THE EFFECT OF RECIPROCAL TEACHING STRATEGY ON WRITING RECOUNT TEXT MASTERY AT THE TENTH GRADE STUDENTS OF SMA NEGERI 7 PADANGSIDIMPUAN

A THESIS

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

Written by:

ASMARANI DEVI HRP
Reg. Number 11 340 0048

**ENGLISH EDUCATION DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2016**

THE EFFECT OF RECIPROCAL TEACHING STRATEGY ON WRITING RECOUNT TEXT MASTERY AT THE TENTH GRADE STUDENTS OF SMA NEGERI 7 PADANGSIDIMPUAN

A THESIS

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

Written by:

ASMARANI DEVI HRP
Reg. Number 11 340 0048

ENGLISH EDUCATION DEPARTEMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2 0 1 6

Hal : Sidang Skripsi
  a.n. Asmarani Devi
Lamp : …..Examplar

Padangsidimpuan,
  To:
Dean Tarbiyah and Teacher Training
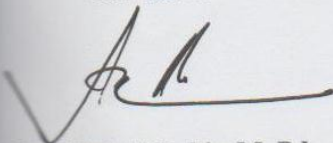Faculty
In-
Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading studying and giving advice for necessary revise on the thesis belong to **Asmarani Devi Hrp**, entitled **"The Effect of Reciprocal Teaching Strategy on Writing Recount Text Mastery at The Tenth Grade Students' of SMA Negeri 7 Padangsidimpuan"**, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S. Pd) in English Department of Tarbiyah and Teacher Training Faculty of IAIN Padangsidimpuan.

Therefore, in a short time, we hope that the thesis will soon be examined in front of the Thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
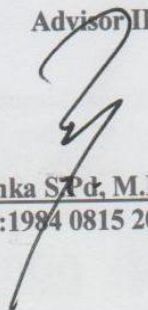
Wassalam 'alaikum wr.wb.

Advisor I

Dr. Fitriadi Lubis, M. Pd
NIP. 1962 0917 199203 1 002

Advisor II

Hamka S.Pd, M.Hum
NIP:1984 0815 200912 1 005

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : ASMARANI DEVI HRP

Registration Number : 11 340 0048

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2

The title of the Thesis :

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the other side except the guidance from advisors and without dong plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verses 2.

I do this declaration truthfully, if there is deceitfulness incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespect fully and other punishment regarding norms and legal law.

Padangsidimpuan, Oktober, 2016
Declaration Maker

ASMARANI DEVI HRP
Reg. No: 11 340 0048

AGREEMENT PUBLICATION OF FINAL TASK FOR
ACADEMIC CAVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name   : ASMARANI DEVI HRP

Nim   : 11 3400 048

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2

Kind   : Thesis

To develop science and knowledge, I hereby declare that I present to the State Institute For Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **"The Effect of Reciprocal Teaching Strategy on Writing Recount Text Mastery at The Tenth Grade Students' of SMA Negeri 7 Padangsidimpuan".**

With all the sets of equipments (if needed). Based on this Non Exclusive Royalty Right, the State Institute For Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and owner of its creative right.

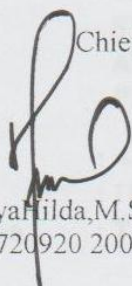Based on statement above all, this statement is made true heartedly to be used as properly.
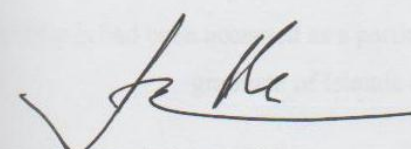
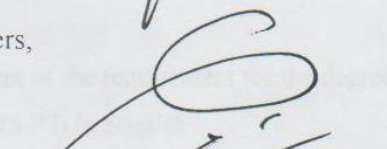Padangsidmpuan,
Signed

ASMARANI DEVI HRP
Reg. No. 11 340 0048

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION
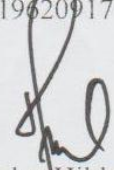
NAME   : ASMARANI DEVI Hrp

REG. NO   :11340 0048

THESIS   : THE EFFECT OF RECIPROCAL TEACHING STATEGY ON WRITING RECOUNT TEXT MASTERY AT THE TENTH GRADE STUDENS OF SMA NEGERI 7 PADANGSIDIMPUAN

Chief,   Secretary,

Dr. LelyaHilda,M.Si   Hamka,M.Hum
NIP. 19720920 200003 2 002   NIP. 19840415 200912 1 005

Members,

1. Dr. FitriadiLubis,M.Pd   2. Dr. Erawadi,M.Ag
    NIP. 19620917 199203 1 002   NIP. 19720326 199803 1 002

3. Dr. Lelya Hilda,M.Si   4. Hamka,M.Hum
    NIP. 19720920 200003 2 002   NIP. 19840415 200912 1 005

Proposed:

Place   : Padangsidimpuan

Date   : December, 23th2016

Time   : 09:00 WIB - finish

Result/Mark   : 78.25 (B)

IPK   : 3.63

Predicate   : Cumlaude

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

LEGALIZATION

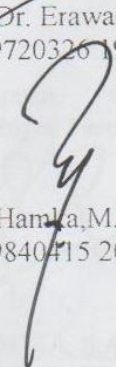|	
Thesis	: THE EFFECT OF RECIPROCAL TEACHING STRATEGY ON WRITING RECOUNT TEXT MASTERY AT THENTH GRADE STUDENTS OF SMA NEGERI 7 PADANGSIDIMPUAN
Written By	: ASMARANI DEVI HRP
Reg. No	: 11 3400 048
Fakultas / Jurusan	: TARBIYAH DAN ILMU KEGURUAN/ TBI-2

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Islamic education (S.Pd) in English

Padangsidimpuan,   Oktober   2016
Dean of Tarbiyah Faculty

Hj. ZULHIMMA, S.Ag., M.Pd
NIP. 19720702 199703 2 003

Nama : ASMARANI DEVI HRP
NIM : 11 340 0048
Fakultas/Jurusan: TARBIYAH DAN ILMU KEGURUAN/TBI-
Judul Skripsi : THE EFFECT OF RECIPROCAL TEACHING STRATEGY ON WRITING RECOUNT TEXT MASTERY AT THE TENTH GRADE STUDENTS OF SMA NEGERI 7 PADANGSIDIMPUAN

ABSTRACT

The purpose of the research me to find out: whether there is a significant effect of reciprocal teaching strategy on writing recount text ability at the Tenth Grade Students' of SMA Negeri 7 Padangsidimpuan. The researcher carried the quantitative approach by applying experimental research method with two groups pre-test and post-test design.

The population of the research is the X grades students of SMA Negeri 7 Padangsidimpuan that consist of it was 102 students. The writer used cluster sampling technique to get the sample that consist it was 30 students. The data was collected by using test as an instrument. In the research the writer used t_{test} in pre-test post-test design formula.

After calculating the data, it was found that the mean score of pre-test on students' is 71.16, it is categorized "good". While the mean score of post-test students' is 82.63, it was categorized "very good". The result of the analyzed data shown that t_{test} is greater than t_{table} or (10.85>2.05). It means that the hypothesis was accepted. It means, there is a significant effect of reciprocal teaching strategy on students' writing recount text ability at the Tenth Grade Students of SMA Negeri 7 Padangsidimpuan.

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. Praise to be Allah the Almighty for blessing me in completing this research. The greatest gratitude is also addressed to the Prophet Muhammad SAW, peace be upon him. This research is presented as a partial fulfillment of requirement to get the degree of Sarjana Pendidikan at the IAIN PADANGSIDIMPUAN. Through this research the writer would be like to express the deepen appreciation to:

1. Special thanks are to Mr. Drs. Fitriadi Lubis M.Pd., as the first advisor who hadguided, support and sugested me with great patience to finish this thesis as well.

2. Special thanks are to Mr. Hamka M.Hum., as the second advisor who hadguided, support and sugested me with great patience to finish this thesis as well.

3. Special thanks are to The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL.

4. Thanks are to Mrs. Hj. Zulhimma, S.Ag., M.Pd., the Dean of Tarbiyah and Teacher Training Faculty.

5. Thanks are to Mrs. Rayendriani Fahmei Lubis, M.Ag., the Chief of English Education Department.

6. Big thanks to all lectures and all the academic cavities of IAIN Padangsidimpuan who had given much knowledge and helped during I studied in this beloved institute.

7. The Chief of IAIN Padangsidimpuan Library is Yusrifahmi, S.Ag, M.Hum.

8. My beloved husband Mr. Syahnan Siegar and my little girl Deisya Az-Zahra Siregar who always give me spirit and make me happy`

9. My lovelly friends in TBI-2 Sabroh Laila Siagian, Indah Purnama Sari, Ira Ferdiani, Yanti Rohani, Ismi, Suadi, Borkat, Topa, Cici and Hipni Marina Pade.

10. All People who help me to finish my study that I can not mention one by one

Finally, the writer realized that this research was still far from the perfect, therefore the writer welcomes to all valuable critics of the readers which can improve the perfect of this research.

Padangsidimpuan, October 2016
Researcher

ASMARANI DEVI HRP
NIM. 113400048

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language that is used as a tool of communication. This language is used as a medium to correlate between one country to another. In Indonesia English is one of the important subjects that should be mastered by the students.

In learning English there are four skills such as : Reading, Speaking, Listening and Writing. Writing is one of the language skills that has important role in daily life. With writing, students can write their expressions or ideas. Writing is highly individual process, it can be said that writing is communication developing from ours ideas. Writing considered being the most difficult language skill.

Writing is activities by someone to do a communication to another people by letter that contain words to be a text that has meaning. So the readers had known what does the writer means in a letter. The word writing is derived from the verb "write", it means arrange letters, words, sentences, or other symbols on writing to make paragraphs, texts, books, or articles. Writing skills is taught in school through genre-based approach or text based approach. Genre is consist of some texts type which has the own aim. There are several kinds of text, they are narrative, descriptive, report, recount, exposition, and so on. In this research, the writer is interested to recount text. Recount text is one of the genres that taught for Junior High School as a statement that

give information for student. The purpose of learning recount text is the students' are able to list and describe past experiences by retelling events in the order in which they happened. Recount text is to retells event or experience in the past.

