 - B. Only hot water
 - C. Just a glass and tea
 - D. Tea, hot water, sugar, a glass and salt
17. What is the main idea of the text above?
- A. How to make a glass of hot water
 - B. The way to make a glass of sweet fresh tea

- C. How to make a glass of sweet hot coffee
- D. The way to make a glass of sweet hot tea

How to Make Fried Rice

The materials to make fried rice are: White Rice that's previously been cooked and refrigerated, two Carrots, 1/2 an onion, celery, 3 eggs, beef bouillon, black pepper, garlic powder, ground ginger, soy sauce, butter, vegetable oil, shrimp, chicken and/or pork/tofu (optional).

The steps to make fried rice, for the first is put about 6 cups of rice into your rice cooker. Let it steam until it is ready. Then, wash the vegetables. Then, dice the carrots and onions into small pieces. Set them aside for the next step. Next, add oil and heat up the pan to 100 degrees. Then, toss the vegetables into the pan for about 3 minutes. Then toss in the carrots and onions for 3 minutes with the vegetables. Add the 1 teaspoon of salt into the pan. Next, boil the chicken or shrimp with the rest of the ingredients (optional). Put a bit more oil into the frying pan. Toss the rice in carefully. Add an egg and scramble with the other ingredients. Add approximately 2 to 3 tablespoons of soy sauce while frying. Put fried rice on a dish and it's ready to serve!

- 18. The aim of the text above is....
 - A. To amuse the reader
 - B. To invite the reader
 - C. To explain how to do something to the reader
 - D. To make reader sad
- 19. The main idea of the first and the second paragraph are:
 - A. The materials to make fried rice and it's ready to serve!
 - B. Put fried rice on a dish and it's ready to serve!
 - C. The materials to make fried rice and the steps to make fried rice
 - D. A, B and C wrong
- 20. Oil and garlic can't lose when make fried rice because...
 - A. They are intended the ingredients to make fried rice
 - B. They are delicious things in fried rice
 - C. They will make fried rice nice without the other
 - D. They are expensive things between the other

Appendix 14

Key Answer of Pre Test

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

11. C
12. B
13. B
14. B
15. A
16. C
17. A
18. C
19. B
20. A

Key Answer of Post Test

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

11. C
12. B
13. D
14. D
15. C
16. A
17. D
18. C
19. C
20. A

Appendix 15

A. The Name of Students in Experimental Class

Number of Students (n)	Name of Students
1	Ade Herawati
2	Adelina Harahap
3	Agung Wijaya
4	Akmal Alwi Siregar
5	Ali Mubin
6	Angga Rofiqih
7	Ayu Andriani
8	Elda Farida
9	Elmi Rangkuti
10	Faimar Rezal Siregar
11	Faramida Annisa
12	Irwan Fajar Simamora
13	Jhordansyah Permadi
14	M. Rinaldi Hrp
15	Masrani Lubis
16	Muhammad Irfan
17	Nur Rahma Harahap
18	Nurfadillah
19	Pandi Syaputra
20	Rahmad Febriadi
21	Riska Afrianti
22	Rubiyah Hannum
23	Sucia Damayanti
24	Torang Pardamean
25	Ummi Kalsum
26	Wahyu

B. The Name of Students in Control Class

Number of Students (n)	Name of Students
1	Abed Panirol Ritonga
2	Ahmad Fauzan
3	Ali Yusuf Siregar
4	Alriandi Silitonga
5	Ananda Rizki Srg
6	Dani Gurun Simbolon
7	Dedi Kurniawan
8	Dita Rabiah
9	Dodi Pranata
10	Doni Pranata
11	Febri Andani
12	Gustin Anggita
13	Hari Kimto Simatupang
14	Indri Lidiani
15	Jelis Nawati
16	Juni Atr Diskiva Mathilda
17	Olivia Exaudity
18	Mardiyah
19	Melinda Pane
20	Nova Dumaria Simanjuntak
21	Novita
22	Peronika
23	Riansyah Halomoan
24	Sahnas Wulandari
25	Yesika Adelina Btr
26	Yosi Febiolika Aritonang

Appendix 16

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP Negeri 5 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII (Tujuh)
Standar Kompetensi	: 11. Membaca Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk Procedure yang berkaitan dengan lingkungan terdekat
Kompetensi Dasar	: 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk Procedure text
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit (2x pertemuan)

Tujuan Pembelajaran

:

Pada akhir pembelajaran, siswa dapat memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk procedure yang berkaitan dengan lingkungan terdekat

Karakter Siswa yang Diharapkan :

1. Dapat dipercaya (Trustworthines)
2. Rasa hormat dan perhatian (respect)
3. Tekun (diligence)
4. Tanggung jawab (responsibility)

Materi Pembelajaran

Teks Monolog Berbentuk Procedure Text

A. Characteristics of Procedural Text

- a. Procedural text is a text that gives some clues of how to do or to make something through a series of actions.
- b. Goal / purpose : to give information what we need or to give information how to make something.
- c. Material/ ingredients : things that you need to make an object.
- d. Method / steps/ way : the information about making an object.

B. The Example of Procedure Text

Brigade Tempe

The ingredients to make brigade Tempe are: 150 g Tempe, 2 tablespoons fried shallots, 3 kefir lime leaves, 1 tablespoon flour, 1 egg, 1 cup vegetable oil for frying. And to make the spice paste, you need: 3 large chilies, seeds removed, 3 small chilies, 2 red shallots, 2 cloves garlic, 1/2 teaspoon chopped galangal, 1 candle nut, 1/2 teaspoon coriander seeds, 1/2 teaspoon salt, 1/4 teaspoon shrimp paste.

Here are the instructions to make Brigade Tempe. The first, mash the Tempe with a fork or place in the bowl of a food processor and blend until it resembles coarse bread crumbs. Then, grind the spices in a mortar and pestle or place in the bowl of a food processor and blend to a smooth paste. Next, put the mashed Tempe in a bowl and mix with the spice paste, fried shallots and lime leaves. Stir in the flour, followed by the egg. Shape the Tempe into fritters the size of a golf ball and flatten a little with a fork. Heat the vegetable oil in a wok over a medium flame. When the oil is hot, drop the fritters into the oil, five or six at a time. Last, fry until golden brown on both sides, drain on absorbent paper and serve hot with rice.

How to operate a fan

To operate a fan you must follow these instructions. The first is, plug the power cord into a wall outlet. (AC 120 Volts 60 HZ). To make the fan move sideways, push the pin on top of the motor. To move the fan up or down, first pull up the Oscillator pin, then press the tilt adjustment knob. To change the speed of the fan, press one of the switches at the bottom.

Metode Pembelajaran : **Reciprocal Teaching Strategy**

Langkah-Langkah Kegiatan :

1. Kegiatan Pendahuluan

Apersepsi:

Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk procedure yang berkaitan dengan lingkungan terdekat

Motivasi:

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

2. Kegiatan Inti

- a. Guru menggunakan reciprocal teaching strategy dalam mengajarkan pemahaman membaca
- b. Guru memnyarankan kepada siswa membentuk kelompok masing-masing dan duduk berdasarkan kelompok yang sudah ditentukan
- c. Guru membagikan text yang bersangkutan dengan pelajaran kepada setiap siswa didalam kelompok
- d. Guru menugaskan siswa membaca bacaan dalam kelompok-kelompok kecil
- e. Guru memodelkan empat keterampilan (bertanya, merangkum, mengklarifikasi dan meramalkan bacaan), dengan mencontohkan:
 - 1) Memikirkan pertanyaan penting tentang text yang dibaca
 - 2) Membuat rangkuman tentang informasi penting dari teks
 - 3) Memprediksikan apa yang mungkin yang akan dilakukan selanjutnya
 - 4) Menuliskan kata-kata yang kurang jelas untuk diklarifikasi agar lebih jelas
- f. Guru menunjuk seorang siswa untuk menggantikan perannya sebagai guru dan bertindak sebagai pemimpin diskusi dalam kelompok tersebut
- g. Guru memberi waktu yang cukup kepada setiap kelompok untuk memodelkan ke empat keterampilan yang sudah di modelkan sebelumnya
- h. Guru memberikan waktu yang cukup untuk memahai bacaan berdasarkan kerumitan teks
- i. Pemimpin dari setiap kelompok mengkoordinasi tugas anggota kelompoknya
- j. Guru mendistribusikan pertanyaan-pertanyaan tentang isi dari teks untuk menguji pemahaman para siswa

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- a. bersama-sama dengan peserta didik membuat simpulan pelajaran
- b. melakukan penilaian terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- c. menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar

1. Buku teks yang relevan
2. English in focus at grade VII by Artono wardiman dkk.

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Mengidentifikasi topik yang terkait dalam teks	Tes tulis	Daftar pertanyaan	Read the text carefully
2. Mengidentifikasi kalimat pokok			

yang terdapat dalam teks 3. Mengidentifikasi tujuan yang terdapat didalam teks 4. Mengidentifikasi karakter/watak yang terdapat dalam teks 5. Mengidentifikasi fakta-fakta yang terdapat dalam teks 6. Menarik kesimpulan yang ada dalam teks 7. Mengidentifikasi perbandingan/perlawanan yang terdapat dalam teks		Pilihan Ganda	and then choose the correct answer!
---	--	---------------	-------------------------------------

1. Bentuk: Pilihan ganda
2. Instrumen: Answer the questions based on the text.
3. Rubrik Penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

4. Nilai maksimal = $\frac{\text{jumlah jawaban benar}}{\text{jumlah soal}} \times 100$

Mengetahui
Kepala Sekolah
SMP N 5 Padangsidimpuan

Padangsidimpuan, 2013
Peneliti

Drs. M. Idris
NIP 19570625 198303 1 004

Pausiah
NIM 09 340 0015

Appendix 17

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 5 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas : VII (Tujuh)

Standar Kompetensi : 11. Membaca

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *Procedure text* yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar : 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *Procedure text*

Aspek/Skill : Membaca

Alokasi Waktu : 4 x 40 menit (2x pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *Procedure* yang berkaitan dengan lingkungan terdekat

Karakter siswa yang diharapkan:

1. Dapat dipercaya (*Trustworthines*)
2. Rasa hormat dan perhatian (*respect*)
3. Tekun (*diligence*)
4. Tanggung jawab (*responsibility*)

Materi Pembelajaran:

Teks Monolog Berbentuk Procedure

1. Characteristics of Procedural Text

- a. Procedural text is a text that gives some clues of how to do or to make something through a series of actions.
- b. Goal / purpose : to give information what we need or to give information how to make something.
- c. Material/ ingredients : things that you need to make an object.
- d. Method / steps/ way : the information about making an object

2. The Example of Procedure Text

Brigade Tempe

The ingredients to make brigade Tempe are: 150 g Tempe, 2 tablespoons fried shallots, 3 kefir lime leaves, 1 tablespoon flour, 1 egg, 1 cup vegetable oil for frying. And to make the spice paste, you need: 3 large chilies, seeds removed, 3 small chilies, 2 red shallots, 2 cloves garlic, 1/2 teaspoon chopped galangal, 1 candle nut, 1/2 teaspoon coriander seeds, 1/2 teaspoon salt, 1/4 teaspoon shrimp paste.

Here are the instructions to make Brigade Tempe. The first, mash the Tempe with a fork or place in the bowl of a food processor and blend until it resembles coarse bread crumbs. Then, grind the spices in a mortar and pestle or place in the bowl of a food processor and blend to a smooth paste. Next, put the mashed Tempe in a bowl and mix with the spice paste, fried shallots and lime leaves. Stir in the flour, followed by the egg. Shape the Tempe into fritters the size of a golf ball and flatten a little with a fork. Heat the vegetable oil in a wok over a medium flame. When the oil is hot, drop the fritters into the oil, five or six at a time. Last, fry until golden brown on both sides, drain on absorbent paper and serve hot with rice.

How to operate a fan

To operate a fan you must follow these instructions. The first is, plug the power cord into a wall outlet. (AC 120 Volts 60 HZ). To make the fan move sideways, push the pin on top of the motor. To move the fan up or down, first pull up the Oscillating pin, then press the tilt adjustment knob. To change the speed of the fan, press one of the switches at the bottom.