The students' in SMA Negeri 7 Padangsidimpuan at Tenth Grade are not successful in writing recount text. It can be proved based on the writer observation which found the low average of "The students' in English in last semester they only got the average of 70.[1] Meanwhile, "They are expected to get the score on the average of criteria minimum at 75. [2]Actually it is enough, but they need to make their score be better as a proof for their achievement in writing the text well. Although their score is enough, but for their achievement pre-research that make by the writer proof that most of students' are unable to understand writing recount text.

Based on the observation, the writer found several factors that caused students' inability to understand writing recount text are media, material, strategy of the teacher, and teaching learning process in class. To handle the problems, the teachers should be able to choose the suitable strategy for teaching English. If the strategy of teaching and learning process is based on the necessity, the result of learning became better. The selection and the application of certain strategy should be based on the objective research. Hence, the use of strategy is very essential to improve the students' ability in writing.

[1] Arnisah Ummiati Harahap, as English Teacher in SMA Negeri 7 Padangsidimpuan, *Daftar Kumpulan Nilai* : Januari 6th, 2016. At 10.30 a.m.
[2] Nursyawiyah Hutauruk, as English Teacher in SMA Negeri 7 Padangsidimpuan, *Kriteria Ketuntasan Minimal 2014-2015:* February 2nd, 2016. At 12:30 p.m.

There are several strategies which can be used in teaching writing such as: PQ4R strategy, concept mapping strategy, inquiry strategy, and reciprocal teaching strategy. In this case the writer assumes that reciprocal teaching strategy is suitable strategy used for writing recount text. Writer choosing reciprocal teaching strategy, because by using long teaching strategy the students' felt boring, inactive, lazy, and they do not participate in teaching learning process in class. The writer expects the students can master the recount text and write it well. The teacher also feels easy to explain the recount text in the class and the learning process to be comfortable. So, the writer chooses new strategy is reciprocal teaching strategy. Because the writer wants to know which it the best strategy on writing recount text of the students'.

Based on the explanation above, the writer is concludes that writing skill to recount text ability suitable on reciprocal teaching strategy. So, the researcher interested in conducting the research entitled **"The Effect of Reciprocal Teaching Strategy on Writing Recount Text Mastery at Tenth Grade students' of SMA Negeri 7 Padangsidimpuan".**

B. Identification of the Problem

Writing is an activity which is done by people to convey the idea, opinion, and mind in written form. It means writing is activity someone can express the ideas, opinions, and communicate. Writing factors are: good writers read, good writers attend to meaning, good writers actively generate their own interest to write, good writers create opportunities to write outside the classroom.

Based on the point of view in the background of this research, there are some factors that caused students' inability to understanding English subject especially in writing recount text are media, material, learning process and strategy. There are many strategies that can be used by the teacher in teaching recount text such as: PQ4R strategy, concept mapping strategy, inquiry strategy, and reciprocal teaching strategy.

C. Limitation of the Problem

As mention above, there are many factors that caused students' inability to understanding English subject especially in writing recount text are media, material, learning process and strategy. We know that the kinds of strategy that can develop students' writing. It is like PQ4R strategy, concept mapping strategy, inquiry strategy, and reciprocal teaching strategy. From many the kinds of strategy had been mentioned. The writer sure that reciprocal teaching strategy can help students' problem especially in factors of students' inability to understanding English subject especially in writing recount text.

Here, the writer will not discuss all of the factors, the writer just focused on the strategy, that is reciprocal teaching strategy. The writer just discussed about reciprocal teaching strategy.

The writer chooses reciprocal teaching strategy because reciprocal teaching strategy used four strategy that can help students in writing recount text, they are : predicting, questioning, clarifying and summarizing. The writer is sure that this strategy

can help students' in writing recount text and this strategy will not make students boring.

D. Formulation of the Problem

Based on explanation in background of the problem above, the problem of this research can be formulated as follows:

1. To what extent is the students' mastery in writing recount text at the Tenth Grade Students' of SMA Negeri 7 Padangsidimpuan ?

2. To what extent is the students' mastery in writing recount text ability by using reciprocal teaching strategy at the the Tenth Grade Students' of SMA Negeri 7 Padangsidimpuan ?

3. Is there any significant effect of reciprocal teaching strategy on writing recount text mastery at the Tenth Grade Students' of SMA Negeri 7 Padangsidimpuan ?

E. Objectives of the Research

Based on the formulation of the problem, the objectives of this research are to investigate:

1. The extent of the students' ability in writing recount text at the Tenth Grade Students' of SMA Negeri 7 Padangsidimpuan.

2. The extent of the students' ability in writing recount text by using reciprocal teaching strategy at the Tenth Grade Students' of SMA Negeri 7 Padangsidimpuan.

3. Whether there is effect of reciprocal teaching strategy on students' mastery in writing recount text at the Tenth Grade Students' of SMA Negeri 7 Padangsidimpuan.

F. Significance of the Problem

There are many significances of this research, may be for headmaster, researcher, and also teachers, this research is useful for:

English teacher as information to increase knowledge especially about the effect of There are many significances of this research, may be for headmaster, researcher, and also teachers, this research is useful for:

1. English teacher as information to increase knowledge especially about the effect of reciprocal teaching strategy on students' writing mastery.
2. Headmaster of the school, to motivation the English teacher in teaching English
3. Other researcher as information and contribution to do the relevance research on students' writing mastery.

G. The Outline of The Thesis

This research was divided into five chapters:

Chapter I was an Introduction include background of the problem, the identification of the problem, the focus of the problem, the formulation of the problem, the aims of the problem, the significances of the problem, the definition of the key terms.

Chapter II was a Theoretical description that consists of concept of writing recount text mastery, definition of recount text, social function of recount, generic structure of recount text, language feature of recount text, definition of reciprocal teaching strategy, the review of related findings, conceptual framework, and hypothesis.

Chapter III was Methodology of the Research dealing with types of research, instrument, technique of collecting data and technique of data analysis.

Chapter IV was presents Description of the result research, Result of The research, and the comparative result. Chapter V gives the conclusion of the research and suggestion.

CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Description

1. The Writing Recount Text

a. The Writing

1) The Definition of Writing

Generally, writing is activities by someone to do a communication to another people by letter that contain words to be a text that has meaning. So the readers know what does the writer means in a letter. The word writing is derived from the verb "write", it means arrange letters, words, sentences, or other symbols on writing to make paragraphs, texts, books, or articles. Writing is one skill of language that should be known when learning a language. Skills in writing is a basic necessity in the academic environment, and even the nonacademic students who as not need to has report and term papers, occasionally need to write message, memo, invitation, and the like. Before we discuss more about writing, it became better to see the definition of writing according to expect.

Writing is an activity that productive and expressive. It means that writing is artistic skill and something expression. Tarigan says that writing factor for influence languages.[1]More, Maharani say that writing is an activity which is done by people

---

[1] Guntur Henry Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008), p. 6.

to convey the idea, opinion, and mind in written form. It means writing is activity someone can express the ideas, opinions, and communicate.[2] Then according to Mertens "Writing is a complex and cognitively demanding activity". It means that writing is practice activity.[3]

Thus Suparno say that writing is an activity to express message or communication by using write language as implement or medium.[4] It means that writing is write language as implement to communication. Suparno conclude that factors writing are: Frequency curse describe that amount compose practice such as diary or letter will increase someone writing skill, grammatical curse describe that languages structure will quick someone to writing, correction curse says that someone become writer because she accept compliment, formal curse say that good writing skill by languages science, convention.[5]

2) **The Factors of Writing**

According to Griffiths, "Writing is used as a support skill in the language classroom it is usually approached from a teaching orientation which is product-centered".[6] It means that writing is write language as approach and teaching approach. Griffiths says that writing factors are[7]: good writers read, good writers

---

[2] Ida Maharani, *How to Write Effectively,* (Yokyakarta: Cipta Aji Pratama, 2007), p. 2.
[3] Nathan L Mertens, *Writing Process, Tools and Thechnique,* (New York: Nova Siances Publisher Inc. s, 2010), p. 125.
[4] Suparno and Yunus Muhamad, *Keterampilan Menulis,* (Jakarta: UT, 2009), p. 13.
[5] *Ibid.*, p. 14.
[6] Griffiths Carol, *Languages Teaching Librar,* (New York : Cambridge, 2008), p. 245.
[7] *Ibid.*, p. 248.

attend to meaning, good writers actively generate their own interest to write, good writers create opportunities to write outside the classroom.

According to Maharani says that factors writing are[8]: 1) need to construct confidence. Believe if you can write. In writing text or story is similar with writing letter to friend, that need is not talent, but wish and interest. 2) Wish to learn writing. Write down anything that you can write. 3) To stronger wish writing, make writing aim list. Writing will be easier, if there is aim.

Moreover, Maharani say that the aim of writing are[9]: 1) Obtain popularity, 2) amuse certain side, 3) giving critical to certain side, 4) influence thought the reader, 5) obtain money, 6) sharing experience with the reader.

Based on the explanation above, we can conclude that writing is the way of someone to express communication, ideas, opinion and experiment, productive and expressive. Then, writing is several factors that influence for someone to writing something. Writing nowadays is always related into genre. Genre is consist of some texts type which has the own aim. Genre is known as kind of text. Some texts in English are narrative, explanation, exposition, procedure, discussion, etc. In this research the writer take recount text.

---

[8] Mahrani, *Op Cit*. p. 5.
[9] *Ibid.*, p. 6.

3) The Kinds of Writing

While various genres of written texts abound, writing performance is by comparison, limited. Consider the following five major categories of classroom writing performance:

1) Imitative or writing down

   At the beginning level of learning to write, students will simply write down English letter, words and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category although dictations can serve to teach and test higher order processing as well.

2) Intensive or controlled

   This intensive writing typically appears in controlled, written grammar exercises. This type of writing will not allow much if any creativity on the part of the writer. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

3) Self writing

   A significant proportion of classroom writing may be devoted to self- writing or writing with only the self in mind as an audience.

4) Display writing

   For all language students, short answer exercises, essay examinations and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing technique.

5) Real writing

   While virtually every classroom writing task will have an element of display writing in it, nevertheless some classroom writing aims at the genuine communication of message to an audience in need of those message. [10]

So, the researcher can conclude that a part of us have read about many influences on writing instruction and been introduced to general techniques for writing and evaluating student writing. The most important principle; however is to learn to adapt any of these ideas to the many different situations in which student write. Many people falsely believe that writing is a talent that is present in the lucky few and cannot be taught to the rest. Fortunately for both native speakers and non native speakers alike, writing is a teachable and learnable skill and the instructor can play an invaluable role in making this skill an enjoyable one. Finally, helping students

---

[10]H.Douglas Brown. *Teaching By Principles:An Interactive Approach To Language Pedagogy* (New Jersey: Prentice Hill Regents, 1994)p. 327-330

understanding the process of writing by guiding them through the steps of invention, drafting, review, revision, and evaluation will help demystify writing and make it an important part of their learning of English.

b. The Recount Text

Writing recount text is one of important knowledge in writing. Recount text can be considered as the most common kind of text we can the past. Knapp say recount text is a sequential text that does little more than sequencing a series of events".[11] It means that recount text considered as the simplest type of narrative genre.

Furthermore Djuhairi says that recount text is a kind of text which is content tells an event, happened or activity which is happened to someone or someone's experience.[12] It means that recount text is a text which tell an event or happened. Kurniawan say thatre count text is a text which explain or report about an event happened in the past for the purpose of informing or entertaining.[13] It means that recount text is as information or amuse by someone. More Pardiyono says that recount text is a text which made for purpose to inform about that happened in the past.[14] It means that recount text to inform that happened in the past.

---

[11] *Op Cit.,* Knapp, Peter and Megan Watkins, p. 23.

[12] Djuhairi dan Otong Setiawan, *Genre Dilengkapi 700 Soal Uji Pemahaman,* (Bandung: Yrama Widia, 2007), p. 44.

[13] Arief Kurniawan and Yeni Yuniawati, *Mengeksplorisasi Jenis – Jenis Teks Bahasa Inggris,* (Jakarta : Multi Kreasi Satudelapan, 2010), p. 40.

[14] Pardiyono, Pasti bisa *Writing Clues for Better Writing Competence,* (Yogyakarta: Andi Offset, 2006), p. 64.

From the quotation of definition above, the writer make a conclusion that recount text is a text which retell past activities or an event happened in the past. It means that the purpose of the recount text is to inform about past activities. In the research, the writer indicates the important aspect that should be discuss in writing recount text are: 1) the social function of recount text, 2) the generic structure of recount text, and 3) the language features of recount text. So, the writer discussed for them by clearly, as follow:

1). The Social Function of Recount Text

Recount text has the social function; social function is the purpose of the text or also known as a communicative purpose. Recount text is a kind of text in genre to inform or to retell that happened in the past. Kurniawan say that recount text is a text which explain or report about an event happened in the past for the purpose of informing or entertaining.[15] It means that recount text is as information or amuse by someone.

Pardiyono says that social function of recount text: to reconstruct, to record events or activities for the purpose of informing.[16] It means that in recount text can retell that story in the past. Thus Djuharie says that social function of recount text: it is either to inform the purpose, to entertain or to retell the events to audience.[17] It means that social function is give the audience a description of what occurred and when it happened. From all of the quotation above the writer conclude that the

---

[15] Arief Kurniawan and Yeni Yuniawati, *Op Cit.*, p. 40.
[16] Pardiono, *Op Cit.*, p. 164.
[17]Djuharie, *Op Cit.*, p. 26

social function of recount text is to reconstruct past experiences by retelling events in original sequence.

2). The Generic Structure of Recount Text

Recount text has the generic structure that should be understood by the students'. Generic structure is the way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and the writer use this knowledge to structure their writing, defending on their purpose. Wahidi says, Generic structure of recount are:

> 1)Orientation: introducing the participant, place and time, 2) Events: describing series of event that happened in the past, 3) Reorientation : it is optional. Stating personal comment of the writer to the story". It means generic structure of recount text is three elements; it is orientation, events and reorientation.[18]

As Kurniawan say, "Generic Structure of recount text are:

> 1)Orientation: it is provides the setting and introduces the participants, 2) Events: they tell what happened in what sequence, and 3) Reorientation: It is an optional or closure of events". It means generic structure of recount text is three elements; it is orientation, events and reorientation.[19]

Thus Djuharie says that there are three elements of recount text. They are:

> 1)Orientation: part of the text which gives setting or introducing participants, time and place, 2) Events: combination of activities or accidents, 3) Re-orientation: closing of events. It means recount text has three elements, they are orientation, events or record of events, and re-orientation.[20]

---

[18] Rachmat Wahidi, *Genre of the Text*. (http://rachmatwahidi.wordpress.com for details), 2008, browsed at April 08, 2015, retrieved at 10:30 WIB.
[19] Kurniawan, *Op Cit*., p. 40.
[20] Djuharie, *Op Cit*., p. 44.

And the same one to that theory, based on the both quotations above, to make it clear, the generic structure of Recount text is: orientation, events and reorientation.

3). The Language Features of Recount Text

In making recount text, we should pay attention to the language features. Language features refers to the structure or grammar that is used in writing text. Kurniawan says that language feature of recount text is use of past tense, focus on temporal sequence, noun and noun phrase, and focus on specific participant.[21]

Then according to Wahidi Language feature of recount are:

Introducing personal participant, e.g. I my group, etc; Using chronological connection, e.g. then, first, etc; Using linking verb, e.g. was, were, saw, heard, etc; Using action verb, e.g. look, go, change, etc; The recount has a title, which usually summarizes the text; Specific participants, e.g. Mum, The Crab, etc; The basic recount consists three parts, the setting or orientation – background information answering who, when, where, why. Events are identified and described in chronological order. Concluding comments express a personal opinion regarding the events described; Details are selected to help the reader reconstruct the activity or incident (factual recount); The ending my describe the outcome the activity, e.g. In a science activity; Details of time, place and incident need to be clearly stated, e.g. At 11.15 pm; Descriptive details may also be required to provide information, e.g. He was a skinny boy; Includes personal thoughts; Using material processes, e.g was walking; Focusing on temporal sequences; Describes events; Using adverb; Passive voice may be used; and Using simple past tense.

---

[21] Kurniawan, *Op Cit.*, p. 41.

For example of recount:

Orientation   I had my adolescence when I was thirteen.

Events   It started with acne that showed up on my face. It was very annoying.

It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish Although Reviews those showed some black spots in my face.

Re-orientation That was my bad experience with adolescence, though there were still lots of good experience too.[22]

From the example of text above, we can see the language feature of recount text is: generic participants, individual participant, temporal sequence, past tense, action verbs, adverbs and adverb phrases. And then generic structure of recount text is three elements, it is orientation, events and reorientation. Djuharie says that recount text uses linguistic elements such as noun, individual participant, past tense, time connective, action verbs, adverbs and adverbs phrases.

    1)   Noun and Noun Phrases

      Nouns are words that describe something concrete such as a person or an object.

---

[22] Wahidi, *Op Cit*., p. 4 and 5.

For example :

Table	chair	pencil	book
City	river	flower	animal
Teacher	nurse	market	office

Noun phrases is a noun combines with other words. Determiners, quantifiers and modifiers come in a fixed order before the noun. For example :

The cup   our democracy   an exciting game

My three   brothers   a blue van   the causeway

2) Individual or specific participant

Specific participant refers to personal pronoun which means particular person, group, or thing, such as pronoun, Budi, John, the lecturer, students, and so forth. In addition, recount text always use specific participant which use as subject or object. So, the reader knows point of view the author.

3) Simple Past tense, past perpect tense, past continuous tense.

Simple past tense is a tense to show an activity has done at the past time. The form of past tense :

I/we/you/they + Verb II + He/she/it

For example :

a) Vina went to the Rangunan zoothree months ago.

b) He came to the party last week.

Past perfect tense is a tense to show a non continuos action in the past which was already completed by the time another action in the past took place. The form of past perfect tense :

I/you/we/they/she/he/it   +   Had   + Past Participle

a) When he came last night, the cake had run out.

b) The student had gotten a verbal warningbefore his parents were called.

Past continuous tense is also known as past progressive tense. It is a tense to show an activity in the middle of doing at particular time in the past time.

The form of Past continuous tense :

I/she/he/it   +was   +present participle

We/you/they   +were +present participle

For example :

a) I was reading at this time yesterday.

b) We were sleeping when you called us.

4) Time connective and conjunction

Conjunction refers to connectors used to connect words to words, phrases to phrases, and sentences to sentences. In English, we know two classifications of conjunction; they are coordinating conjunction and subordinating conjunctions. Coordinating conjunctions are the connectors used to connect word and word, or main clause to main clause such as *and*, *or*, *but*, and *so on*. Subordinating conjunctions are the connectors between subordinate clause to the main clause such *as although, because, if and so on*. Let's see the following examples:

a) Meysa *and* Rudi play badminton

b) Rysa is studying *but* her sister is playing

5) Action verbs

Action verbs is verb which show something or someone do an action. Here are some common action verbs:

Walk	Clean	Try	Write	Stand
Hit	Read	Run	Bring	Laugh
Climb	Cry	Sit	Cut	Drink

6) Adverb and adverbs phrases

Adverb is one of part of speech which explains an action in a sentence.

For example :

Quickly	Slowly	Randomly
Beautifully	Expertly	Financially

Randomly   Completely   Literally

Adverb phrases is a phrases which shows the information of a noun.

Let's see the following examples:

a)   Sometimes I do not clean *under the bed*.

b)   She runs five miles *every day*.

From the example of text above, we can see the language features of recount text is: generic participants, individual participant, temporal sequence, past tense, action verbs, adverbs and adverb phrases. And then generic structure of recount text is three elements, it is orientation, events and reorientation.