Metode Pembelajaran: Metode Ceramah

Langkah-Langkah Kegiatan

A. Persiapan

Apersepsi :

1. Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *Procedure* yang berkaitan dengan lingkungan terdekat

Motivasi :

1. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Penyajian

Dalam tahap penyajian, guru:

1. Guru menyajikan bahan ajar yang berhubungan dengan pelajaran
2. Menggunakan alat visualisasi, seperti papan tulis atau media yang tersedia untuk menjelaskan pokok bahasan yang disampaikan
3. Guru menggunakan buku sebagai panduan selama mengajar
4. Guru menjelaskan arti, karakteristik dan menjelaskan isi dari contoh procedure teks
5. Guru member penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan procedure text yang akan dibaca
6. Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
7. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
8. Memfasilitasi peserta didik melakukan percobaan kelas

C. Generalisasi

Dalam tahap generalisasi, guru:

Member simpulan tentang materi yang diajarkan dan menyarankan kepada siswa agar mencatat informasi-informasi penting dari simpulan yang diberikan

D. Evaluasi

Dalam tahap evaluasi, guru:

Memberikan latihan-latihan untuk mengetahui sejauh mana kemampuan siswa tentang pelajaran yang diajarkan

Sumber Belajar

1. Buku teks yang relevan
2. English in focus at grade VII by Artono wardiman dkk.

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Mengidentifikasi topik yang terkait dalam teks	Tes tulis	Daftar pertanyaan	Read the text carefully and then choose the correct answer!
2. Mengidentifikasi kalimat pokok yang terdapat dalam teks		Pilihan Ganda	
3. Mengidentifikasi tujuan yang terdapat didalam teks			
4. Mengidentifikasi karakter/watak yang terdapat dalam teks			

5. Mengidentifikasi fakta-fakta yang terdapat dalam teks			
6. Menarik kesimpulan yang ada dalam teks			
7. Mengidentifikasi perbandingan/perlawanan yang terdapat dalam teks			

1. Bentuk: Pilihan ganda
2. Instrumen: *Answer the questions based on the text.*
3. Rubrik Penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

4. Nilai maksimal = $\frac{\text{jumlah jawaban benar}}{\text{jumlah soal}} \times 100$

Mengetahui
Kepala sekolah
SMP N 5 Padangsidempuan

Padangsidempuan, 2013
Peneliti

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Appendix 18

A. The Score of Reading Comprehension in Experimental Class

Number of Students	Pre test			Post test		
	True	Point (x)	Total	True	Point (x)	Total
1	12	5	60	19	5	95
2	11	5	55	14	5	70
3	12	5	60	16	5	80
4	12	5	60	15	5	75
5	9	5	45	13	5	65
6	11	5	55	14	5	70
7	11	5	55	13	5	65
8	13	5	65	15	5	75
9	9	5	45	12	5	60
10	11	5	55	15	5	75
11	10	5	50	12	5	60
12	12	5	60	15	5	75
13	13	5	65	14	5	70
14	10	5	50	16	5	80
15	9	5	45	15	5	75
16	13	5	65	17	5	85
17	9	5	45	14	5	70
18	12	5	60	16	5	80
19	10	5	50	14	5	70
20	10	5	50	14	5	70
21	9	5	45	16	5	80
22	12	5	60	19	5	95
23	10	5	50	16	5	80
24	11	5	55	13	5	65
25	12	5	60	18	5	90
26	9	5	45	17	5	85

True X Point = Total

B. The Score of Reading Comprehension in Control Class

Number of Students	Pre test			Post test		
	True	Point (x)	Total	True	Point (x)	Total
1	11	5	55	17	5	85
2	10	5	50	15	5	75
3	9	5	45	13	5	65
4	12	5	60	13	5	65
5	9	5	45	13	5	65
6	10	5	50	13	5	65
7	11	5	55	16	5	80
8	12	5	60	17	5	85
9	9	5	45	13	5	65
10	10	5	50	14	5	70
11	11	5	55	13	5	65
12	9	5	45	12	5	60
13	13	5	65	17	5	85
14	11	5	55	15	5	75
15	13	5	65	14	5	70
16	11	5	55	16	5	80
17	11	5	55	15	5	75
18	14	5	70	17	5	85
19	10	5	50	12	5	60
20	11	5	55	16	5	80
21	12	5	60	13	5	65
22	14	5	70	16	5	80
23	11	5	55	14	5	70
24	10	5	50	16	5	80
25	13	5	65	15	5	75
26	12	5	60	16	5	80

Appendix 19

A. Description Data before Using Reciprocal Teaching Strategy

1. Experimental Class

a. The Score of Pre-Test from Low to High Score

45 45 50 55 60 65
45 50 55 60 60
45 50 55 60 60
45 50 55 60 65
45 50 55 60 65

b. High Score = 65

c. Low Score = 45

d. Range = high score-low score

$$= 65 - 45 = 20$$

e. The total of classes (BK) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 26$$

$$= 1 + 3.3 (1.414)$$

$$= 1 + 4.669$$

$$= 5.669 = 6$$

f. Interval (i)

$$i = \frac{\text{Range}}{\text{BK}} = \frac{20}{6} = 3.33 = 3$$

g. Mean score (\bar{x})

i	fi	xi	fixi	fk
45-47	6	46	276	26n
48-50	5	49	245	20
51-53	-	-	-	-

54- 56	5	55	275	15
57-59	-	-	-	-
60-62	7	61	427	10
63-65	3	64	192	3
Total	26		1415	

$$X = \frac{\sum f_{ixi}}{f_i} = \frac{1415}{26} = 54.42$$

h. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i$$

$$Me = 54.5 + \frac{(\frac{1}{2}26-10)}{5} 3$$

$$Me = 54.5 + \frac{13-10}{5} 3$$

$$Me = 54.5 + \frac{3}{5} 3$$

$$Me = 54.5 + \frac{9}{5} = 54.5 + 1.8 = 56.30$$

i. Mode = 60

2. Control Class

a. The Score of Pre-Test from Low to High Score

45 50 55 55 60 70
45 50 55 55 65
45 50 55 60 65
45 50 55 60 65
50 55 55 60 70

b. High score = 70

c. Low score = 45

d. Range = 70 – 45 = 25

e. The total of classes (BK) = 1+ 3.3 log n

$$= 1 + 3.3 \log 26$$

$$= 1 + 3.3 (1.414)$$

$$= 1 + 4.669$$

$$= 5.669 = 6$$

f. Interval (i)

$$i = \frac{\text{Range}}{\text{BK}} = \frac{25}{6} = 4.166 = 4$$

g. Mean score

i	fi	xi	fixi	fkB
45-48	4	46.50	186	26n
49-55	5	50.50	252.50	22
53-56	8	54.50	436	17
57-60	4	58.50	234	9
61-64	-	-	-	-
65-68	3	66.50	199.50	6
69-72	2	70.50	141	4
Total	26		1449	

$$X = \frac{\sum f_i x_i}{\sum f_i} = \frac{1449}{26} = 55.73$$

h. Median

$$\text{Me} = \ell + \left(\frac{\frac{1}{2}n - f_{KB}}{f_i} \right) i$$

$$\text{Me} = 53.5 + \frac{\left(\frac{1}{2}26 - 17\right)}{8} 4$$

$$\text{Me} = 53.5 + \frac{13 - 17}{8} 4$$

$$\text{Me} = 53.5 + \frac{-4}{8} 4$$

$$\text{Me} = 53.5 + \frac{-16}{8} = 53.5 + (-2) = 53.5 - 2 = 51.50$$

i. Mode = 55

Appendix 19

A. Description of Data Before Using Reciprocal Teaching Strategy

The Score of Pre-Test in Experimental Class

The Initial Name of Students (n)	Pre-Test
Ara	60
Ana	55
Awi	60
Amal	60
Ali	45
Aro	55
Ayu	55
Elda	65
Elmi	45
Faim	55
Faram	50
Irfa	60
Jhor	65
Mrin	50
Mas	45
Muha	65
Nurr	45
Nurf	60
Pandi	50
Rah	50
Risk	45
Rubi	60
Suci	50
Torang	55
Ummi	60
Wahyu	45
Total	1415
Mean	54.42
Mode	60.00
Median	56.30
The Lowest	45.00
The High	65.00

The Score of Pre-Test in Control Class

The Initial Name of Students (n)	Pre-Test
Abed	55
Ahmad	50
Ananda	45
Ali	60
Alrian	45
Dani	50
Dedi	55
Dita	60
Doni	45
Febri	50
Felix	55
Hari	45
Jelis	65
Juni	55
Lita	65
Mard	55
Meli	55
Muham	70
Nova	50
Novi	55
Oliv	60
Peron	70
Rian	55
Sahnas	50
Yesika	65
Yosi	60
Total	1449
Mean	55.73
Mode	55.00
Median	51.50
The Lowest	45.00
The High	70.00

Appendix 21

A. Description Data after Using Reciprocal Teaching Strategy

1. Experimental Class

a. The Score of Pre-Test from Low to High Score

60 70 70 75 80 95

60 70 75 80 85

65 70 75 80 85

65 70 75 80 90

65 70 75 80 95

b. High Score = 95

c. Low Score = 60

d. Range = high score-low score

$$= 95 - 60 = 35$$

e. The total of classes (BK) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 26$$

$$= 1 + 3.3 (1.414)$$

$$= 1 + 4.669$$

$$= 5.669 = 6$$

f. Interval (i)

$$i = \frac{\text{Range}}{\text{BK}} = \frac{35}{6} = 5.83 = 6$$

g. **Mean score (x)**

i	f _i	x _i	fix _i	fk _b	fka
60-65	5	62.5	312.5	26n	6
66-71	6	68.5	411	21	11
72-77	5	74.5	372.5	15	16
78-83	5	80.5	402.5	10	21
84-89	2	86.5	173	5	23
90-95	3	92.5	277.5	3	26n
Total	26		1949		

$$X = \sum \frac{f_{ixi}}{f_i} = \frac{1949}{26} = 74.96$$

h. **Median**

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i$$

$$Me = 76.5 + \frac{(\frac{1}{2}26 - 15)}{5} 6$$

$$Me = 76.5 + \frac{13 - 15}{5} 6$$

$$Me = 76.5 + \frac{-2}{5} 6$$

$$Me = 76.5 + \frac{-12}{5} = 72.5 + (-2.4) = 76.5 - 2.4 = 74.10$$

i. **Mode** = 70

2. **Control Class**

a. **The Score of Pre-Test from Low to High Score**

60 65 70 75 80 85

60 65 70 80 80

65 65 75 80 85

65 65 75 80 85

65 70 75 80 85

b. High score = 85

c. Low score = 60

d. Range = 85 – 60 = 25

e. The total of classes (BK) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 26$$

$$= 1 + 3.3 (1.414)$$

$$= 1 + 4.669$$

$$= 5.669 = 6$$

f. Interval (i)

$$i = \frac{\text{Range}}{\text{BK}} = \frac{25}{6} = 4.16 = 4$$

g. Mean score

i	fi	xi	fixi	fkbi
60-63	2	61.5	123	26 n
64-67	7	65.5	458.5	24
68-71	3	69.5	208.5	17

72-75	4	73.5	294	14
76-79	-	-	-	-
80-83	6	81.5	489	10
84-87	4	85.5	342	4
Total	26		1915	

$$X = \frac{\sum f_{ixi}}{f_i} = \frac{1915}{26} = 73.65$$

h. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i$$

$$Me = 74.5 + \frac{\left(\frac{1}{2}26 - 14\right)}{4} 4$$

$$Me = 74.5 + \frac{13 - 14}{4} 4$$

$$Me = 74.5 + \frac{-1}{4} 4$$

$$Me = 74.5 + \frac{-4}{4} = 74.5 + (-1) = 74.5 - 1 = 73.50$$

i. Mode = 65

Appendix 21

A. Description Data After Using Reciprocal Teaching Strategy

The Score of Post-Test in Experimental Class

The Initial Name of Students (n)	Post-Test
Ara	95
Ana	70
Awi	80
Amal	75
Ali	65
Aro	70
Ayu	65
Elda	75
Elmi	60
Faim	75
Faram	60
Irfa	75
Jhor	70
Mrin	80
Mas	75
Muha	85
Nurr	70
Nurf	80
Pandi	70
Rah	70
Risk	80
Rubi	95
Suci	80
Torang	65
Ummi	90
Wahyu	85
Total	1949
Mean	74.96
Mode	70.00
Median	74.10
The Lowest	60.00
The High	95.00

The Score of Post-Test in Control Class

The Initial Name of Students (n)	Post-Test
Abed	85
Ahmad	75
Ananda	65
Ali	65
Alrian	65
Dani	65
Dedi	80
Dita	85
Doni	65
Febri	70
Felix	65
Hari	60
Jelis	85
Juni	75
Lita	70
Mard	80
Meli	75
Muham	85
Nova	60
Novi	80
Oliv	65
Peron	80
Rian	70
Sahnas	80
Yesika	75
Yosi	80
Total	1915
Mean	73.65
Mode	65.00
Median	73.50
The Lowest	60.00
The High	85.00

Appendix 23

A. The Score for Finding the Average Score of Experimental Class

Number of Student (n)	Pre- test	Post- test	Y ₁	Y ₁ ²
Ara	60	95	35	1225
Ana	55	70	15	225
Awi	60	80	20	400
Amal	60	75	15	225
Ali	45	65	20	400
Aro	55	70	15	225
Ayu	55	65	5	25
Elda	65	75	10	100
Elmi	45	60	15	225
Faim	55	75	20	400
Faram	50	60	5	25
Irfa	60	75	15	225
Jhor	65	70	5	25
Mrin	50	80	30	900
Mas	45	75	30	900
Muha	65	85	20	400
Nurr	45	70	25	625
Nurf	60	80	20	400
Pandi	50	70	20	400
Rah	50	70	20	400
Risk	45	80	35	1225
Rubi	60	95	35	1225
Suci	50	80	30	900
Torang	55	65	5	25
Ummi	60	90	30	900
Wahyu	45	85	40	1600
Total	1413	1960	535	13625

B. The Score for Finding the Average Score of Control class

Number of Student (n)	Pre- test	Post- test	Y ₂	Y ₂ ²
Abed	55	85	30	900
Ahmad	50	75	25	625
Ananda	45	65	20	400
Ali	60	65	5	25
Alrian	45	65	20	400

Dani	50	65	15	225
Dedi	55	80	25	625
Dita	60	85	25	625
Doni	45	65	20	400
Febri	50	70	20	400
Felix	55	65	10	100
Hari	45	60	15	225
Jelis	65	85	20	400
Juni	55	75	20	400
Lita	65	70	5	25
Mard	55	80	25	625
Meli	55	75	20	400
Muham	70	85	25	625
Nova	50	60	10	100
Novi	55	80	25	625
Oliv	60	65	5	25
Peron	70	80	10	100
Rian	55	70	15	225
Sahnas	50	80	30	900
Yesika	65	75	10	100
Yosi	60	80	20	400
Total	1449	1905	470	9900