Based on the whole explanation above, the writer takes the conclusion that recount text is a text that is used to retell an event happened in the past. In contrast, recount text should list and describe past experiences by retelling events in the order in which they happened.

The factor of writing recount text are   as a support skill in the language classroom, good writers read, good writers attend to meaning, good writers actively generate their own interest to write. There are several tips to make someone good in writing they are: sharing experience with the reader, giving critical to certain, obtain popularity and wish to learn writing.

The writer also concluded that kind of writing are: imitative writing down, intensive or controlled, self writing, display writing, and real wring. Recount text have social function it is the purpose of the text or also known as a communicative purpose. Recount also has generic structure they are: orientation, events, and reorientation

2. **The Reciprocal Teaching Strategy**

a. **The Definition of Reciprocal Teaching Strategy**

In this modern era, English teacher must consider teaching methodologies used in the classroom. Setiyadi says that method is the way to get the goals.[23] It means the method is something needed in presenting the teaching materials.

The writer chooses new strategy is reciprocal teaching strategy. Because the writer wants to know which it the best strategy on writing recount text of the students'. So, the students' are not boring when the teacher explains some materials.

In reciprocal teaching, there are some step used to activities students' in class such as; questioning, clarifying, summarizing, and predicting. As Trianto say that reciprocal teaching strategy is a konstruktivis approach is based on the principles of making / proposed questions.[24] It means that reciprocal teaching strategy is a teaching strategy that designed to provide benefits can be achieved the

---

[23] Setiyadi, *Op Cit.*, p. 13.
[24] Trianto, *Mendesain Model Pembelajaran Inovatif Progresif*, (Jakarta: Kencana, 2010), p. 173.

purpose of the lesson and providing skills on the students to understanding what is read based on a proposed questions.

More, Yamin say that reciprocal teaching strategy is an instructional activity that takes the form of a dialogue between teachers and students regarding segments of text for the purpose of constructing the meaning of text. On reciprocal teaching strategy that used four strategy that are : predicting, questioning, clarifying and summarizing.[25] It means the teacher can use this method to help the students' writing ability.

As Suyatno say that reciprocal teaching is a strategy based on the principle of the question where students are taught metakognitive skill directly and through the modelling by the teacher.[26] It means the teacher told the student with metakognitive skill directly.

Based on the explanations above, reciprocal teaching strategy is a writing strategy that helps students' understands the meaning of the text. Reciprocal teaching strategy is a writing strategy that helps students' understands their role as a writer. In conclusion, this research the writer chooses students' writing recount text on reciprocal teaching strategy.

---

[25] Yamin, Martinis, *Paradigma Baru Pembelajaran*, (Jakarta: Gaung Persada, 2010), p.32.
[26] Suyatno, *Op Cit.,* p. 64.

b. The Procedure of Reciprocal Teaching Strategy

1) Predicting

According to Doolittle "Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses". Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing. With a writing recount text students imagine happened in the past.

With an informational text, students predict what they might learn.[27]

Based on the explanation, the writer concludes that predicting involves combining the reader's prior knowledge, new knowledge from

the text, and the text structure of writing recount text.

2) Questioning

According to Doolittle "Questioning provides a context for exploring the text more deeply and assuring the construction of meaning". When using the questioning strategy, readers monitor and asses their own understanding of the text by asking themselves question. Questioning involves the identification of

---

[27] Doolittle, P. et al. *Reciprocal Teaching for Reading Comprehenion in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts". International Journal of Teaching ang Learning in Higher Education.* 2006 (http://www.isetl.org/ijtlhe), browsed at Nopember, 10, 2015, retrieved at 08:15 WIB.

information, themes, and ideas that are central and important enough to warrant consideration.

Based on the explanation, the writer concludes that questioning provides a context for exploring the text more deeply and assuring the construction of meaning.

3) Clarifying

Doolittle says, "Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources". The clarification strategy focuses on training students in specific steps to help with decoding, as well as fix-up strategies to deal with difficult vocabulary and lapses in concentration. Clarifying involves the identification and clarification of unclear, difficult or unfamiliar aspects of a text.

Based on the explanation, the writer concludes that clarifying include unfamiliar vocabulary, unclear references or obscure concepts of writing recount text.

4) Summarizing

Doolittle says, "Summarizing provides the impetus to create a context for understanding the specifics of a text". Summarization requires the reader to perform the task of discriminating between important and less important information in the text. Summarizing is the process of identifying the important, themes, and ideas within a text and integrating these into a clear and concise statement that

communicates the essential meaning of the text. The students use his/ her own words to tell the main idea of the text.

Based on the explanation, the writer concludes that topic is: What are you writing about. It means the students' must choose a topic to writing recount text. Azis say that there are advantages of reciprocal teaching strategy :

a) Develop students' creativity
b) Fosters collaboration between students.
c) Develop the ability of students, especially in speaking and develop attitudes.
d) Students pay more attention to the lessons.
e) Cultivate courage argue and speak in front of the class.
f) Trains students to analyze problems and make conclusions in a short time.
g) Foster respect for teachers because students will be feeling the teacher when engaging student learning, especially during crowded or less attention.
h) Can be used for subject matter that much and the allocation of limited time

More Azis say that disadvantages of reciprocal teaching :

a) Their lack of seriousness of the students who serve as teachers lead unattainable goal.
b) Listeners (students who do not play a role) often laugh at the behavior of students who become teachers thus damaging the atmosphere.
c) Lack of attention to the lesson and the students only pay attention to the activities of students who serve as teachers make a final conclusion difficult to achieve.[28]

B. Review of Related Findings

---

[28] Abdul Aziz, *Kelebihan dan kelemahan Reciprocal Teaching,* 2007. (http:// bung seducation.blogspot.com for details), browsed at Juny,21, 2015, retrieved at 09:00 WIB.

There were some related findings to this research about writing recount text. The first Helmi, had done research about "Improving student's skill in writing recount text by using a personal letter". Indicators of writing recount text mastery are: generic concepts of recount, grammatical features of recount, types of recount. And indicators of personal letterare: general theories of personal letter, function of personal letter. On their research explained that using personal letter can improve the students writing recount text ability in MAS Proto Pekalongan.[29]

And the second Yulinar, had done research about "The effectiveness of using authentic materials in teaching recount text to improve students' writing ability". Indicators of authentic mastery are: form of sentence, advantages and disadvantages of authentic materials and factors of authentic materials. Indicators for writing recount text are: social function, generic (schematic) structure, and lexicogrammatical features. Finding the result of the research that the conclusion of her stated that there is a significant the effectiveness of using authentic materials in teaching recount text of the first grade students of SMAPGII 1 Bandung.And then, the writer researched what any significant the effect of using reciprocal teaching strategy on students' writing recount text ability.[30]

---

[29] Farid Helmi, *Improving Student's Skill in Writing Recount Text by Using a Personal Letter. Thesis.* (Semarang: Education Faculty Walisongo State Institute for Islamic Studies, 2012).

[30] Yulinar Mitha Minhatul Maula, *The Effectiveness of Using Authentic Materials in Teaching Recount Text to Improve Students' Writing Ability. Thesis,* (Jakarta: Indonesia University of Education, 2008).

C. Conceptual Framework

To obtain more sufficient result in teaching, English teacher must have various techniques as the implementation in language teaching, so that the students' are willing, eager and fun to practice the language for the improvement of the fluency and satisfaction of needs for social relation.

Teaching English through Numbered Heads Together Method can change the students' learning process from passivity become activity in use language. The suitable method is very important to teach writing recount text mastery. Writing recount text is a sequential text that does little more than sequencing a series of events .

However, it becomes manifestation of the writer. As the framework for this research was if we study competitively and individually, we will be effective and this method was one way to motivate the student to do the best and give them freedom to look for their mastery distance. The effect of reciprocal teaching strategy on writing recount text mastery will be drawn as below:

```
+---------------------------------------------------+
|  a.  The students' are trouble in finding ideas   |
|  b.  Student's is  lack a learning motivation     |
|  c.  Students' writing mastery is still low       |
+---------------------------------------------------+
                          |
                          v
                   +-------------+
                   |  Pre-Test   |
                   +-------------+
                    /           \
                   v             v
        +---------------+   +-------------------+
        | Control Class |   | Experiment Class  |
        +---------------+   +-------------------+
               |                     |
               v                     v
```

```
┌─────────────────┐     ┌─────────────────────┐
│   Reciprocal    │     │ Writing Recount Text│
│    Teaching     │     │       Mastery       │
│    Strategy     │     │                     │
└─────────────────┘     └─────────────────────┘
          ↘              ↙
        ┌──────────────┐
        │  Post-Test   │
        └──────────────┘
          ↙          ↘
       Ha              H0
```
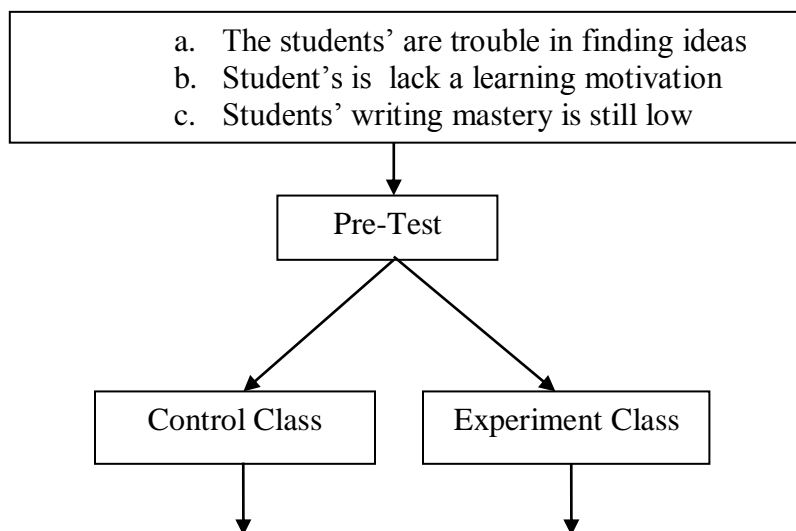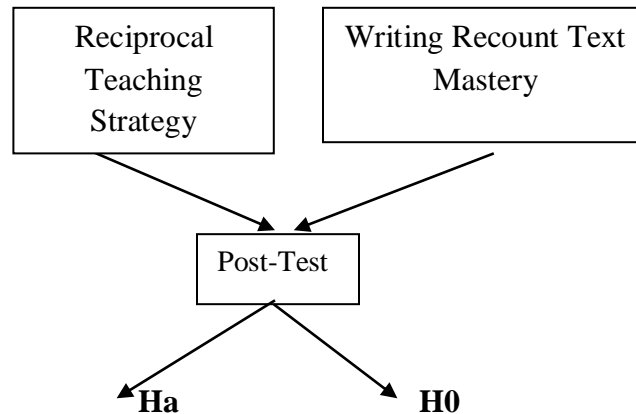
From the above schema, reciprocal teaching strategy is a strategy used by the teacher on writing recount text mastery. In order the learning of writing recount text using reciprocal teaching strategy to be easier, the teacher must be able to facilitate the students to learn effectively. The application of this method will give the result on students' writing mastery. The result may be good or maybe not. Based on this research, the application of the methods may be has the effect to students' writing mastery or may be has not effect. Using reciprocal teaching strategy shall be seen a suitable strategy in teaching and learning of writing recount text mastery. Reciprocal teaching strategy gives maximum control for teacher to teach writing with large or small.

D. Hypothesis

Arikunto say that hypothesis is under the truth, it is not an accurate prediction, it can be a truth if there are evidences to prove hypothesis.[31] It means that hypothesis is a prediction to the research problem until getting the truth through evidences from the

---

[31] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010) p. 110.

data. Thus Anggoro say that the hypothesis is a tentative answer to prove true or false answer and need to be tested.[32] It means that hypothesis is not assumption without basic. So, it needs testing first. It was accepted if the data finds suitable with the hypothesis.

Based on the quotation above, the writer concludes that hypothesis must be testable based on empirical data and must be formulated simple and limited.

In addition, the hypothesis can be formulated as: There is any significant the effect of using reciprocal teaching strategy on students' writing recount text ability to the Grade Tenth students' of SMA Negeri 7 Padangsidimpuan.

---

[32] Thoha Anggoro, Metode Penelitian, (Jakarta: *Universitas Terbuka*, 2009), p 27

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Location and the Time of the Research

This research will be done at SMA Negeri 7 Padangsidimpuan. It was located on KH. Abdul Haris Nasution street. It is selected because it is only stated senior high school at the grade X SMA Negeri 7 Padangsidimpuan 2016 Academic Years.

That has been process as National Curriculum. This research will be done from January 2016 until finish.

B. Research Design

The kind of this research is Experimental research. It can be classify to Research.L.R. Gay says, "Experiment research is the only type of research that can test hypothesis to establish cause and-effect relationship." [1] According to Ibnu Hajar, "Experiment research is research design scientific which more careful and appropriate to do research the effect of something variable and another variable."[2]

According to Bowling that "The experiment is a situation in which the independent variable (also known as the exposure, the intervention, the experimental or predictor variable) is carefully manipulated by the investigator under known, tightly defined and controlled conditions or by natural occurrence. The experimental

---

[1] L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*, (America: Prientce-Hall, Six Editions, 2000), p. 367.

[2] Ibnu Hajar, *Dasar-dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan,* (Jakarta: Raja Grafindo Persada, 1999), p. 321.

and control groups should be equivalent and investigated systematically under condition that are identical in order to minimize variation between them."[3]

From the above quotation, the researcher concluded that the experimental research is kind of research which has the aim to know causal effect relationship between one variable and more to other variables. The experimental research controls the selection of participant for the study and divided the select participant in to more groups having similar characteristics at the start of experiment. In this research, the researcher use pre-test and post-test research design of instrument.

Table I
Pretest-Post test Design

Group	Pre-test	Treatment	Post-test
Experimental	√	X - 1	√
Control	√	X - 2	√

From above table, the research design uses by giving pre-test and post-test control to experiment class and control class. In this case, both of these classes give different treatment, to experiment class is given Reciprocal Teaching Strategy and control class is given PQ4R Strategy. It will do know the comparative of experiment both of these techniques to students' writing recount text mastery at Grade X SMA Negeri 7 Padangsidimpuan.

---

[3] Loraine Blaxter, Christina Hughes and Malcolm Tight. *How to Research,* (Philadelphia: Open University Press, 2001). p.74.

C. Population and Sample

1. Population

In conducting the research, certainly needs population. Population is all of respondent that can be a subject of the research. Arikunto says that population is all subject for observation.[4] It means that population is total for subject that are observed. Anggoro says that population is collection that complete for individuals its characteristic our want to know.[5] Sugiyono says that population is generalization of domain that consists: object / subject which have quality and some characteristic that determined by writer to study then make a conclusion.[6] It means a population is people and object or subject and command all characteristic by subject or object of research. Thus, Sukardi says that population is all membership of people, animal, event or noun which live in together some place and with organized become conclusion for result a research.[7] It means population is all members of well defined class of people, events or object.

It can be chooses the Tenth grade students' of SMA Negeri 7 Padangsidimpuan as population of this research. They consist of 5 classes. The total of the students' are 102 students'. It can be seen from table below:

---

[4] *Ibid.*, p. 173.
[5] Anggoro, *Op Cit.,* p. 2 and 4.
[6] Sugiyono, *Op Cit*., p. 61.
[7] Sukardi, *Op Cit*., p. 53.

Table 1
The Population of the Tenth Grade Students' of SMA Negeri 7
Padangsidimpuan in 2015/2016 Academic Year

No.	Class	Male	Female	Total
1	X –1	11	11	22
2	X - 2	10	10	20
3	X - 3	9	11	20
4	X – 4	11	11	22
5	X – 5	7	11	18
	TOTAL	48	54	102

2. Sample

Arikunto says, "Sample is a part of population which will be researched."[8] In this research, the writer used purposive sample. Purposive sample is the technique to get the sample by choosing at grade VIII class. Sample is the parts of population, like L.R. Gay and Peter Airasian said:[9]

> "Sampling is the process of selecting a number of individuals for a study in such way that the present the large group from which they were selected. A sample comprises the individuals, items, or events selected from a large group referred to as a population. The purpose of sampling is to gained information about the population by using the sample".

It means that sampling is process of selecting a number of individual data from entire population, in fact, not only is it generally not be feasible to study the whole population, it is also not necessary. If the population of the interest is large or geographically scattered, study of it would not be feasible or would be prohibitively costly and time consuming.

---

[8]*Ibid,* p. 109.
[9]*Ibid.* p.121.

In addition Suharsimi points out, "If the subject of the research is less than 100, it would be better to take the whole subject so it is called as total sampling. But if the subject is big enough, it can be taken between 10% - 15% or 20% - 25% or more."[10]

From the quotation, the writer concludes cluster sampling technique is suitable in this research, because the population is big and homogenous. So, the samples of this research are class X - 1 and X - 2. Both classes consist of 50 students. Based on the above quotation, as sample of the research, the writer did not like take all the population of the eleven grade students of SMA Negeri 7 Padangsidimpuan in 2015/2016 Academic Year. It can be seen the table follows:

Table 3

Table of the Sample Students

Experimental Group	Control Group
X-1 = 38	X-2 = 38

The researcher choose the sample at grade X because their material in writing is writing recount text. It is undeniable that to writing mastery needs a good strategy to avoid the student saturation.

---

[10] Suharsimi Arikunto. *Op. Cit.* p. 134.

D. Instrument of Research

The instrument means a tool that is used to test or to measure the effect between both X variable and Y variable. Which X variable is reciprocal teaching strategy and Y variable is writing recount text. Anggoro says that instrument is a tool that uses collecting data and information that is wanted.[11] It means instrument is a tool that uses collecting data and information data. Arikunto says that instrument of the research is a tool of facility which used by the writer in collecting data in order to be concluded easily and the result of the research is more better, accurate, complete and systematic. [12]

Based on the explanation above, the instrument is a tool in a research that can be object or facility and its function is to collect data from the field. In making instrument, it must be adapted to variables. In this case reciprocal teaching strategy as independent variable (X variable) and writing recount text as dependent variable (Y variable).

Student's ability in writing recount text should be improved by using reciprocal teaching strategy. Reciprocal teaching strategy is a strategy that helps students' understands the meaning of the text activity. Trianto say that reciprocal teaching strategy is a konstruktivis approach is based on the principles of making / proposed questions. [13] It means that reciprocal teaching strategy is a teaching strategy that

---

[11] *Ibid.,* p. 2 and 5.

[12] Arikunto, *Op Cit.*, p. 160.

[13] Trianto, *Mendesain Model Pembelajaran Inovatif Progresif*. (Jakarta: Kencana, 2010), p. 173.

designed to provide benefits can be achieved the purpose of the lesson and providing

skills on the students to understanding what is read based on a proposed questions.

Table 2
The Indicators / Steps for X Variable (reciprocal teaching strategy)

a. Predicting   The prediction phase involves readers in actively combining their own background knowledge with what they have gathered from the text. With a writing recount text students imagine happened in the past. With an informational text, students predict what they might learn.
b. Questioning   When using the questioning strategy, readers monitor and asses their own understanding of the text by asking themselves question. Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant consideration
c. Clarifying   The clarification strategy focuses on training students in specific steps to help with decoding, as well as fix-up strategies to deal with difficult vocabulary and lapses in concentration. Clarifying involves the identification and clarification of unclear, difficult or unfamiliar aspects of a text.
d. Summarizing   Summarization requires the reader to perform the task of discriminating between important and less important information in the text. Summarizing is the process of identifying the important, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Te students will use his/her own words to tell the main idea of the text.