Appendix 24

The Steps to Analysis Data, with Use T-test Formulation

1. The first step, to find average score each class

a. The average score of experimental class

$$\begin{aligned}M_1 &= \frac{Y_1^2}{Y_1} \\ &= \frac{13625}{535} \\ &= 25.46\end{aligned}$$

b. The average score of control class

$$\begin{aligned}M_2 &= \frac{Y_2^2}{Y_2} \\ &= \frac{9725}{470} \\ &= 20.69\end{aligned}$$

2. The second step, to find deviation score each class

a. The deviation score of experimental class

$$\begin{aligned}\Sigma_{x_1} &= \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1} \\ &= 13625 - \frac{535^2}{26} \\ &= 13625 - \frac{286255}{26} \\ &= 13625 - 11008.65 \\ &= 2616.35\end{aligned}$$

b. The deviation score of control class

$$\begin{aligned}\Sigma_{x_2} &= \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{n_2} \\ &= 9725 - \frac{(470)^2}{26}\end{aligned}$$

$$\begin{aligned}
&= 9725 - \frac{220900}{26} \\
&= 9725 - 8496.15 \\
&= 1228.85
\end{aligned}$$

c. The third step, to use the formulation of T-test

List of Score

No	Symbol	Score
1.	M_1	25.46
2.	M_2	20.69
3.	X_1^2	2616.35
4.	X_2^2	1228.85
5.	n_1	26
6.	n_2	26

$$\begin{aligned}
Tt &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
&= \frac{25.46 - 20.69}{\sqrt{\left(\frac{2616.35 + 1228.85}{26 + 26 - 2}\right) \left(\frac{1}{26} + \frac{1}{26}\right)}} \\
3. \quad &= \frac{4.77}{\sqrt{\left(\frac{3845.2}{50}\right) (0.06)}} \\
&= \frac{4.77}{\sqrt{(76.90)(0.06)}} \\
&= \frac{4.77}{\sqrt{4.79}} \\
&= \frac{4.77}{2.18} = 2.18
\end{aligned}$$

$$t_o = 2.18$$

$$df \text{ (the degree of freedom)} = (n_1 + n_2 - 2) = 26 + 26 - 2 = 50.$$

Appendix 25

Percentage Points of the t Distribution

Tail Probabilities

	One Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
	TwoTails	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
D E G R E E S O F F R E E D O M	1	3.078	6.314	12.71	31.82	63.66	318.3	637	1
	2	1.886	2.920	4.303	6.965	9.925	22.330	31.6	2
	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92	3
	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	4
	5	1.476	2.015	2.571	3.365	4.032	5.893	6.869	5
	6	1.440	1.943	2.447	3.143	3.707	5.208	5.959	6
	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	7
	8	1.397	1.860	2.306	2.896	3.355	4.501	5.041	8
	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	9
	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	10
	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	11
	12	1.356	1.782	2.179	2.681	3.055	3.930	4.318	12
	13	1.350	1.771	2.160	2.650	3.012	3.852	4.221	13
	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	14
	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	15
	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	16
	17	1.333	1.740	2.110	2.567	2.898	3.646	3.965	17
	18	1.330	1.734	2.101	2.552	2.878	3.610	3.922	18
	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	19
	20	1.325	1.725	2.086	2.528	2.845	3.552	3.850	20
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.819	21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	23
	24	1.318	1.711	2.064	2.492	2.797	3.467	3.745	24
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	30
	32	1.309	1.694	2.037	2.449	2.738	3.365	3.622	32
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601	34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582	36
	38	1.304	1.686	2.024	2.429	2.712	3.319	3.566	38
	40	1.303	1.684	2.021	2.423	2.704	3.307	3.551	40

42	1.302	1.682	2.018	2.418	2.698	3.296	3.538	42
44	1.301	1.680	2.015	2.414	2.692	3.286	3.526	44
46	1.300	1.679	2.013	2.410	2.687	3.277	3.515	46
48	1.299	1.677	2.011	2.407	2.682	3.269	3.505	48
50	1.299	1.676	2.009	2.403	2.678	3.261	3.496	50
55	1.297	1.673	2.004	2.396	2.668	3.245	3.476	55
60	1.296	1.671	2.000	2.390	2.660	3.232	3.460	60
65	1.295	1.669	1.997	2.385	2.654	3.220	3.447	65
70	1.294	1.667	1.994	2.381	2.648	3.211	3.435	70
80	1.292	1.664	1.990	2.374	2.639	3.195	3.416	80
100	1.290	1.660	1.984	2.364	2.626	3.174	3.390	100
150	1.287	1.655	1.976	2.351	2.609	3.145	3.357	150
200	1.286	1.653	1.972	2.345	2.601	3.131	3.340	200
TwoTails	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
One Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	

Tail Probabilities

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the formulation of the problems and the hypotheses of research, researcher concluded the effect of reciprocal teaching strategy to students' reading comprehension showed the effect. It can be seen from the result of data analysis that has described in the previous chapter. In which the mean score of experimental class was bigger than control class ($74.96 > 73.65$). From the calculation of t_0 is 2.18, while t_t score is 1.67, so there was positive of effect using reciprocal teaching strategy to students' reciprocal comprehension at grade VII SMP Negeri 5 Padangsidimpuan. So that from the calculation in previous chapter, researcher concluded the hypotheses was accepted because $t_0 > t_t$ ($2.18 > 1.67$).

B. Suggestion

The result of this study showed that the use of reciprocal teaching strategy improve students' reading comprehension. Therefore, the following suggestions are offered:

1. Generally, reciprocal teaching strategy can be used as an alternative way of teaching in teaching reading
2. For the teacher, it is very wise to use reciprocal teaching strategy in teaching reading because this technique can stimulate students to have motivation especially in reading.

3. For the students, it is hoped that by using reciprocal teaching strategy the students more interested in studying reading, because reciprocal teaching strategy can reflect their critical thinking to discuss the problem. And improve students' self-confident to express their idea, because they present the problem in a group, in the fact that most of students were shy to present their ideas individually (monologue).
4. For the researcher, reciprocal teaching strategy as reference to further or other experimental research more paying attention in the efficiency of time.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Education is important term in daily life in which education is the total process of developing human ability and behavior, drawing on almost all life's experience. In dictionary of psychology said that education is the institutional procedures which are employed in accomplishing the development of knowledge, habits and attitudes.¹ It can be concluded that, education is the base to follow the growth of world to get the best life.

Nowadays, to achieve education modern, English learning is an important term. English language as an international language has been well known around people in the world. In Indonesia, English learning has been included in curriculum of education. It can be seen that it is learned from elementary school up to university level. Besides that, English learning also has included in national examination. That is why, students must be able to master English learning.

In English language, there are many skills must be mastered. They are reading, writing, listening and speaking. All of these are foundation to master English. By mastering four skills above will success automatically in English learning.

¹Muhibbin Syah, *Psikologi Pendidikan* (Bandung: PT Remaja Rosdakarya, 2010), p. 10-11.

From four skills above, reading skill is one of problematic in English learning. Reading is an essential skill for learners of English as a second language. Reading is a way to get information from something that was written. Reading is an interaction between readers and text. Reading is an activity to transfer knowledge from the text to the people mind, in which knowledge usually take place in the book, magazine, newspaper, and so on. It is impossible to students to gain information from the text without reading it. In reading, the students are expected to be able to get the knowledge and familiar with what the teacher has explained about the context, it means that in reading comprehension, the students are expected to have more skill to understand the text.

In addition, reading is important language skill, by strengthening reading skill, learners will make progress and development in all other areas of learning. Besides, reading is an important language skill either for academic purpose or daily life demand. The ability is one of the most important thing in learning English because reading make us able to improve science and obtain the latest information.

Based on explanation above, researcher done the beginning study to find research problems. Meanwhile, the theory that was used to discuss problems that was found in field is behavioristics theory. Behavioristics theory assumption that children do not have potency since born. The children growth are effected by environment factors, like a family, school, society, human, nature, culture, region

and so on. Then this theory assumption that the children growth relate with the concrete term can be seen and can be observed.² In addition, behavioristics theory assumption that, the children attitude are the result of experience with environment stimulus. Next, learning can be drawn in association between ancient that can be observed, they are stimulus and responses.³ This theory is also said as a stimulus responses theory. So based on the explanation of the behavioristics theory can effect the reciprocal teaching strategy to achieve reading comprehension.

The researcher reason is because reciprocal teaching strategy is an approach in teaching learning process in which the students must able giving and receiving in teaching learning process. Therefore in behavioristics theory the students must be given many stimulus so that the students are able to give many response. But from the empiric finding in field, researcher do not find the form of teaching learning process as the statement in behavioristics theory and the problems that are find there in the next paragraph.

Actually, reading is easy. But in fact based on the English teacher's explanation in SMP Negeri 5 Padangsidimpuan⁴ that, not all students was able to comprehend what they read, and also to comprehend the text. The students' ability

²Abuddin Nata, *Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner* (Jakarta: PT Rajagrafindo Persada, 2009), p.175.

³Jeanne Ellis Ormrod, *Psikologi Pendidikan*, diterjemahkan dari "Psychology of Education" oleh Wahyu Indianti (Jakarta: Erlangga, 2008), p.422-423.

⁴*Private Interview*, English Teacher of Grade VII (Padangsidimpuan: SMP Negeri 5 Padangsidimpuan), on 22th December 2012, at 11 am.

in comprehending the text was different between one and the others. Although, the materials that they read was same, some of them often got misunderstanding in comprehending the text. Some of them have ability in reading, while the other have low ability. Therefore, to become good reader needs comprehension and full concentration.

Based on observation in field⁵, there was some problems about reading comprehension. The first problem was the students have low motivation and enthusiasm to read because students often felt boring while reading. Students was difficult to comprehend the text material because students was not know what the meaning of the text. Then while reading, students cannot got information from the text. Students was lack vocabulary so that students do not know what the text says and students do not know the purpose of the text. The next problem was students are lack concentration when reading. Students are influenced by environment situation. So, students are more interested in environment situation rather than reading.

In addition based on the observation in the field that, the students' problem in reading was uninterested teaching strategy. Because teacher applied uninterested teaching strategy, as example the teacher only gives them text book to be read and answer the questions from the text book without teaching them particular technique to get information easily from the text book. The strategy that

⁵*Private Observation*, Students SMP Negeri 5 Padangsidempuan at Grade VII (Padangsidempuan: SMP Negeri 5 Padangsidempuan), on 22th December 2012, at 11.45 am.

was used by the teacher cannot motivate the students in reading and it makes them uninterested in learning reading. As a result, the means score of the students at grade VII was categorized low, it is gotten from the value of them was 64, in which KKM in this school is 70. In conclusion, an appropriate learning strategies in the teaching-learning process can produce maximum learning outcomes. From the several learning strategies, reciprocal teaching strategy is one of some strategies which have effect on the students' ability and in reading comprehension.

Therefore, based on explanation and some problems above, researcher conducted to do a research about **The Effect of Reciprocal Teaching Strategy to Students' Reading Comprehension at Grade VII SMP Negeri 5 Padangsidempuan**. Researcher explored the difference of reading achievement after applying the strategies in the classroom.

B. Identification of the Problem

Based on some problems above, the researcher identified the problems of students in reading comprehension, the students was low motivation, the students got bored easily in learning reading comprehension, lack vocabularies and uninterested teaching strategy.

C. Limitation of the Research

Based on the identification of the problem, researcher limited the discussion into focused to the use of reciprocal teaching strategy to students' reading comprehension.

D. Formulation of the Problem

The formulation of the problem was “Is there the effect of reciprocal teaching strategy to students’ reading comprehension at grade VII SMP Negeri 5 Padangsidempuan?”

E. Purpose of the Research

Based on formulation of the problem above the purpose of the research was to find out the effect of reciprocal teaching strategy to students’ reading comprehension at grade VII SMP Negeri 5 Padangsidempuan.

F. Significances of the Research

The following illustration described the significances of this research:

1. To English teachers, to improve and to motivate the English teaching and able to use some strategies in teaching, especially in reading.
2. To students, to rich their reading comprehension.
3. To other researchers as the information to do more research related to this problem.

G. Definition of the Operational Variable

As for the variables of this research were: X (Reciprocal Teaching Strategy) and Y (Reading Comprehension). To avoid misunderstanding about some terms in this research so the researcher makes the definition below:

1. Reciprocal Teaching Strategy

Based on Hornby's dictionary explained that, "reciprocal is given and received return."⁶ Furthermore, "teaching is work of a teacher."⁷ Next, "strategy is plan intended to achieve a particular purpose."⁸

So, reciprocal teaching strategy is an instructional activity in which students are able giving and receiving an ideas in small group reading sessions. In conclusion that every students are participate and able to give stimulus and response in teaching reading in small group by applying reciprocal teaching strategy.

2. Students Reading Comprehension

Hornsby's dictionary explained that, "student is person who is studying at a college or university."⁹ Reading is "a fluent process of readers combining information from a text with their own background knowledge to build meaning."¹⁰ Comprehension is the ability to understand or exercises that trains students to understand a language.¹¹ Thus, students' reading comprehension means the ability to understand and to combine information based on the test that is given.

⁶A.S Hornby, *Oxford Learner's Pocked Dictionary* (New York: Oxford University Press, 2000), p. 358.

⁷*Ibid.*, p.358.

⁸*Ibid.*, p.442.

⁹*Ibid.*, p.429.

¹⁰David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.68.

¹¹A.S Hornby, *Op.Cit.*, p.83.

H. The Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one discuss about introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problems, purpose of the research, significant of the research, definition of the operational variables.

Chapter two is the theoretical description, which explain about reading comprehension, teaching strategy, reciprocal teaching strategy, and conceptual framework.

Chapter three discuss about the methodology of research consists of: place and time of the research, method of research, population and sample, The Instrument of Collecting Data, Technique of Collecting Data and technique of analyzing data.

Chapter four is the result of the research and data analyzing consists of description of data, discussion of the research and limitation of the research.

Chapter five is the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Reciprocal Teaching Strategy

a. Definition of Reciprocal Teaching Strategy

Omari indicates that,¹

Reciprocal teaching (RT) is one of the most effective methods that develop the cognitive and the meta-cognitive processes for the students since it includes organizational procedures which enable them to choose the strategies of planning, controlling and evaluating at their own pace. Reciprocal teaching is based on the dialogues and discussions between the learners themselves or the students and the teacher.

Reciprocal teaching is an instructional activity that utilizes four comprehension strategies (predicting, questioning, summarizing, and clarifying) in the form of a dialogue between teachers and students regarding segments of a text.²

Further, reciprocal teaching is ones approach to the students' learning with learn strategies. Reciprocal strategy is constructive approach based on the principles of question making, where cognitive skills be learned with direct learning and mode of teacher to improve the students'

¹Hamzah A. and Omari Hani A. Weshah, Using the Reciprocal Teaching Method by Teachers at Jordanian Schools (USA: *European Journal of Social Sciences*, 2010), p. 25.

²Pilonieta and Medina, "Reciprocal Teaching Strategy", taken from (<http://id.shvoong.com/social-sciences/education/2067798-sekilas-tentang-reciprocal-teaching/#ixzz2Eo15oWUD>), accessed at December, 2012 on 11.30 pm.

reading understanding performance low.³ Based on above explanation it can be concluded that, reciprocal teaching strategy is a kind of strategy in reading. It means that reciprocal strategy is a strategy that is used to effect the students' reading comprehension, which uses four strategies; as predicting, questioning, summarizing and clarifying.

In a review of both the traditional reading education literature and recent theoretical treatments of the problem, Brown, Palincsar & Armbruster suggest six functions were common to learners as stated by Brown and Palincsar below:

- 1) Understanding the purposes of reading, both explicit and implicit
- 2) Activating relevant background knowledge
- 3) Allocating attention so that concentration can be focused on the major content at the expense of trivia
- 4) Critical evaluation of content for internal consistency, and compatibility with prior knowledge and common sense
- 5) Monitoring ongoing activities to see if comprehension is occurring, by engaging in such activities as periodic review and self interrogation
- 6) Drawing and testing inferences of many kinds, including interpretations, predictions, and conclusions.⁴

Reciprocal teaching provide a dual function, that of enhancing comprehension and at the same time affording an opportunity for the student to check whether it is occurring. They are comprehension-fostering

³Trianto. *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana, 2011), p. 173.

⁴Brown, et.al, *Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities* (University of Illinois: Lawrence Erlbaum Associates, 1984), p. 120.

and comprehension-monitoring activities if properly used.⁵ Before reciprocal teaching can be used successfully by the students, they need to have been taught and had time to practice the four strategies that are used in reciprocal teaching (predicting, questioning, summarizing, clarifying).⁶

Brown, Palinscar and Armbruster state that⁷

The four study activities were summarizing (self-review), questioning, clarifying, and predicting. The training method was that of reciprocal teaching, where the tutor and students took turns leading a dialogue centered on pertinent features of the text.

From explanation above the researcher concludes that, the function of reciprocal teaching strategy are to help students to understand the purposes of reading, to activate relevant background knowledge, to allocate the students, attention. And as a training method that reciprocal teaching as a tutor and students took turns leading a dialogue centered on pertinent features of the text.

b. The Components and the Purposes of Reciprocal Teaching Strategy

There are some components of reciprocal teaching strategy as predicting, questioning, summarizing, and clarifying.⁸ The description will be explained in this subchapter.

⁵*Ibid.*, p.121.

⁶Pilonieta and Medina, "Reciprocal Teaching Strategy", (<http://id.shvoong.com/social-sciences/education/2067798-sekilas-tentang-reciprocal-teaching/#ixzz2Eo15oWUD>), accessed at December, 2012 on 11.30 pm.

⁷Brown, et.al, *Op.Cit.*, p.117.

⁸Hamzah A. and Omari Hani A, *Op. Cit.*, p. 27.

1) Predicting

Predicting is anticipate information to prepare and give direction for the task.⁹ Prediction was attempted if the students or teachers recognized any cues that served to herald forthcoming material.¹⁰ This strategy requires that learners have to put assumptions and expectations about the writers' or the authors' discussions in the text and be attentive during reading the text in order to prove or refute their expectations. This strategy gives opportunities for the readers to make use of the main titles and subtitles as well as the questions of the text in predicting the content of the text before reading it. As a result, students relate their previous experiences to the topic, understand it and become able to criticize the text or evaluate it by reading it quickly or scanning the given photos and questions.¹¹ In addition Kathleen said that, “predictions are educated guesses about the material to be read. Predictions are made based on your experience with written language, as well as your background knowledge and familiarity with the subject.”¹²

It means that, predicting is the learner or the reader assumptions and prediction about the topic and the content about the text based on their previous experiences on the topic, which purpose to evaluate the

⁹Anna uhl Chamot, *The Learning Strategie* (Wesley: Longman, 1999), p. 16.

¹⁰Brown, et.al, *Op.Cit.*, p. 122.

¹¹Hamzah A. and Omari Hani A, *Op.Cit.*, p. 27.

¹²Kathleen T. McWorter, *Efficient and Flexible Reading* (New York: Harper Collins Publishers, 1992), p.33.

text by reading quickly. Then, predicting helps the learner to get good understanding about the text quickly.

2) Questioning

The teacher has to help his/her learners find the most important information in the text and to direct and answer questions about the text and find the most important information in the text. They become able to raise questions which reflect high thinking abilities. For example the teacher may ask “what is the main idea in the paragraph?”.¹³

According to Wina Sanjaya:

Belajar pada hakekatnya adalah bertanya dan menjawab pertanyaan. Bertanya dapat dipandang sebagai refleksi dari keingintahuan setiap individu, sedangkan menjawab pertanyaan mencerminkan kemampuan seseorang dalam berfikir. Pertanyaan yang diberikan oleh siswa diharapkan tidak hanya sekedar membantu siswa untuk mengungkapkan kembali apa yang diingatnya, akan tetapi meningkatkan kemampuan siswa untuk memperjelas gagasan.¹⁴

It means that learning is essentially asking and answering questions. Asking questions can be viewed as a reflection of the curiosities of every individual, while answering the questions reflects as person’s ability to think. Questions given by students are expected not only help students to express again what he remembered, but enhance the ability of students to clarify ideas.

¹³*Ibid.*

¹⁴Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: kencana, 2010), p. 266.

In addition, stated to Kathleen says that,¹⁵

To put guide questions to their best use, you must ask the right questions. Question that begins with what, why, or how are useful because they usually require you to think or to consolidate information and ideas. Question that begin with who, when or where are less useful because they can often be answer in a word or two, they often refer to a specific fact or detail rather than to large ideas or concepts.

So, researcher concludes that do the best question to something material and make the question easy to understand.

3) Summarizing

Summarizing was modeled as an activity of self-review; it was engaged in to state to the teacher or the group what had just happened in the text and as a self-test that the content had been understood. If an adequate synopsis could not be reached, this fact was regarded not as a failure to perform a particular decontextualized skill, but as an important source of information that comprehension was not proceeding as it should, and remedial action (such as rereading or clarifying) was needed.¹⁶ This strategy gives the reader the opportunity to find out the main ideas in the text, organize them and understand the relationships between them. It indicates the process of summing up the text and reproducing it in another form by following a group of procedures that keep the main ideas and develop the learners' abilities to focus on the

¹⁵Kathleen T. McWhorter, *Op. Cit*, p. 39.

¹⁶Brown, et.al, *Op. Cit.*, p. 122.

important facts and proofs. For example the teacher may say tell me briefly what the author wanted you to know.¹⁷

Based on above explanation, researcher concludes that summarizing is an activity of self-review to get comprehension about the text easily. Then summarizing activity develop the learners' abilities to focus on the important facts which is found in a text.

4) Clarifying

Clarifying occurred only if there were confusions either in the text (unclear referent, etc.) or in the student's interpretation of the text.¹⁸

While the learner is clarifying the text and looking for complicated idioms, concepts or expressions, he/she might reread the text or ask for help. He/she might follow some procedures in order to determine the obstacles of the text represented in vocabulary, idioms, expressions or ideas and make use of some internal or external indicators in order to clarify these obstacles and understand them. For example the teacher may check the students' understanding of key concepts in the text.¹⁹

So researcher concludes that clarifying is a strategy which is used by learners to avoid confusions. It means that clarifying is some procedures to determine the obstacles of the text represented in vocabulary, idioms, expressions or ideas.

¹⁷Hamzah A. and Omari Hani A, *Op Cit.*, p. 27.

¹⁸Brown, et.al, *Op.Cit.*, p.122.

¹⁹Hamzah A. and Omari Hani A. *Op. Cit.*, p. 27.

There are also some purposes of reciprocal teaching strategy: ²⁰

- 1) By asking students to summarize a section of text, one is simultaneously requesting that they allocate attention to the major content
- 2) That they check to see if they have understood it
- 3) In requesting that students compose questions on the content, one is also asking for a concentration on main ideas
- 4) A check of the current state of understanding
- 5) Asking students to clarify requires that they engage in critical evaluation as they read
- 6) Asking them to make predictions concerning future content involves them in drawing and testing inferences
- 7) All four activities involve activation of relevant background knowledge

Based on some purposes of reciprocal teaching strategy above, researcher concludes that the purpose of reciprocal teaching strategy are to make students allocate attention to the major content, for a concentration on main idea, for a check of the current state of understanding, to engage in critical evaluation as they read, and to activate of relevant background knowledge. And also to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

²⁰Brown and at al, *Op. Cit.*, p. 120.

c. The Application of Reciprocal Teaching Strategy in Teaching Reading

There are the procedures of reciprocal teaching strategy as below:²¹

- 1) Teacher asks the students to read the text in small group
- 2) Teacher models four skills (asking question who can be asked, summarizing text, clarifying the difficult points, and predicting what will be written on the text
- 3) Teacher shows a student to replace his role as a teacher and act as a leader of discussion in the group and the teacher act as motivator, mediator, coacher and give supported, feedback and spirit to the students
- 4) In phases and gradually teacher transferring teaching responsibility which more to the students in the group, and help and monitoring to think and strategy that is used)

Kahreet.al. (1999) and Crawford (2005) agree that reciprocal teaching includes the following stages:²²

- 1) In the first stage, the teacher leads the dialogue and applies the sub-strategies to one of the paragraphs.
- 2) In the second stage, the teacher models the sub-strategies in front of the class by thinking aloud, explaining the mental processes he/she has used

²¹Trianto, *Op.Cit.*, p. 173-174.

²²Hamzah A. and Omari Hani A, *Op.Cit.*, p. 28.

in every strategy and explaining every activity. It is important to emphasize activities that may promote these processes.

- 3) In the third stage, the teacher distributes cards containing the tasks in the sub-strategies for the students in their regular setting.
- 4) In the fourth stage, students read a paragraph in the text silently and then the whole class takes part in dialogues according to the tasks included in their cards.
- 5) In the fifth stage, the teacher divides students heterogeneously into groups of 3-5 students according to the sub-strategies included in RT to apply the learned strategies collaboratively.

The Procedures of applying Reciprocal Teaching Strategies are as the following:²³

- 1) The teacher chooses a leader who plays the role of the teacher for every group. Then the leader exchanges his/her role with his/her classmates in the group after every dialogue.
- 2) The teacher distributes copies of the text for every student in the all groups.
- 3) The teacher gives enough time for silent reading according to the length and complexity of the text.

²³*Ibid.*, p. 28-29.

- 4) The leader of each group coordinates the task selection in his/her group and each member outlines his/her task to their group and answers their questions.
- 5) After ending the dialogues, the teacher distributes questions about the content of the text to assess the students' comprehension. The findings are then presented to the class as a whole.

Then, to guide the students during the lesson, will be described in what the teacher does during each part of the lesson as below.

- 1) Activate Prior Knowledge
 - a) Review the reciprocal teaching strategies.
 - b) Review prior knowledge of content.
- 2) Before Reading
 - a) Predict.
 - b) Question or wonder.
- 3) During Reading
 - a) Have students look for words and/or ideas to clarify.
 - b) Coach individual students in any of the four reciprocal teaching strategies.
- 4) After Reading
 - a) Clarify-discuss.
 - b) Return to original predictions.

c) Question-ask quiz or teacher questions.

d) Summarize.²⁴

So researcher hopes, after applying the reciprocal teaching strategy students are able in teaching reading comprehension as: students are able to understand the purpose of reading, students are able to activate background knowledge, students are able to concentrate and focus while reading activities, students are able to predict about writers' or authors' discussion in the text, students are able to give question about the text, students are able to get the important fact or to make the summary about the text, students are able to clarify unclear words to avoid confusion.

Based on the explanation above, researcher concludes that the application of reciprocal teaching strategy to the teaching reading was done with procedures and stages clearly. Researcher used these procedures to apply reciprocal teaching strategy on teaching reading comprehension in field as below:

- 1) Researcher started the class with greeting and using reciprocal strategies.
- 2) Researcher asked the students to sit in four groups
- 3) Researcher Shared a text to each students of the group identifying each person's unique role: summarizer, questioner, clarifier and predictor

²⁴Lori D. Oczkus, *Reciprocal Teaching Strategies at Work: Improving Reading Comprehension, Grades 2-6* (USA: International Reading Association, 2005), p. 7-8.