Writing is the ability of the students to understand the content of text well

enough to be able to explain it. Maharani says that writing is an activity which is done

by people to convey the idea, opinion, and mind in written form.[14] It means writing is activity someone can express the ideas, opinions, and communicate. Recount text is one of important knowledge in writing. Recount text is to retells event or experience in the past. Kurniawan says that Recount text is a text which explain or report about an event happened in the past for the purpose of informing or entertaining.[15] It means that recount text is as information or amuse by someone.

Based on the explanation above, the writer concluded that writing recount text ability is student's ability to know about the kind of text which tells activities of the past time by arranging it in sequence of event. It means that the purpose of the recount text is to inform about past activities. To measure the students' ability in writing recount text, the writer determines the indicators of writing recount text. It can be seen in the following table:

Table 3
The Indicators of Y Variable (Writing Recount Text)

No	Indicator	Score
1.	The social function of recount text	20
2.	The generic structure of recount text	60
3.	The language features of recount text	20
Total		**100**

---

[14] Mahrani, *Op Cit.*, p. 2.
[15] Kurniawan, *Op Cit.*, p. 40.

Table 4
Rubric evaluation on writing

Aspek	Skor	Keterangan
Langkah retorika	4 3 2 1	Berstuktur sesuai jenis teks recount secara maksimal Berstuktur minimal sesuai jenis teks recount Pilihan teks tidak jelas Tidak berstuktur dan sulit dipahami
Tata Bahasa	4 3 2 1	Benar dan tepat Terkadang kurang tepat tapi tidak mempengaruhi arti Kurang tepat dan mempengaruhi arti Sulit dimengerti
Kosa kata	4 3 2 1	Benar dan tepat Terkadang kurang tepat tapi tidak mempengaruhi arti Kurang tepat dan mempengaruhi arti Sulit dimengerti
Kejelasan makna	4 3 2 1	Sangat jelas dan sangat efektif Cukup jelas dan efektif Jelas dan tidak efektif Kurang jelas

Score scale:

$$\text{Student' score} = \frac{The\ getting\ score}{total\ score}\ x\ 100$$

E. Technique of Collecting Data

In this research the collecting data is through testing. The researcher collects by giving pre-test, and post test to get the data about students' mastery. The test apply to the experiment class and the control class. The test is give same test to both of classes. The form of test is essay. Then, the result of this test is use as the data of research. The process data collect by pre- test and post- test as ways below:

1. The researcher prepare the test

2. For the first meeting day, the researcher does pre test for one time to experiment to class and control class

3. For the second meeting day, the researcher does treatment for one times to experiment class are X IA^1 by using Reciprocal Teaching Strategy and for the third meeting day, the researcher does treatment for one time for class control are X IA^2 by P4QR Strategy.

4. For the last meeting day, the researcher does post test for one time to experiment class and control class.

So, in this case the researcher does four times enter to class in this researching from start until final. To make clearer this researching, the researcher explained as follow:

1. Pre-test

In the process pre test, the first the researcher will prepare the test. The second, the researcher will distribute test to experiment class and control class. The third, the researcher will give time and chance to answer the question of reading text. The four, the researcher will control the ways of test for experiment class and control class collect after finish. And the last, the researcher will give scoring by answer the students.

2. Treatment

The researcher teach that one group, and the researcher divided class into two. (as experiment class and control group). The writer chose group A using technique (as experiment class) and class B without using technique (as control class).

3. Post-test

After giving treatment, the researcher revise the process pre test in post test from start until final. The First, the researcher start from prepare the test. The second, the researcher distribute the test to experiment class and control class. The third, the researcher gives time and chance to experiment class and control class to answer the question. The Fourth, the researcher control the ways of test and collect after finish. And the last, the researcher give scoring the students answer.

F. Technique of Data Analysis

After collecting the data of the students score, it should be analyzed with a formula in order to see the degree of influence of both variables or to complete the hypothesis that conducted in this research, so the writer used the formula of "t" as follows:[16]

---

[16]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta,PT.RajaGrafindoPersada:2003, Cet. XII), p. 314.

$$to = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

to   = Test

M_1 = Mean Variable I, the result of the Reciprocal Teaching Strategy

M_2 = Mean Variable II, the result of writing Recount text

SE_{M1} = Standard Error Mean Variable I

SE_{M2} = Standard Error Mean Variable II

CHAPTER IV

DATA ANALYSIS

This chapter presents research result. It would be presented the result of research after giving the instrument to the respondent about writing recount text to the Tenth Grade students of SMA Negeri 7 Padangsidimpuan. The researcher has calculated the data using pre test and post test. Applying quantitative research, the research used the formulation of T-test. Next, researcher will describe the result based on the data that has been researched as follow:

A. **Description of Data**

1. **Description of Data Before Using Reciprocal Teaching Strategy**

   a. **Score of Pre-Test Experimental Class I**

   In pre-test experimental class, the researcher calculated the result that got by the students in answering the question (test). The scores pre-test experimental class could be seen in the following table.

Tabel 7
The score of Experimental Class I in Pre-Test

Total	1605
Highest score	75
Lowest score	45
Mean	72.55
Median	71.55
Modus	67.75
Range	30
Interval	5
Standart deviation	8.7
Varians	79.48

Based on the table above the total score of experiment class in pre-test was 1605, mean was 72.55, standart deviation was 8.7, varians was 79.48, median was 71.55, range was 30, modus was 65.75, interval was 5. The researcher got the highest score was 75 and the lowest score was 45. It can be seen on appendix 18. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	45 – 49	47	3	11.11%
2	50 – 54	52	4	14.81%
3	55 – 59	57	4	14.81%
4	60 – 64	62	5	18.51%
5	65 – 69	67	6	22.22%
6	70 – 74	72	3	11.11%
7	75 – 79	77	2	7.40%
$i = 5$			27	100%

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

Frequency

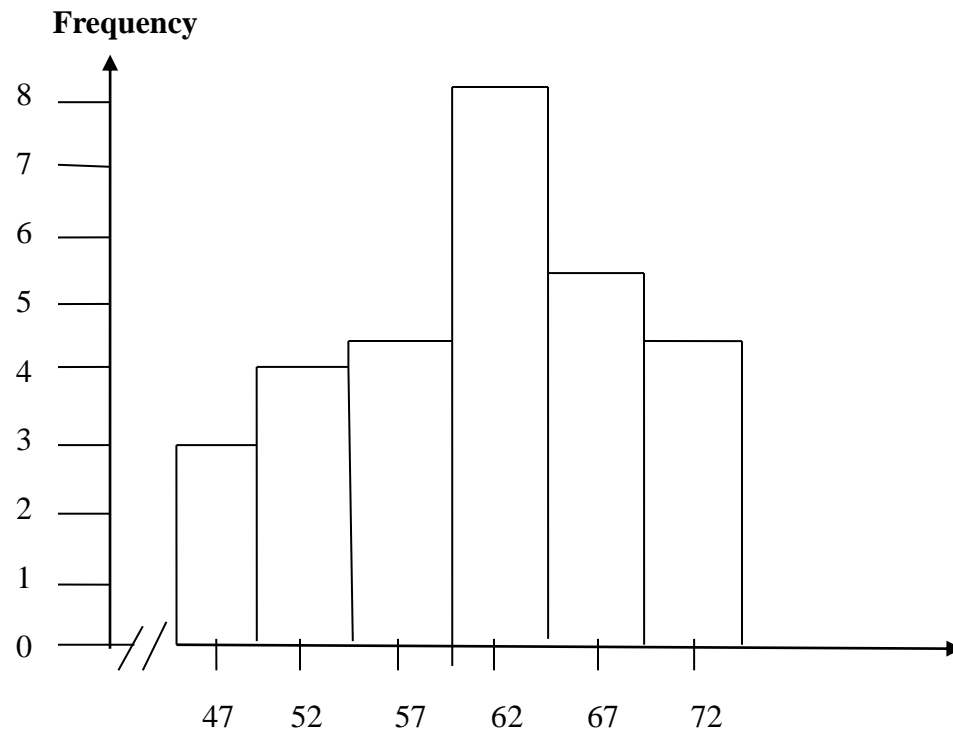47   52   57   62   67   72
Figure 1: Pre Test of Experimental Class I

b. Score of Pre Test Control Class

In pre-test experimental class II, the researcher calculated the result that got by the students in answering the question (test). The scores pre test in experimental class II could be seen in the following table:

Tabel 9
The Score of Control Class in PreTest

Total	1405
Highest score	75
Lowest score	45
Mean	67,95
Median	71.15
Modus	67.5
Range	30
Interval	5
Standart deviation	8.9
Varians	79,30

Based on the table above the total score of control class in pre-test was 1690, mean was 70.3, median was 72.4, modus was 67.5, range was 30, interval was 5, standart deviation was 8.8, varians was 94.94. The researcher got the highest score was 75, and the lowest score was 45. It can be seen on appendix 18. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No	Interval Class	Mid Point	F	Percentages
1	45 – 49	47	2	7.40%
2	50 – 54	52	3	11.11%
3	55 – 59	57	4	14.81%
4	60 – 64	62	4	14.81%
5	65 – 69	67	6	22.22%
6	70 – 74	72	5	18.51%
7	75 – 79	77	3	11.11%
	$i = 5$		27	100%