- 4) Researcher distributed a text to each student and asks them to read the text
- 5) Together with students, researcher discussed about the text
- 6) Researcher gave a reading comprehension exercises consisting of twenty multiple choice questions
- 7) Researcher gave new text that will be discussed in reciprocal teaching strategy by the students as a test ability Researcher collects and evaluates the result of test

2. Reading Comprehension

a. Definition of Reading

Reading is the meaningful interpretation of written or printed verbal symbols. Reading is an extension of oral communication and a process involving meaning is self-evident, but it can hardly be overemphasized that meaningful response is the very heart of the reading process. Reading is a very complex process in which the recognition and comprehension of written symbols are influenced by the perceptual skills, the word analysis skills, the experience, the language background, the mind set and the reasoning ability of the reader.²⁵ Then, Otto states that reading is not just saying the words. Reading must always be a meaning getting process.²⁶

²⁵AJ. Harris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p. 3-7.

²⁶Wayne Otto, *How to Teach Reading* (USA: Addison-Wesley Publishing Company, 1979), p. 147.

According to Douglas Brown that “reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction”.²⁷ Then, David Nunan stated that “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”. The reader background knowledge integrates with the text to create the meaning.²⁸ Thus, reading means the process involving and getting meaning by integrates the text by using background knowledge.

b. Definition of Comprehension

The goal of reading is comprehension. Comprehension comes from word “comprehend”, which add “ion”. The means of comprehend is the ability to understand.²⁹ Richard stated that “comprehension is the process by which a person understanding the meaning of written or spoken language clearly”.³⁰ In addition, comprehension is the ability to understand or an exercise that train the students to understand a language.³¹

According to Donalt:³²

Comprehension is activities that students require to demonstrate an understanding of the material through some

²⁷Dughlas Brown, *Language Assessment* (USA: Longman, 2004), p. 189.

²⁸David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p. 68.

²⁹*Ibid.*, p.311.

³⁰Richard A. Renandya, *Language Teaching Methodology* (Cambridge University, 2006), p. 54.

³¹A.S Hornby, *Oxford Learner’s Pocked Dictionary* (New York: Oxford University Press, 2000), p. 263.

³²Donalt C. Orlict, *Strategies Acuided to Better Instruction* (Bandung: Aksara, 2008), p. 65.

type of manipulation or alternation of the material before answering a question. The comprehension or understanding may be evidenced by oral, writing, pictorial, or concrete presentations.

So, comprehension means the ability to understand a language. In addition, comprehension is an understanding of written or spoken language through some type of alternation of the material before answering a question.

c. Definition of Reading Comprehension

Reading comprehension is interaction between thought and language and bases evaluation of success in comprehension on the extent the reader's reconstructed message agrees with the writer's intended message.³³ Then, according to Gordon,³⁴ reading comprehension is complex processes which take part of useful of good and poor ability. Next, Tampubolon³⁵ said that, reading comprehension is speed reading and content understanding all the contents.

In addition, Reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new incoming information on the page.

In order to understand the text, the readers must be able to identify words

³³Wayne Otto, *Op.Cit.*, p. 151.

³⁴Gordon Wainwright, *Speed Reading Better Recalling* (Jakarta: Gramedia, 2007), p. 42.

³⁵DP. Tampubolon, *Kemampuan Membaca, Teknik Membaca Efektif dan Efisien* (Bandung: Angkasa, 1987), p. 7.

rapidly, know the meaning of almost all of the words and able to combine units meaning into a coherent message.³⁶

Furthermore, reading comprehension is the product of three main factors:³⁷

- 1) Considerate texts
- 2) The compatibility of the reader's knowledge and text content
- 3) The active strategies the reader employs to enhance understanding and retention, and to circumvent comprehension failures

Then, Smith in Otto suggests that reading comprehension may be divided into four categories, they are:³⁸

- 1) Literal comprehension: getting the direct meaning that has been explicitly stated,
 - 2) Interpretation: identifying ideas not explicitly stated,
 - 3) Critical reading: evaluating what is read,
 - 4) Creative reading: applying ideas read to new situations.
- In addition, reading comprehension also has divided into four taxonomic levels, they are: 1) Literal recognition or recall, 2) Inference, 3) Evaluation, and 4) Appreciation.³⁹

From the statement above, researcher concludes that, reading comprehension is to understand a written text containing information to find what he or she wants to now and to get the information of what he or she needs. It can also be concluded that, reading is the first step for

³⁶Sylvia Linan, Thompson and Sharon Vaughn. *Research-Based Method of Reading Instruction for English Language Learners Grade K-4* (Virginia USA: Association for Supervision and Curriculum Development (ASCD), 2007), p. 115.

³⁷Palincsar and Brown, *Op. Cit.*, p. 118.

³⁸Wayne Otto, *Op. Cit.*, p. 153.

³⁹*Ibid.*,

someone to get the meaning of the text, while the second step is comprehension, which requires more effort of the reader to interpret and to get deeper understanding.

Moreover, reading comprehension may be divided into four categories, they are: literal comprehension, interpretation, critical reading and creative reading. Then, reading comprehension also has been divided into four taxonomic levels, they are: literal recognition or recall, inference, evaluation, and appreciation. So, reader must get direct meaning by identifying and applying ideas.

d. The Principles of Teaching Reading Comprehension

According to David Nunan,⁴⁰ there are many principles in teaching reading comprehension, they are:

1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of experiences that a reader brings to text: life experiences, educational experiences, knowledge of how to texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works and culture background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure and so on. If students are reading on unfamiliar topic, you may need to begin the reading process by building up background.

2) Build a strong vocabulary base

Build a strong vocabulary is easier for the reader of academic texts to cope with special terminology than with general vocabulary. They stress the great need for a teaching program that builds

⁴⁰David Nunan, *Op.Cit.*, p.74-77.

general, basic vocabulary. There are some instructions enhanced own vocabulary by asking these three questions, they are:

- a) What vocabulary do my learners need to know?
- b) How will they learn this vocabulary?
- c) How can I best test to see what they need to know and what they now know?

3) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained. There are some instructions to teach for comprehension:

- a) Cognition can be defined as thinking
- b) Metacognition can be defined as thinking about our thinking
- c) Reader must monitor their comprehension processes and be able to discuss with the teacher and fellow readers what strategies they use to comprehend

4) Work on increasing reading rate

Often, in our efforts to assist students in increasing their reading rate, teacher over emphasize accuracy which impedes fluency. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

On focus here to teach readers to reduce their dependence on a dictionary. Skills such as scanning, skimming, prediction and identifying main ideas get students to approach in different ways. Readers should spend more time analyzing and synthesizing the content of reading and not focusing on moving through the passage one word a time.

5) Teach reading strategies

A good technique to sensitize students to the strategies they use is to get them to verbalize (talk about) their thought processes as they read. Readers can listen to the verbal report of another reader who has just read the same material and it is often revealing to hear what other readers have done to get meaning from a passage.

6) Encourage readers to transform strategies into skills

Strategies can be defined as conscious action that learners take to achieve desired goals and objectives, while a skill is a strategy that has become automatic.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys and responses to reading strategy checklists.

8) Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second language reader. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best.

Based on explanation above, researcher conclude that the principles in teaching reading comprehension the teacher must exploit background knowledge by activate setting goals, asking questions, making predictions, and so on. Then, teacher build a strong vocabulary base and work on increasing reading rate.

e. The Aspects of Teaching Reading Comprehension

Teaching reading usually has at least two aspects:⁴¹

- 1) It can refer to teaching learners who are learning to read for the very first time.
- 2) Aspect of teaching reading refers to teaching learners who already have reading skills in their first language.

In addition, there are two aspects in reading they are:⁴²

⁴¹*Ibid.*, p. 68.

⁴²Hendri Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 11-12.

- 1) Mechanical skills in the lower order. This aspects includes introducing the four of word alphabetic, the linguistic elements, correlation correspondence of spelling and sound and speed of slow reading.
- 2) Comprehension skill in higher order. This aspect includes comprehend simple definition, understanding significances or meaning evaluation of speed flexible reading.

Besides, there are some factors of comprehending, they are: 1) Speed reading, 2) The aims of reading, 3) The character material of reading, 4) The position of reading, and 5) Environment.⁴³

In addition, there are the aims of reading as:1) Reading for details of facts, 2) Reading for main ideas, 3) Reading for sequence or organization, 4) Reading for inference, 5) Reading to classify, 6) Reading to evaluate, and 7) Reading to compare or contrast.⁴⁴

From some explanation above it can be concluded that teaching reading has two aspects, they are refer to teaching learners who are learning to read for the very first time and refers to teaching learners who already have reading skills in their first language. Besides that, there are many factors influence to comprehending like: speed reading, the aims of reading, the character material of reading, the position of reading,

⁴³*Ibid.*, p.9-10.

⁴⁴*Ibid.*,

environment. On the other hand by using strategy, it is necessary for developing communicative ability in reading.

Based on explanation above the researcher decides to make the indicator of reading comprehension as: identifying the topic/title of the text, finding the main idea, the aims of reading, the character material/participant of reading, reading for details facts, reading for inference, reading to compare or contrast.

f. The Reading Material (Procedure Text)

1) The Meaning of Procedure Text

A people must explain about how something must be finished sequentially in communication context. The instruction about the steps that must be done to become a good job can be made in procedure text. Key word for this text is “what needs to be done? Or what should I do?”⁴⁵ Procedure text is to describe how something is accomplished through a sequence of action or steps.⁴⁶ In addition Wilson said that, ⁴⁷” procedure text is to describe how something is accomplished through a sequence of action or steps.” So, it can be concluded that procedure text is something that is act sequentially ordered and closely related steps or ways.

⁴⁵Pardiono, *Pasti Bisa! Teaching Genre-Based Writing* (Yogyakarta: Andi, 2007) p.125.

⁴⁶Linda Gerot, *Making Sense of Functional Grammar* (Australia: Anniductory Workbook), p. 206.

⁴⁷George A Wilson, *Lets Write English Edition* (New York: 1980), p. 379.

2) The Purpose of Procedure Text

The purpose of procedure text is to describe how something is accomplished through a sequence of action or steps.⁴⁸ In addition in Pardiono book also said that the purpose of the text procedure is to explain how tips or way to make something.⁴⁹ So, procedure text is purposed to explain how is to make or done something. For examples: how to make a cup of tea, how to make fried rice, how to make chicken soup, banana milkshake and so on.

3) The Structure of Procedure Text

There two text elements on procedure text they are topic + statement of purpose, sequence of steps to accomplish the job. The function of the elements as below:⁵⁰

Text Element	Function
Topic+ statement of purpose	<ul style="list-style-type: none"> - Consist of a topic about the action that will be done or to be accomplished - Familiar, clear and make reader to read detail
Sequence of steps to accomplish the job stated in the topic	<ul style="list-style-type: none"> - Consist of sequence of steps to accomplish the job that will be done - as the instruction how the job must be done - the instruction is done sequentially and use sequence markers: first, second, third, etc. or first, next, after that, then, finally - grammatical patterns: <ul style="list-style-type: none"> a. Use imperative sentence or auxiliary

⁴⁸*Ibid.*, p. 81.

⁴⁹Pardiono, *Op.Cit*, p. 125.

⁵⁰*Ibid*, p. 128.

	<p>should. Example:</p> <ul style="list-style-type: none"> • Take a bottle of.... • You should take a bottle of.... <p>b. Use verbs of doing on predicate, examples: put, take, add, cut, mix, etc.</p>
Closing (optional)	Consist of conclusion or statement

According to Wilson said that⁵¹

The structure of procedure text is goal, materials, (not required for all procedure text), steps 1-2 (goal followed by a series of steps oriented to achievement the goal). Then there are the structure of procedural text below:

- a) Goal which usually stated as heading
- b) Material (not required for all procedure)
- c) Step1-2 (goal followed by a series of steps oriented to achieving the goal)
- d) Re-orientation: optimal

From some explanation above researcher concludes that the structure of procedure text is consist of topic, material, instruction or steps and concluding.

There some important term to attention of the teacher:⁵²

- a) The teacher must able to comprehend communicative purpose, rhetorical structure, and grammatical pattern
- b) The teacher must understood about the content and function of the topic

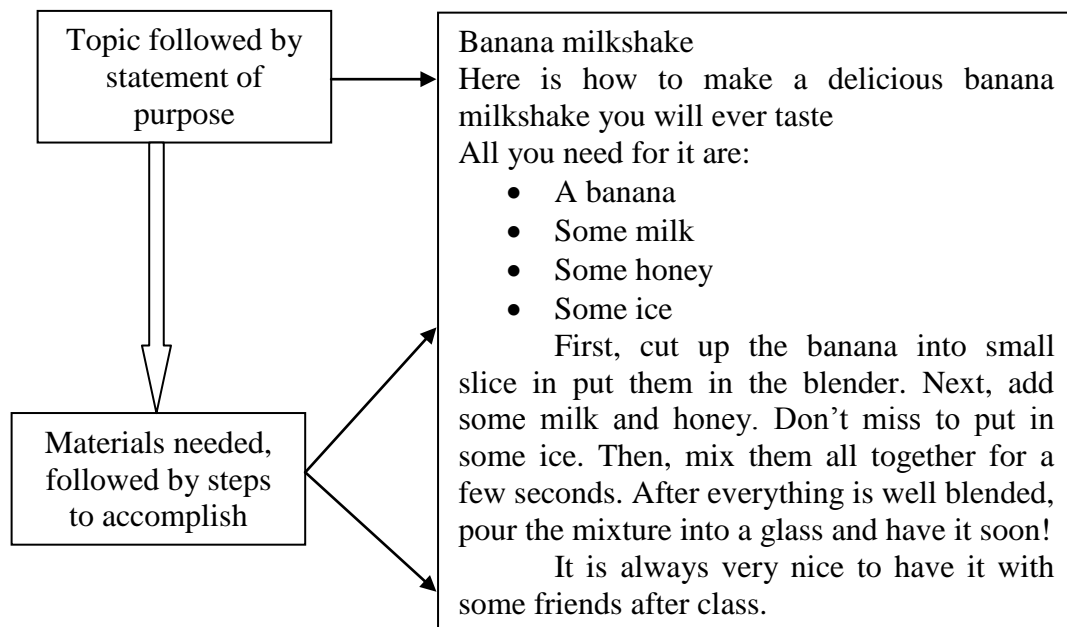
⁵¹ George A Wilson, *Op.Cit*, p. 380.

⁵²Pardiono, *Op.Cit*, p. 126-127.

c) The teacher must understand about the content and function of the text element: steps to accomplish about the instruction that what must be done

4) The example of procedure text

There is an example of simple procedure text that can be given to the students.



3. Behavioristics Theory related to the Effect of Reciprocal Teaching Strategy to Reading Comprehension

a. Definition of Behavioristics Theory

Based on the theory that is described on the background of the problem before, researcher explores the effect of reciprocal teaching

strategy on reading comprehension. The theory that is designed is behavioristics theory.

Behavioristics theory assumption that children do not have potency since born, but the children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on. In which children growth relate on the concrete term that can be seen and can be observated.⁵³ It can be concluded that Behavioristics theory is the growth of human will be effected by environment situation in which by much experience will become much knowledge.

Then, Jeanne in his book says, there are some basic assumption of behavioristics theory about learning.⁵⁴

The first assumption is some of the people behavior are the result of experience with environment stimulus. The second is learning can be drawn in association between ancient that can be observated, they are the association between stimulus and response. The third is learning is the effect of behavior changing. The last is learning often event when stimulus and response come in near time.

From the statement above researcher concludes that learning is as a experience that can be drawn and can be abservated.

⁵³Abuddin Nata, *Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner* (Jakarta: PT Rajagrafindo Persada, 2009), p.175.

⁵⁴Jeanne Ellis Ormrod, *Psikologi Pendidikan*, diterjemahkan dari "Psychology of Education" oleh Wahyu Indianti (Jakarta: Erlangga, 2008), p. 422-425.

Behavioristics theory is said stimulus and response theory that is separated in three part, they are stimulus-response theory, conditioning theory and reinforcement theory.⁵⁵

a) Stimulus response theory

This theory assumption that learning is capacity to form stimulus response relation as much as possible. In which there three law of learning, they are: law of readiness, law of exercise or repition, and law of effect.

b) Conditioning Theory

This theory opinion that learning must be helped with certain condition. For example, before the students enter to the class and every changed of time, it usually will be sounded bell.

c) Reinforcement theory

In this theory, condition is given on stimulus, so the reinforcement condition is given on response. Because the children study with spirit and they understand what they learn so the teacher give them high value, or may be present with purpose that the process of teaching learning will more spirit.

So based on the explanation of behavioristics theory above researcher concludes that in teaching learning process, the teacher must be

⁵⁵Abuddin Nata, *Op.Cit.*, p.175-176.

able to give the students many stimulus so that the students are able to give many response. In which the Behavioristics theory have some assumption, they are: the effect of environment, focus on behavior that can be observated, learning is as a changed of behavior and the last is the similar principle of learning in all species.

b. The Relation of Behavioristics Theory, Reciprocal Teaching Strategy to Achieve Reading Comprehension

Researcher explores that the relation of Behavioristics theory, reciprocal teaching strategy to achieve reading comprehension in which Behavioristics theory is one assumption that behavior and the children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on. Environment is also said stimuli and human behavior is named response. So Behavioristics theory is said with stimulus response theory.

Therefore, reciprocal teaching strategy is an approach on the students learning with learn strategies. By reciprocal teaching strategy a teacher teach students the cognitive skills with make learning experience, with behavior modeling and then to help students to grow these skills base on their effort with giving spirit, support and so on. Next, reciprocal teaching strategy is said as a strategy that form team work or grouping and discussion. Besides that, reciprocal teaching strategy consist of four

component, they are: predicting, questioning, summarizing and clarifying. So the four component are possible the stimulus and response even in teaching learning process especially to achieve reading comprehension. In which, by much stimulus that is given to students so will much more the students' response in teaching learning process.

The fourth strategies above can be applicated in teaching reading. The using of this strategy is chosen because some reason, they are: this strategy is the activity that is used reader with continue. This strategy can improve comprehending and give opportunity to the reader to watch self comprehending. So the students' stimulus and response a long reading activity by an approach reciprocal teaching strategy will result good comprehending in reading. Next the students' resulting in comprehending the text is said reading comprehension.

B. Review of Related Findings

Based on the result of the research of Syafri Ahmad Siregar who used of reciprocal teaching strategy had significant effect to the students' reading comprehension and also could improve students' reading comprehension from low category into good category.⁵⁶ In addition, based on the result of the research of Anak Agung Putri Maharani that the main effect from teaching method significantly affected the students' reading comprehension. These findings denoted

⁵⁶Syafri Ahmad Siregar, *The Comparative Study Between Reciprocal Teaching Strategy and Expository Strategy X SMA Nurul 'Ilmi Padangsidimpun in 2011-2012 Academic Year (Thesis: UMTS Padangsidimpun, 2012)*, p. 49.

that the participants in the experimental group achieved better in reading comprehension after being taught through reciprocal teaching.⁵⁷

So that from some explanation above, the researcher concluded that the using of reciprocal teaching strategy have significance effect to the students' reading comprehension. Then, the researcher conducted reciprocal teaching strategy to students' reading comprehension at grade VII SMP N 5 Padangsidempuan. Researcher focused on students' problems in reading comprehension. Researcher used reciprocal teaching strategy by asking the students to self teaching with purpose to enrich their background knowledge. It means that, a teacher only as a motivator and facilitator for them.

C. Conceptual Framework

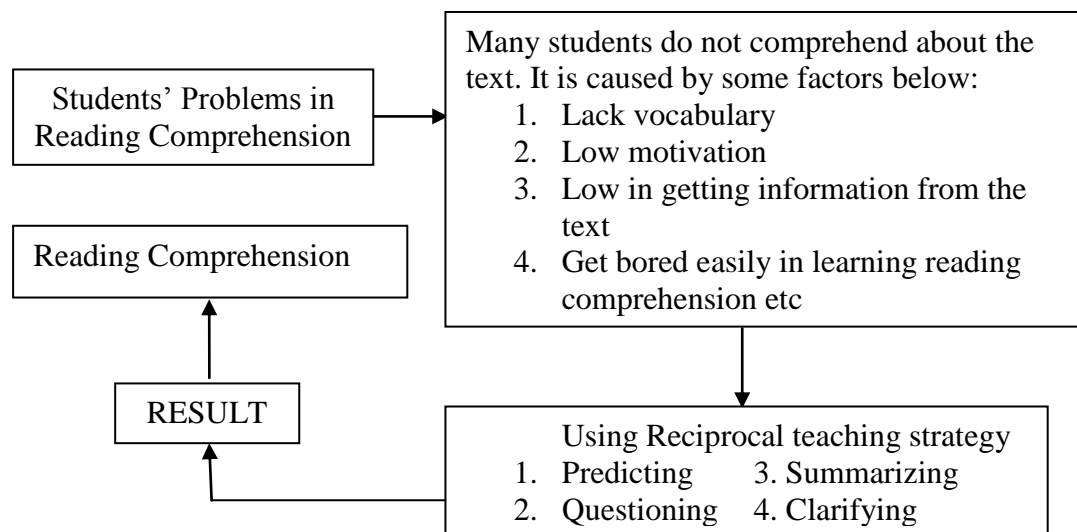
Reciprocal teaching is ones approach to the students' learning with learn strategies. Reciprocal teaching is an instructional activity that utilizes four comprehension strategies (predicting, questioning, summarizing, and clarifying) in the form of a dialogue between teachers and students regarding segments of a text.

Reading is one of skills is very important. Reading can help students to understand every material, especially in English material. Vocabulary is one aspect which can build one word can related into sentence. By knowing much vocabulary students can understand about the text and also, students will easier in reading comprehension.

⁵⁷Anak Agung Putri Maharani, The Effect of Reciprocal Teaching and Self-Concept upon the Reading Comprehension of the Tenth Grade Students of SMA Negeri 1 Gianyar (*Thesis*: Ganesha University of Education, 2012), p. 8.

Besides vocabulary, strategy is also important term. By using strategy will make students easier to get information from the text. Thus the researcher assumes that with using of good strategy students can understand about the text easily and quickly.

So, the researcher planed to conduct a research based on the framework bellows:



D. Hypotheses

In quantitative studies, hypotheses is prediction the researcher holds about the relationship among variables.⁵⁸ The researcher has hypotheses of this study that “there is the effect of reciprocal teaching strategy to students’ reading comprehension at grade VII SMP Negeri 5 Padangsidempuan”.

⁵⁸John W. Creswell, Research Design: *Qualitative, Quantitative and Mixed Methods Approaches-Second Edition* (USA: Sage Publications inc, 2003), p. 108.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the Research

The location of the research is at SMP Negeri 5 Padangsidempuan. The school is located on JL. Perintis Kemerdekaan No. 56 Padangsidempuan. The process of research had been done from January 2013 up to March 12th 2014.

B. Research Design

The kind of this research is quantitative research with experimental research. Where, quantitative research is based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists and other formal paper and pencil instruments.¹ Experimental research is the only type of research that can tests hypotheses to establish cause and effect relationship.² It means that, experimental method is used to see the effect of reciprocal teaching strategy to reading comprehension at grade VII of SMP Negeri 5 Padangsidempuan.

The research design was experimental study. It was meant that to collect the data, two groups have been used. They were experimental class and control class. The experimental class is the class that received the treatment by reciprocal teaching strategy, while the control class is the class that received the treatment by

¹L.R Gay & Airasian, *Educational Research: Competent for Analysis & Application* (U.S.A: Prentice Hall, 2000), p. 8.

²*Ibid.*, p. 367.

lecture method. It means that, researcher tough the students like teacher way in class at grade VII SMP Negeri 5 Padangsidimpuan. The design could be figured as the following:

**Table I
Research Design**

Group		Treatment	
A. Experimental class	Pre-test	Teaching by using reciprocal teaching strategy	Post-test
B. Control class	Pre-test	Teaching by using lecture method	Post-test

In this research, researcher gave the pre-test before give the treatment and gave the post-test after give the treatment to experimental class and control class. It can be seen from the following table:

Table II

Class	Pre-test	Treatment	Post-test
Experimental class	√	√	√
Control class	√	×	√

C. Population and Sample

1. Population

The population is the group of interest to researcher, the group to which she or he would like the result of the study to be generalizable.³ Then. Sugiono said that, population is the generalization area consists of: object or

³*Ibid.*, p. 122.

subject who have quality and characteristics who be specified by the researcher to be learned and then be made the summarizing.⁴ So, population is the object or the subject who to be generalizable by the researcher to be learned and then be made the summarizing.

The population of the research was the students of SMP Negeri 5 Padangsidimpuan at VII grade. Based on the information from a teacher that the students in SMP Negeri 5 Padangsidimpuan there are 319 students. It can be seen in the following table:

Table III
The Population of Seven Year Students of SMP Negeri 5
Padangsidimpuan

NO	Class	Number of Students
1.	VII-1	26 students
2.	VII-2	26 students
3.	VII-3	27 students
4.	VII-4	26 students
5.	VII-5	26 students
6.	VII-6	26 students
7.	VII-7	26 students
8.	VII-8	26 students
9.	VII-9	27 students
10.	VII-10	29 students
11.	VII-11	28 students
12.	VII-12	26 students
Total Number		319 Students

⁴Sugiono. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. (Bandung: Alfabeta Bandung, 2010). p. 80-81.

2. Sample

Sample is presentative whole of population.⁵ In obtaining the sample, the researcher used cluster sampling technique, considering to what Creswell says that,

Cluster sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population. A single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people directly. In a multistage, clustering procedure the researcher first samples groups or cluster. Obtains names of individuals within groups or cluster and then samples within the cluster.⁶

It means that cluster sampling is the elements of population in which the researcher has access to choose the sample directly. The researcher predicts that every sample in population in same levels, then the researcher took the sample of each class by cluster sampling. From the population, researcher took the sample directly. So from the twelve classes, researcher only took two classes as the sample of the research. The sample of the research was the students from grade VII-1 and VII-2. Researcher choose VII-1 and VII-2, because researcher found that VII-1 and VII-2 are low in teaching reading comprehension. In addition, the students have many problems when teaching reading comprehension.

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p. 112.

⁶John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches-Second Edition* (USA: Sage Publications inc, 2003), p. 156

Table IV
Sample of Research

Experimental Class	Control Class
26 students	26 students

D. The Instrument of Data Collecting

The instrument that had been used in this research is written test (in the form of multiple choice). These test type can be scored objectively and can be measured learning outcome directly. The reading material that have been tough about procedure text. In this research, the test consists of 40 questions with 4 options to prepare the students' reading comprehension. Where, the test consists of 20 for pre-test and consists of 20 for post-test. The test gives to both group. To find out the scores of the students answer, the writer give 5 score for each item. Thus, the maximum score of test is 100.