In order to get a description of the data clearly and completely, the

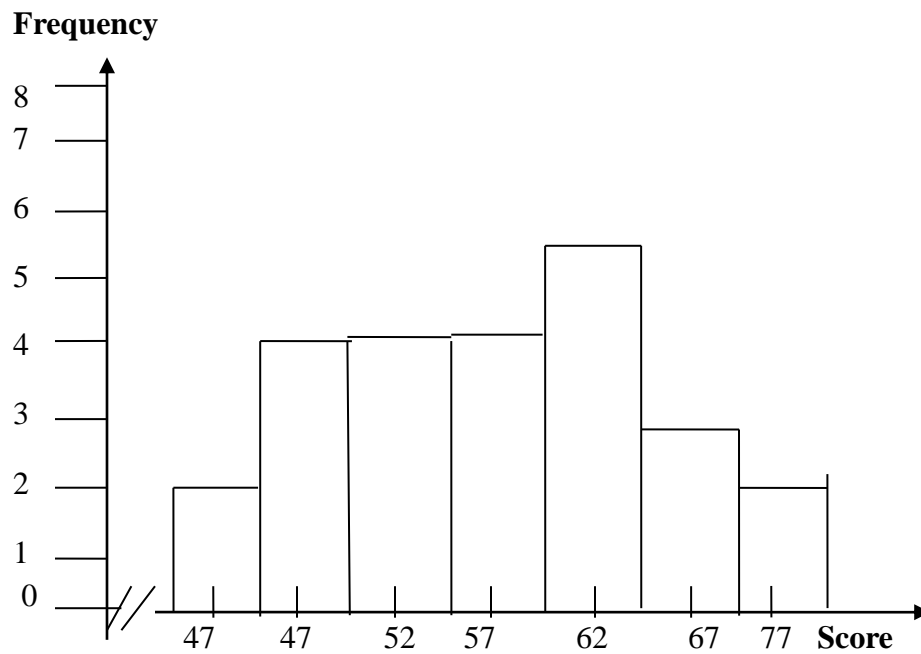researcher presents them in histogram on the following figure:

Frequency

Figure 2: Score Pre-Test of Experiment Class II

2. Description of Data After Using Reciprocal Teaching Strategy

Tabel 11
Score of Experimental Class in Post-Test

Total	2200
Highest score	95
Lowest score	65
Mean	70.55
Median	88.55
Modus	85.2
Range	30
Interval	5
Standart deviation	8
Varians	66.95

Based on the table above the total score of experiment class in post-test was 2200, mean was 70.55, median was 88.55, modus was 85.2, range was 30, interval was 5, standart deviation was 8, varians was 66.95. The researcher got the highest score was 95 and the lowest score was 65. The calculation can be seen on the appendix 20. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 12
The Frequency Distribution of Students' Score

No	Interval Class	Mid Point	F	Percentages
1	65 – 69	67	2	7.40%
2	70 – 74	72	2	7.40%
3	75 – 79	77	3	11.11%
4	80 – 84	82	7	25.92%
5	85 – 89	87	8	29.62%
6	90 – 94	92	2	7.40%
7	95 – 99	97	3	11.11%
	$i = 5$		27	100%

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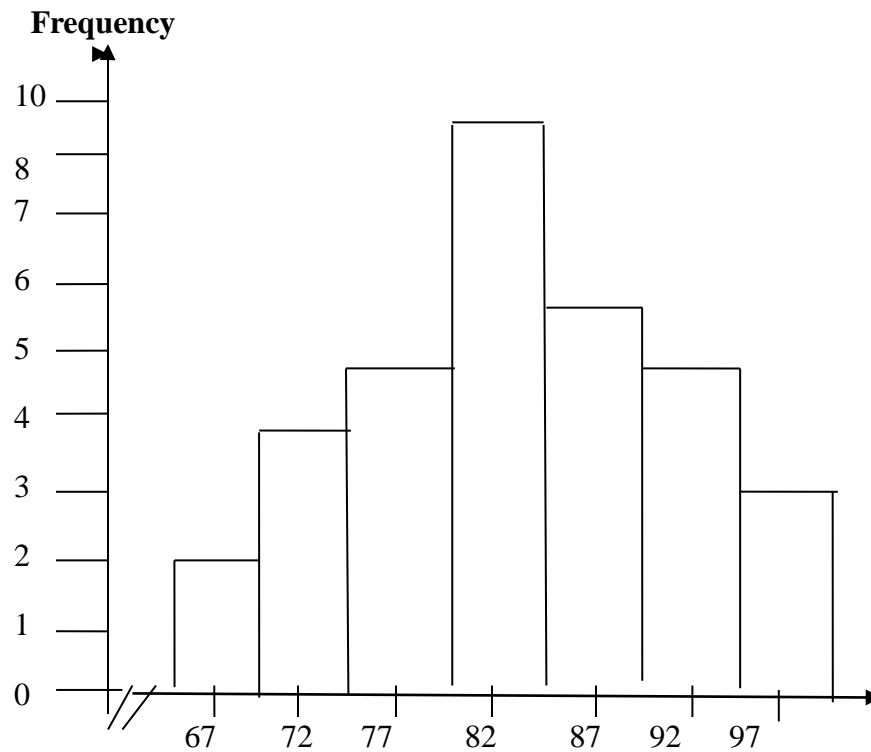

Figure 3: Score Post test Experimental Class I

a. Description of Data using Reciprocal Teaching Strategy

Tabel 13
The Score of Control Class in Post-Test

Total	1810
Highest score	80
Lowest score	50
Mean	65
Median	72
Modus	66.35
Range	30
Interval	5
Standart deviation	8.4
Varians	73.57

Based on the table above the total score of control class in post-test was 1810 ,mean was 65, standart deviation was 8.4, varians was 73.57, median was 72, modus was 66.35, range was 30, interval was 5. The researcher got the highest score was 80 and the lowest 50 score was. The calculation can be seen in the appendix 21. Then, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

Table 14
Frequency Distribution of Students' Score

No	Interval Class	Mid Point	F	Percentages
1	50 – 54	52	2	7.40%
2	55 – 59	57	2	7.40%
3	60 – 64	62	3	11.11%
4	65 – 69	67	7	25.92%
5	70 – 74	72	5	18.51%
6	75 – 79	77	5	18.51%
7	80 – 84	82	3	11.11%
	$i = 5$		27	100%

Based on the table above, it can be drawn at histogram as follow:
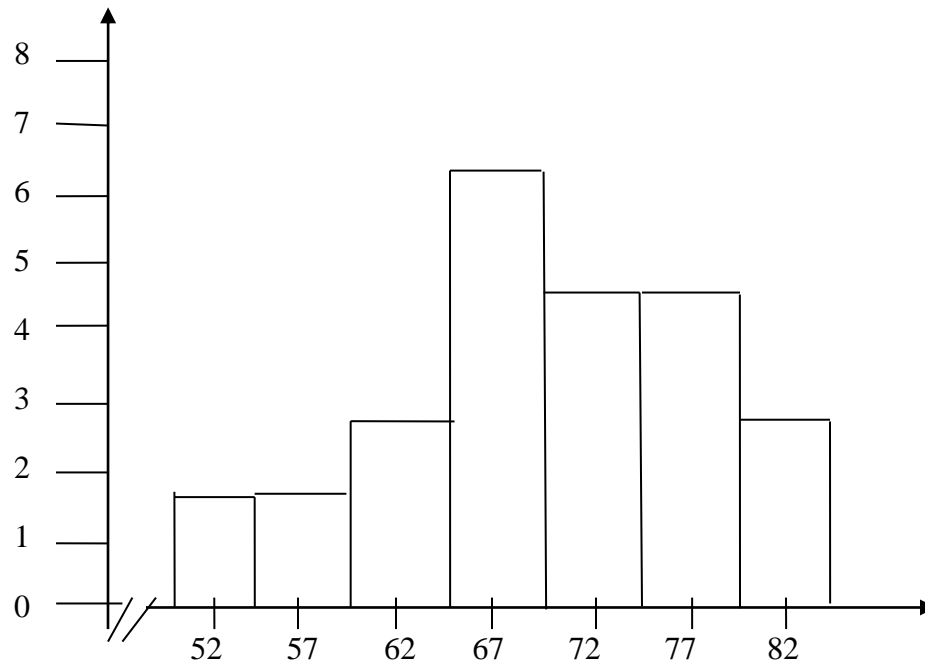
Frequency

Figure 4: Score Post test Control Class II

B. Technique of Data Analysis

1. Requirement test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental Class and Control Class in Pre-Test

Tabel 15
Normality and Homogenity in Pre-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	-4.94	5.991		
Control Class	1.91	5.991	1.16< 2.052	

Based on the table above researcher calculation, the score of experiment class Lo=-4.94<Lt=5.991 with n =27 and control class Lo=1.91< Lt=5.991 with n =27, and real level α 0.05. Cause $_{Lo}$ < Lt in the both class. So, H_a was accepted. It mean that experiment class and control class were distributed normal. It can be seen in appendix 18 and 19.

2) Homogeneity of Experimental Class and Control Class in Pre-test

The coefficient of F $_{count}$ = 1.16 was compared with F table. Where F table was determined at real α =0.05, and the different numerator dk =N-1= 27-1=26 and denominator dk N-1= 27–1= 26 So, by using the list of critical value at F distribution is got F $_{0.05}$= 2.042 and 2.052. It showed that F $_{count}$ (1.16)< F $_{table}$ (2.042 & 2.052). So, the

researcher concluded that the variant from the data of the students'
mastery in writing recount text at SMA Negeri 7 Padangsidimpuan by
experimental and control class was homogen. The calculation can be
seen on the appendix 19.

b. **Normality and Homogeneity Post Test**

1) Normality of experimental class and control class in Post-test

Tabel 16
Normality and homogenity in post-test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	1.8	5.991		
Control Class	3.11	5.991	1.09 < 2.052	

Based on the table above, the score of eksperimental class
Lo=1.8< Lt=5.991 with n =27 and control class Lo=3.11< Lt=5.991
with n=27, real level α was 0.05, Cause $_{Lo}$ < Lt in the both class. So,
H_a was accepted, it mean that experiment class and control class were
distributed normal. It can be seen on appendix 20 and 22.

2) Homogenity of Experimental Class and Control Class in Post-Test

The coefficient of F $_{count}$ =1.09 was compared with F table.
Where F table was determined at real α =0.05, and the different
numerator dk=N-1= 27-1=26 and denominator dk N-1= 27–1=26 So,
by using the list of critical value at F distribution was got F $_{0.05-}$=2.042
and 2.052. It show that F_{count} (1.09) < F $_{table}$ (2.042 & 2052). So, the
researcher concluded that the variant from the data of the students'

ability in writing recount text in SMA Negeri 7 Padangsidimpuan by exsperimental and control class was homogeny. The calculation can be seen on the appendix 22.