There are the indicators of reading comprehension as stated in the table below:

Table V
The Indicators of Reading Comprehension

No	Indicators	Items	Total
1	The ability to gain topic/title of the text	1,12,14	3
2	The ability to gain main idea	9,17,19	3

3	The ability to gain the aims of reading	3,6,11,18	4
4	The ability to gain the character material (participant)of reading	5,16	2
5	The ability to gain the reading for detail facts	7,13	2
6	The ability to gain the reading for inference	2,8,10	3
7	The ability to gain the reading to compare or contrasts	4,15,20	3
Total		20	100

E. Validity and Reliability of Instrument

1. Validity of Instrument

In this research, researcher uses item validity to establish the validity of the instrument. Where, the test consist of Fifty multiple choice test and it divided in to two groups. They are twenty five for pre-test (appendix 1) and twenty five for post-test (appendix 2). But for the post-test will be conduct after treatment. To know validities each question will be refer to list r point

biserial with r_t in 5 % significant : 0,381 and in 1% significant: 0,487. If r account > ` list question valid.⁷ The formula of r point biserial:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}} \quad \text{Where:}$$

r_{pbi} : coefficient item validity

M_p : means score

M_t : means score from score total

SD_t : standard deviation from score total

p : presentation of right answer to the item being tested it validity item

q : presentation of wrong answer to the item being tested it validity item

From the result of the analysis of fifty instrument above, where twenty five for pre-test and twenty five for post-test. Researcher concluded that, for the pre-test only twenty three are categorized valid, they are number 3 up to 25 and for the number 1 and 2 are categorized invalid. The calculation of how to get it can be seen in the appendix 5. Then, for the post-test only twenty two are categorized valid, they are number 1 up to 6 and from the number 10 up to 25 and for the number 7, 8, 9 are categorized invalid. The calculation of how to get it can be seen in the appendix 9. So, researcher conducted 20 items for each group (appendix 13). Researcher took items number 3, 6, 8 up to number 25 for

⁷Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2012), p. 185.

pre-test. Then items number 1 up to number 4 and number 10 up to number 25 for post-test.

2. Reliability of Instrument

A test is reliable to the extent that whatever it measure, it measure is consistently. To know reliabilities each question so that is refer to list single test-single trial method with use the formula of Spearmen-Brown with $r_{11} = 0,70$. If r account \geq table so question reliable.⁸

$$r_{tt} = \frac{2 r_{hh}}{1 + r_{hh}}$$

Where:

r_{tt} : coefficient reliabilities test totally

r_{hh} : coefficient correlation product moment between the first half of test and the second half of test (hh = half-half)

1&2 : constant enumeration

From the result of the analysis of fifty instrument above, with coefficient reliabilities ($r_{11} = 0,914$) for pre-test (appendix7) and ($r_{11} = 0,940$) for post-test (appendix 11). The result of the test $>$ r account, so researcher concludes that, the result of the test have good reliability.

F. The Procedures of Research

In completing the data, the researcher continued to the next step. The next step was collecting the data. The function of data collecting is to determine the

⁸ *Ibid.*, p. 216.

result of the research, in collecting, the researcher used some steps. They were pre-test, treatment and post-test.

1. Pre-test

Pre-test was conducted to find out the homogeneity of sample. The function of pre-test was to find the main scores of the experimental class and control class before the researcher gave treatment. In this case, the researcher did some procedures. They were:

- a. The researcher prepared test 20 items (appendix13).
- b. The researcher distributed the paper of test to students of experimental class and control class.
- c. The researcher explained what the students to do.
- d. Researcher gave time.
- e. The students answered the question.
- f. Researcher collected the students' paper test.
- g. The researcher checked the answer of students and found the mean score of using reciprocal teaching strategy and reading comprehension.

2. Treatment

After giving the pre-test, the students were given the treatment. The experimental class received the treatment taught by reciprocal teaching strategy in learning reading comprehension, while the control class taught by

lecture method, It means that researcher tough the students like teacher way in class at grade VII SMP Negeri 5 Padangsidempuan.

The procedures of treatment for the experimental class by using reciprocal teaching strategy, they were:

- a. Researcher used two meetings for teaching and for the third meeting researcher gave 40 minutes for final test.
- b. For the first meeting.
 - 1) Researcher started the class with greeting and using reciprocal teaching strategy.
 - 2) Researcher started the learning with asks the students to sit in the form of groups in which class divided in five group and every group consist of five students but one of five group consist of six students because the total of students are 26 so the students can not be divided in similar number. Then, researcher made the groups based on the result of pre test. By pre test researcher can see the ability of each students. So the ability of each groups will be made balance.
 - 3) Researcher shared a text to each students in the group.
 - 4) Researcher modeled with read a paragraph in one text so that it easier to understand.

- 5) Researcher explained and taught that while a paragraph finish to read, there some activities that must be done they are: questioning, summarizing, predicting, and clarifying.
 - a) Thinks the important questions about the text that is read and sure it can be answered.
 - b) Make summary about the important information from the text.
 - c) Predict what that possible will be explored continue.
 - d) Write if there unclear term for clarifying.
 - 6) After the students understand about the activities above, researcher rose a student to change his/her role in one group for trying.
- c. For the second meeting.
- 1) Researcher distributed kind of procedure text.
 - 2) Researcher gave the explanation that for this meeting the teaching learning process will be done like before.
 - 3) Researcher gave enough time for silent reading about the procedure text that is distributed.
 - 4) Researcher asked the students to read paragraph by paragraph to easier and for the beginning.
 - 5) After finishing reading researcher asked students as below:
 - a) Asked students to give question relate with the text with clue “the question that I think will be questioned by teacher is.....

- b) Gave the opportunity to the students to answer this question, if possible they may see the text but they must use self sentence to answer.
 - c) Gave the opportunity to the students summarize the main idea that is get in paragraph. If it possible choose one of them to read their idea.
 - d) Gave the opportunity to the students to predict the term that will be explore on the next paragraph.
 - e) Gave the opportunity to the students to find the unclear term on the text or paragraph.
- d. For the third meeting.
- 1) Researcher gave a reading comprehension exercises consisting of twenty multiple choice questions.
 - 2) Researcher gave new text that will be discussed in reciprocal teaching strategy by the students as the test ability.
 - 3) Researcher gave 40 minutes to answer the test.
 - 4) Researcher collected and evaluated the result of test.

The procedures of treatment for the control class by lecture method, they were:

- 1) Researcher used two meeting for teaching, in which researcher explained two texts, for the first meeting researcher talked about the

first text and for the second meeting researcher talked about the next text. The last meeting is researcher gave final test.

2) For the first meeting

a) Perception

- (1) Researcher explained to the students about the purpose of learning and main problem that will be explained
- (2) Researcher gave apperception to help the students to comprehend the learning, by asked the students about the procedure text that related with near environment

b) Presentation

- (1) Researcher presented the material related with procedure text
- (2) Researcher used references related with procedure text as a guidance
- (3) Researcher explained about the procedure text clearly as below:
 - (a) The meaning of procedure text
 - (b) Characteristics of procedure text
 - (c) The examples of procedure text
- (4) Researcher explained about the difficulties words that are found in the text

- c) Association, researcher gave some questions to the students about the text to know how far the students comprehend about the learning (procedure text)
 - d) Generalization, researcher gave the concluding about the learning and the students usually write the important information from the learning
 - e) Evaluation , researcher gave exercise to know the students' comprehend about the material that have been presented
- 3) For the second meeting, researcher continued the next text with similar way with the first meeting but for this meeting researcher gave exercises
- 4) For the third meeting
- a) Researcher gave a reading comprehension exercises consisting of twenty multiple choice questions
 - b) Researcher gave new text that will be answered by the students as the test ability
 - c) Researcher gave 40 minutes to answer the test
 - d) Researcher collected and evaluated the result of the test

3. Post-test.

After giving treatment, the researcher conducted a post test to the class VII-1 and class VII-2 as the sample. This post-test done after teaching two

meetings for each class, in which experimental class taught by reciprocal teaching strategy and control class taught without reciprocal teaching strategy. Post-test was the final test in the research especially measuring the treatment, whether was significant or not. After conducting the post-test the research analyzed the data and the researcher found out the effect of using reciprocal teaching strategy in experimental class. The research has procedure there are:

- a. The researcher prepared test 20 items (appendix 13).
- b. The researcher distributed the paper of test to students of experimental class and control class.
- c. The researcher explained what the students to do.
- d. Researcher gave time.
- e. The students answered the question.
- f. Researcher collected their paper test.
- g. The researcher checked the answer of students and found the mean score of using reciprocal teaching strategy and reading comprehension.

G. Technique of Data Analyzing

The data analysis of data was done to find out the achievement of the two groups, that have been divided in to experimental and control class. To know the difference between the two classes, the researcher used t-test as formula bellow:⁹

⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), p. 275.

$$T_t = \frac{M_1 - M_2}{\sqrt{\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where

T : The value which the statistical significant

M1 : The average score of the experimental class

M2 : The average score of the control class

X1² : Derivation of experimental class

X2² : Derivation of control class

N1 : Number of experimental

N2 : Number of control class

CHAPTER IV
THE RESULT OF RESEARCH

In this chapter, researcher collected the data and gave the test about reading comprehension to the sample. The sample of this research was class VII-1 for experimental class and class VII-2 for control class. The test was divided into two aspect, they are pre-test and post-test. Pre-test was done before conducted the treatment and post-test was done after conducted the treatment. Researcher applied quantitative analysis by used the formulation of t-test that will be described as follows. It is done to know the effect of reciprocal teaching strategy to students' reading comprehension and to test the hypothesis.

A. Description of Data Before Using Reciprocal Teaching Strategy

1. The Score of Pre-Test in Experimental Class

Based on the calculation of students' answers to the test in pre-test, researcher drawn the score of the students in experimental class in the appendix 18. Next researcher drawn the table sum as below:

Table VII
The Score of Pre-Test in Experimental Class

Statistics	Sum
Total	1415
Mean	54.42
Mode	60.00
Median	56.30
The Lowest	45.00
The High	65.00
Standard Deviation	24.59

Based on the table above shown that sum of score in experimental class was 1415, mean was 54.42, mode was 60, median was 56.30, researcher got the highest score was 65 and the lowest score was 45, and the last standard deviation was 24.59. Next, the calculation of how to get it can be seen in the appendix 20 part 1.

Then, to clearer researcher organized the score of students with 7 classes and 3 interval. So, the computed of the frequency distribution of the students' score in pre- test of group can be applied in to table frequency distribution as follows:

Table VIII
The Frequency Distribution of Students' Score in Experimental Class

No	Interval	Median	Frequency	Percentages
1	45-47	46	6	23.08%
2	48-50	49	5	19.23%
3	51-53	52	-	-
4	54-56	55	5	19.23%
5	57-59	58	-	-
6	60-62	61	7	26.92%
7	63-65	64	3	11.54%
Total			26	100%

From the table above, the students score that is there in class interval between 45-47 was 6 students (23.08%), class interval 48-50 was 5 students (19.23%), class interval 51-53 was 0%, class interval 54-56 was 5 students (19.23%), class interval 57-59 was 0%, class interval 60-62 was 7 students (26.92%), the last class interval 63-65 was 3 students (11.54%).

Based on the table, it can be drawn at histogram as below:

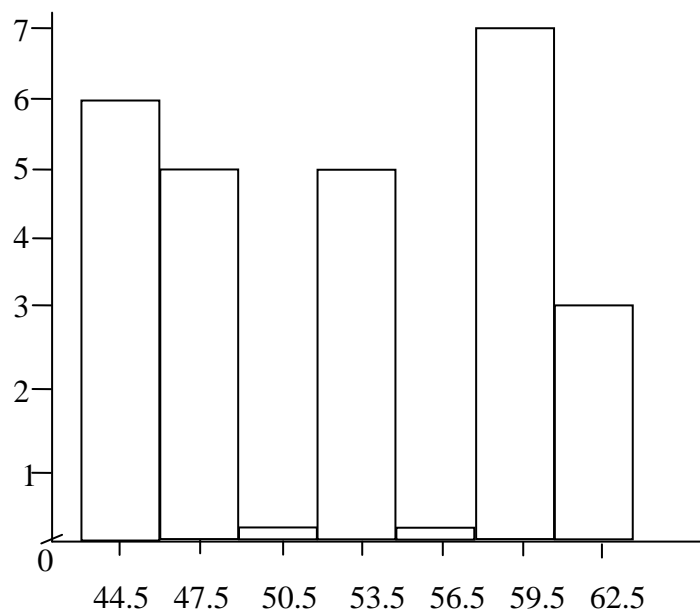


Figure 1: The histogram of students' score of experimental class

2. The Score of Pre-Test in Control Class

In pre-test in experimental class, the researcher calculated the result that is got by the students in answering the test at the control class. Researcher drawn the score of the students in control class in the appendix 18. Next researcher drawn the table sum as below:

Table IX
The Score of Pre-Test in Control Class

Statistics	Sum
Total	1449
Mean	55.73
Mode	55.00
Median	51.50
The Lowest	45.00
The High	70.00
Standard Deviation	26.27

Based on the table sum of score in control class was 1449, mean was 55.73, mode was 55, median was 51.50, researcher got the highest score was 70 and the lowest score was 45, and the last standard deviation was 26.27.

Then, the students' score was grouped into 7 classes with 4 interval. The calculation of how to get it can be seen in the appendix 20 part 2. So, the computed of the frequency distribution of the students' score in pre-test of group can be applied in to table frequency distribution as follows:

Table X
The Frequency Distribution of Students' Score in Control Class

No	Interval	Median	Frequency	Percentages
1	45-48	46.50	4	15.38%
2	49- 55	50.50	5	19.23%
3	53-56	54.50	8	30.78%
4	57- 60	58.50	4	15.38%
5	61-64	62.50	-	-
6	65-68	66.50	3	11.54%
7	69-72	70.50	2	7.69%
Total			26	100%

From the table frequency distribution above shown that the students' score that is there in class interval between 45-48 was 6 students (15.38%), class interval 49-52 was 5 students (19.23%), class interval 53-56 was 8 students (30.78%), class interval 57-60 was 4 students (15.38%), class interval 61-64 was 0%, class interval 65-68 was 3 students (11.54%), the last class interval 69-71 was 2 students (7.69%).

Based on the table, it can be drawn at histogram as below:

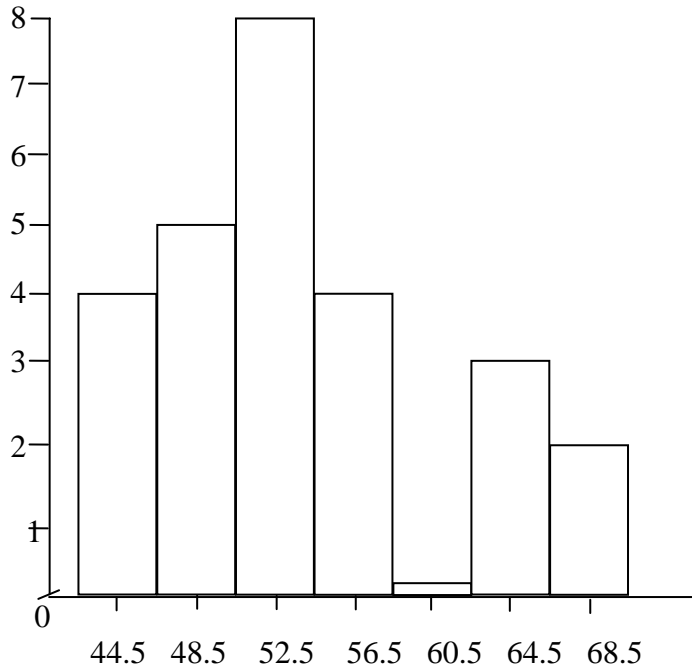


Figure 2: The histogram of students' score of control class

From the above table, the researcher concluded the students' ability before using reciprocal teaching strategy was low. It was improved by the means score of experimental class 54.42 and control class was 55.73

B. Description of Data After Using Reciprocal Teaching Strategy

1. The Score of Post-Test in Experimental Class

After done pre-test, researcher give the post-test for the final test and the post-test was given to the students after researcher give teaching before. Based on the calculation of the students' answer to the test in the post-test, researcher drawn the score of the students in experimental class in the appendix 22 part 1. Next researcher drawn the table sum as below:

Table XI
The Score of Post-Test in Experimental Class

Statistics	Sum
Total	1949
Mean	74.96
Mode	70.00
Median	74.10
The Lowest	60.00
The High	95.00
Standard Deviation	33.02

Based on the table sum of score in experimental class was 1949, mean was 74.96, mode was 70, median was 74.10, researcher got the highest score was 95 and the lowest score was 60, and the last standard deviation was 33.02. Next, the calculation of how to get it can be seen in the appendix 22 part 1.

Then, researcher organized the students' score into 6 classes with 6 interval. The computed of the frequency distribution of the students' score in post test of group can be applied in to table frequency distribution as follows:

Table XII
The Frequency Distribution of Students' Score in Experimental Class

No	Interval	Median	Frequency	Percentages
1	60-65	62.5	5	19.23%
2	66-71	68.5	6	23.08%
3	72-77	74.5	5	19.23%
4	78-83	80.5	5	19.23%
5	84-89	86.5	2	7.69%
6	90-95	92.5	3	11.54%
Total			26	100%

From the table frequency distribution above shown that the students score is there in class interval between 60-65 was 5 students (19.23%), class interval 66-71 was 6 students (23.08%), class interval 71-77 was 5 (19.23%), class interval 78-83 was 5 students (19.23%), class interval 84-89 was 2 students (7.69%), the last class interval 90-95 was 3 students (11.54%).

Based on the table, it can be drawn at histogram as below:

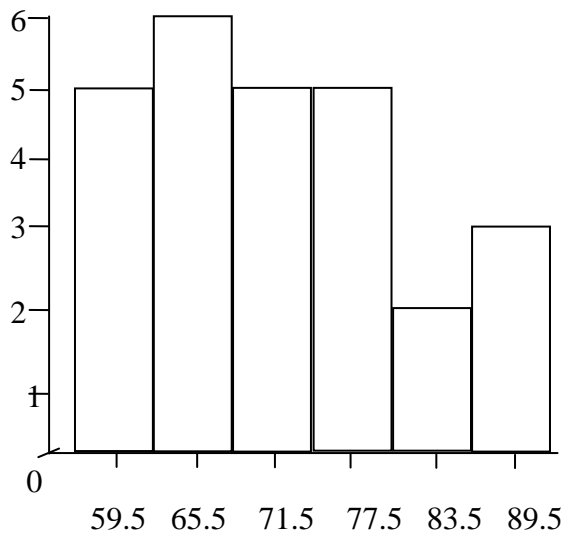


Figure 3: The histogram of students' score of experimental class

2. The Score of Post-Test in Control Class

Based on the calculation of post-test, researcher drawn the score of the students in experimental class in the appendix 22 part 2. Next researcher drawn the table sum as below:

1

Table XIII
The Score of Post-Test in Control Class

Statistics	Sum
Total	1915
Mean	73.65
Mode	65.00
Median	73.50
The Lowest	60.00
The High	85.00
Standard Deviation	32.87

Based on the table sum of score in experimental class was 1915, mean was 73.65, mode was 65, median was 73.50, researcher got the highest score was 85 and the lowest score was 60, and the last standard deviation was 32.87. Next, the calculation of how to get it can be seen in the appendix 22 part 2.

Then, to clearer researcher organized the score of students with 6 classes and 4 interval. The computed of the frequency distribution of the student's score in post-test can be applied in to table frequency distribution as follows:

Table XIV
The frequency distribution of students' score in control class

No	Interval	Median	Frequency	Percentages
1	60-63	61.5	2	7.69%
2	64-67	65.5	7	26.92%
3	68-71	69.5	3	11.54%
4	72-75	73.5	4	15.39%
5	76-79	77.50	-	-
6	80-83	81.5	10	38.46%
Total			26	100%

From the table frequency distribution above shown that the students score is there in class interval between 60-63 was 2 students (7.69%), class interval 64-67 was 7 students (26.92%), class interval 68-71 was 3 students (11.54%), class interval 72-75 was 4 students (15.39%), class interval 76-79 was 0%, the last class interval 80-83 was 10 students (38.46%).

Based on the table, it can be drawn at histogram as below:

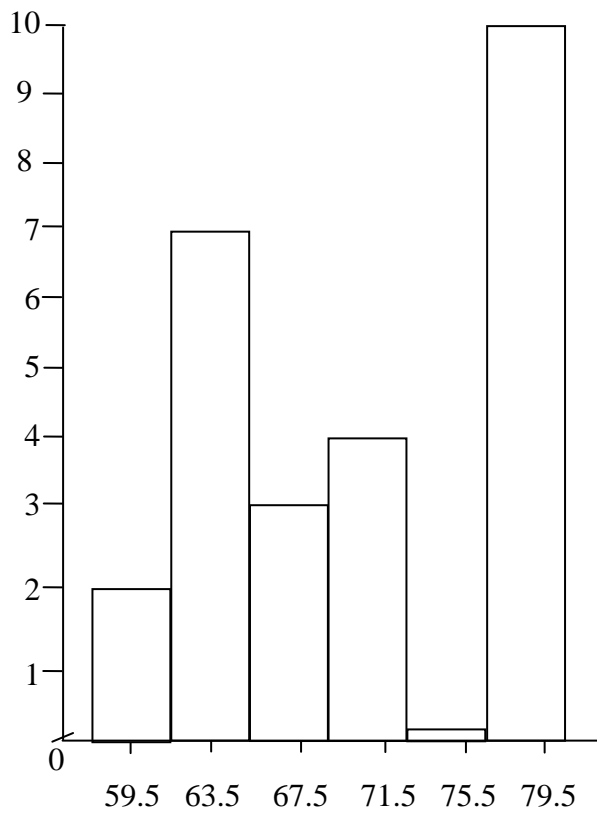


Figure 4: The histogram of students' score of control class

Next, from calculation above the researcher concluded the students' skill after teaching by using reciprocal teaching strategy was increase quickly. It can

be seen from the mean score of experimental class was bigger than control class ($74.96 > 73.65$).

C. Hypotheses Testing

Before make the hypotheses researcher made the formulation of the problem before, the formulation of the problem was “is there the effect of reciprocal teaching strategy to students’ reading comprehension at grade VII SMP Negeri 5 Padangsidimpuan?”. Next, the hypotheses of the research was “there is the effect of reciprocal teaching strategy to students’ reading comprehension at grade VII SMP Negeri 5 Padangsidimpuan”.

Then, researcher have criteria of the test hypotheses, if $t_0 > t_t$ null hypotheses (h_0) is rejected and the alternative hypotheses (h_a) is accepted. In turn if $t_0 < t_t$ the alternative hypotheses (h_a) is rejected and null hypotheses (h_0) is accepted, it means that the hypotheses of research is rejected. Based on the data collected, the data will be analyzed to prove hypothesis by using formula of t-test. The steps were started. It can be seen in the appendix 24.

The degree of freedom (df) is $= n_1 + n_2 - 2$. The total of students in every classes are 26 in class VII-1 and 26 in class VII-2. So, $df = 26+26-2= 50$, from the percentage points of the t distribution can be seen that the table of significant get point 1.67. After the data calculated the researcher got t_0 is 2.18 (appendix 24) whereas t_t was 1.67. It shown that t_0 is bigger than t_t ($2.18 > 1.67$). So, the hypotheses null (h_0) is rejected and the alternative hypotheses (h_a) is accepted. In

conclusion, there was the effect of reciprocal teaching strategy to students' reading comprehension at grade VII SMP Negeri 5 Padangsidimpuan.

It means that the hypotheses of research is accepted and there is effect of reciprocal teaching strategy to students' reading comprehension at grade VII SMP Negeri 5 Padangsidimpuan. It is said because by conducting reciprocal teaching strategy in teaching reading comprehension can improve students' reading comprehension. As addition, there are different between score of students' reading comprehension in experimental class and control class. The score in experimental class was bigger than control class.

The students' reading comprehension in experimental class is better than control class. It can be seen from mean score in experimental class was 74.96 and mean score in control class was 73.65. The students' score increase from mean score 54.42 to 74.96. From the calculation above the researcher concluded the students' ability after teaching by using reciprocal teaching strategy was increase quickly.

D. Discussion

Based on the theory and related findings, the researcher discuss what that was found. First, Abuddin Nata¹ says that Behavioristics theory assumption that learning is capacity to form stimulus response relation as much as possible. It means that, by much stimulus that is given to students so will much more the

¹Abuddin Nata, Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner (Jakarta: PT Rajagrafindo Persada, 2009), p. 175.

students' response in teaching learning process. So, the application of reciprocal teaching strategy a long reading activity will improve the students' stimulus and response and will result good comprehending in reading.

Second, in the research with title is "The Comparative Study Between Reciprocal Teaching Strategy and Expository Strategy X SMA Nurul 'Ilmi Padangsidimpuan in 2011-2012 Academic Year".² The result of his research found that there was significant effect to the students' reading comprehension and also could improve students' reading comprehension from low category into good category. Further, in the research with title is "The Effect of Reciprocal Teaching and Self-Concept upon the Reading Comprehension of the Tenth Grade Students of SMA Negeri 1 Gianyar".³ The result of her research found that the participants in the experimental group achieved better in reading comprehension after being taught through reciprocal teaching. It means, learning reading comprehension by using reciprocal teaching strategy will help the students to easier to understand. Besides that, the students' mastery in learning reading comprehension good and improve.

Therefore, the researcher found the students' reading comprehension before using reciprocal teaching strategy is lower than the students' reading

² Syafri Ahmad Siregar, *The Comparative Study Between Reciprocal Teaching Strategy and Expository Strategy X SMA Nurul 'Ilmi Padangsidimpuan in 2011-2012 Academic Year (Thesis: UMTS Padangsidimpuan, 2012)*, p. 49.

³ Anak Agung Putri Maharani, *The Effect of Reciprocal Teaching and Self-Concept upon the Reading Comprehension of the Tenth Grade Students of SMA Negeri 1 Gianyar (Thesis: Ganesha University of Education, 2012)*, p. 8.

comprehension after using reciprocal teaching strategy. It can be seen from last score of the calculation above indicated $t_o > t_t$ ($2.18 > 1.67$) and also from mean score between the experimental group and control group, it is indicated that the score of experimental group was bigger than control group ($74.96 > 73.65$). Finally, researcher can conclude that the hypotheses was accepted and there was the effect of using reciprocal teaching strategy to students' reading comprehension.

E. Threats of the Research

The researcher found the threat of this research, as follows: The students were lack serious to perform the strategy in their group. The was lack of experience in processing data or lack of knowledge about it. The students needed more time for working pre-test and post-test. The limited of English books (especially reciprocal teaching strategy book) in the researcher's campus. The last is the limited of the instrument of research.

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CURRICULUM VITAE

A. Identity

Name : PAUSIAH
Nim : 09 340 0015
Place and Birthday : Sungai Tanang, 12 september 1990
Sex : Female
Religion : Islamic
Address : Sungai Tanang, Kec. Sei.Aua, PASBAR

B. Parent

1. Father's name : Syafriwan
2. Mother's name : Syahrída

C. Educational background

1. Graduated from Primary School number 02 Lubuk Juangan in 1997-2003.
2. Graduated from SMP N.1 Sei.Aua in 2003-2006.
3. Graduated from SMA N. 1 Lembah Melintang in 2006-2009.
4. Be University student in IAIN Padangsidempuan.