2. Hypothesis Test

The data would be analyzed to prove hypothesis by using formula of T-test. Hypothesis alternative (H_a) of research was "There was a affect of using Reciprocal Teaching Strategy in writing recount text." The calculation can be seen on the appendix 24

Table 17
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.40	2.000	8.95	2.000

$H_a: \mu_1 > \mu_2$

Where:

$H_a: \mu_1 > \mu_2$ " RTS Students' Mastery in writing recount text."

Based on researcher calculation, researcher found that t_{count} 8.95. while t_{table} 2.000. With opportunity $(1 - \alpha) = 1\text{-}5\% = 95\%$ and dt $= (n_1 + n_2 - 2) = (27+ 27- 2) = 52$, cause $t_{count} > t_{table}$ (8.95>2.000). It means that hypothesis (H_a) was accepted. So, there was difference between students' reading ability by using STAD and CIRC Method. In this case, the mean score of experiment

class by using RTS was 70.55, and mean score of control class was 65. The calculation can be seen on the appendix 23 and 24.

C. Discussion

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. A script of Lindayanti had done research about "The Comparative Study Between SQ3R (Survey, question, read, recite and review) and Discussion method to the grade XI Madrasah Aliyah Ittihadul Muballighin Ujung Grading Students' Comprehending Narrative Text Ability in 2010-2011 Academic Year". The result of her research said that the students are better in comprehension narrative text by using SQ3R method based on the mean score 70, discussion method that have the mean score is 68,75. So that, SQ3R better than discussion method.

Rosita Dalimunthe had done research about "A case Study on the Correlation Between The Mastery on Grammar and Reading Comprehension of SMKN 1 Padangsidimpuan". Based on the Arikunto's table of interpretation the correlation is sufficient, because the correlation between reading comprehension of the students and grammar competence is 0,720.

Then, the research by using RTS showed the result of mean score in STAD was 70.55 and CIRC was 65. It means the result and hypothesis testing showed that STAD and CIRC method had the effect, and hypothesis alternative (H_a) was accepted and hypothesis zero (H_0) was rejected. It was

indicated that the score of RTS (70.55>65), and also indicated $t_o>t_t$ (8.95>2.000).

Based on the explanation above, the researcher concluded that hypotheses alternative was accepted and there was the effect of using Reciprocal Teaching Strategy in writing recount text mastery.

e. Threats of the Research

The researcher found the threats of this research as follows:

1. The students needed more time for answering the test.

2. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.

3. There were some students that were lack of serious to answer the test in pre-test and post-test. It can be the threat of the research. So, the researcher can not reach the validity of trustworthiness data.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis, the writer take some concluded as follow:

1. The students' ability in writing recount text at the Tenth Grade Students of SMA Negeri 7 Padangsidimpuan showed that the mean score is 71.16. The pre-test result was categorized "Good".

2. The students' ability in writing recount text by using reciprocal teaching strategy at the Tenth Grade Students of SMA Negeri 7 Padangsidimpuan showed that the mean score is 82.63. The post-test result was categorized "Very Good".

3. The calculation of t_{test} formula is higher than score of t_{table}. It was found the score of the t_{test} is 10.85 meanwhile, the score of t_{table} is 2.05 at 5% significant level with degrees of freedom (df) 28 (t_{test} 10.85 > t_{table} 2.05). It means that there is a significant effect of using reciprocal teaching strategy on students' writing recount text ability at the Tenth Grade Students of SMA Negeri 7 Padangsidimpuan. Hypothesis is accepted.

B. Suggestions

After finishing this research, the researcher got much information in English teaching and Learning Proccess. Therefore, the writer has suggestion to:

1. For the teacher, especially teachers of SMA Negeri 7 Padangsidimpuan to always used the reciprocal teaching strategy to increase the teaching process especially in writing recount text ability.

2. To the headmaster, especially the headmaster of SMA Negeri 7 Padangsidimpuan can be given the espionage to the educator that there are many strategies can be used in teaching and learning process. And the reciprocal teaching strategy is suitable method in writing recount text ability.

3. The students' mastery of using reciprocal teaching strategy is necessary to be developed, it was useful toward students' writing recount text ability

4. The writer hoped that this research was continued by other writer by taking one of the variables of this research to develop knowledge.

REFERENCES

Anggoro, Toha. 2009. *Metode Penelitian*, Jakarta: Universitas Terbuka.

Arikunto . 2007. *Manajemen Penelitian*, Jakarta: RinekaCipta.

Arikunto. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta.

Azis, Abdul. 2007. Kelebihan dan kelemahan *Reciprocal Teaching*. (http:// bung seducation.blogspot.com for details), diakses 21 Juni 2015

Daftar Kumpulan Nilai (DKN). 2014/2015 (SMA Negeri 7 Padangsidimpuan)

Djuharie, Otong Setiawan. 2007. *Genre dilengkapi 700 Soal Uji Pemahaman*. Bandung: Yrama Widya.

Doolittle, P. et al. 2006. "Reciprocal Teaching for reading Comprehenion in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts". *International Journal of Teaching ang Learning in Higher Education*. (http://www.isetl.org/ijtlhe), diakses 10 Nopember 2015

Griffiths Carol. 2008. *Languages Teaching Library*. New York : Cambridge

Helmi, Farid. 2012. Improving student's skill in writing recount text by using a personal letter. *Thesis*. Semarang: Education Faculty Walisongo State Institute for Islamic Studies.

Knapp, Peter and Megan Watkins. 2005. *Genre, Text, Grammar : technologies for teaching and assesing writing*. Sidney: University of New South Wales.

Kurniawan, Arief and Yeni Yuniawati. 2010. *Mengeksplorisasi Jenis – Jenis Teks Bahasa Inggris*. Jakarta : Multi Kreasi Satudelapan.

Maharani , Ida. 2007. *How to write effectively*. Yogyakarta: Cipta Aji Pratama..

Mertens, Nathan L. 2010. *Writing process, Tools and Techniques*. New York: Nova Science Publishers, Inc.s

Pardiyono. 2006. Pasti bisa *Writing Clues for Better Writing Competence*.Yogyakarta: Andi Offset

＿＿＿＿＿. 2007. Pasti bisa *teaching genre-based writing*. Yogyakarta: Andi Offset.

Setiyadi, Bambang. 2007.*Strategi Pembelajaran Bahasa Inggris*. Jakarta : UT.

Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Sukardi. 2013. *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara.

Suparno and Yunus Mohamad. 2009. *Keterampilan menulis*. Jakarta: UT.

Suyatno. (2009). *Menjelajah pembelajaran inovatif*. Jakarta: Masmedia Buana Pustaka

Syah, Muhibbin. 2000. *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung:

Remaja Rosdakarya

Tarigan, Guntur Henry. 2008. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung : Angkasa

Trianto. 2010. *Mendesain Model Pembelajaran Inovatif Progresif*. Jakarta: Kencana.

Wahidi, Rachmat. 2008. *Genre of the text*. (http://rachmatwahidi.wordpress.com for details), diakses 08 April 2015

Yamin, Martinis. 2011. *Paradigma Baru Pembelajaran*. Jakarta: Gaung Persada.

Yulinar, Mitha Minhatul Maula. 2008. The effectiveness of using authentic materials in teaching recount text to improve students' writing ability. *Thesis.* Jakarta: Indonesia University of Education.

CURRICULUM VITAE

A. Identity

Name	: ASMARANI DEVI HRP
Reg. Number	: 11 34 0048
Place and Birthday	: PADANGSIDIMPUAN, January 2nd 1993
Sex	: Female
Religion	: Moslem
Address	: Dr. Payungan, Setia Street, No. 2

B. Parents

1. Father's Name   : Hakamuddin Hrp
2. Mother's Name   : Masniari Pakpahan

C. Educational Background

1. Graduated from Elementary School SD No 16 Padangsidimpuan in 2003

2. Graduated from SMP N 4 Padangsidimpuan in 2007

3. Graduated from SMA Swasta Muhammadiyah 11 Padangsidimpuan in 2010

4. Be University student in State Institute for Islamic Studies (IAIN) Padangsidimpuan 2011

Nomor : In.19/E1.5/PP.00 9/Skripsi/1966/2014 Padangsidimpuan, 28 Oktober 2014
Lamp :
Perihal : *Pengesahan Judul dan Pembimbing Skripsi*

Kepada
Yth. 1. Drs. Fitriadi Lubis M.P d.
   2. Hamka S.Pd., M.Hum
di Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

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

Nama : Asmarani Devi Harahap
Nim : 11 340 0048
Sem/Tahun Akademik : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Reciprocal Teaching Strategy on Writing Recount Text Mastery at the Tenth Grade Students of SMA Negeri 7 Padangsidimpuan

  Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.
  Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan   Sekretaris Jurusan
Tadris Bahasa Inggris   Tadris Bahasa Inggris

Rayendriani Fahmei Lubis. M. Ag   Fitri Rayani Siregar, M. Hum
NIP. 19710510 200003 2 001   NIP. 19820731 200912 2 004

Wakil Dekan
Bidang Akademik

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

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I   PEMBIMBING II

SURAT KETERANGAN RISET
Nomor : 800 / 270 / SMA.07/2016

Yang bertanda tangan dibawah ini kepala SMA Negeri 7 Padangsidimpuan Kota Padangsidimpuan Provinsi Sumatera Utara menerangkan bahwa :

Nama	:	**ASMARANI DEVI HARAHAP**
NPM	:	113400048
Fakultas/ Jurusan	:	Tarbiyah dan Ilmu Keguruan/TBI, IAIN Padangsidimpuan
Alamat	:	Jl. Dr. Payungan Gg. Setia No. 2

Benar telah melakukan Penelitian di SMA Negeri 7 Padangsidimpuan dalam rangka penyelesaian Skripsi dengan Judul Penelitian.

"The Effect of Reciprocal Teaching Strategy on Writing Recount Text Mastery at Tenth Grade Students' of SMAN 7 Padangsidimpuan".

Demikian surat ini kami perbuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 11 Oktober 2016
Kepala Sekolah

Ervin Arvadi, S.Pd, M.Pd
NIP. 19731218 200502 1 001