



**THE EFFECT OF USING RECIPROCAL TEACHING
STRATEGY ON THE STUDENTS' READING
COMPREHENSION ACHIEVEMENT**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

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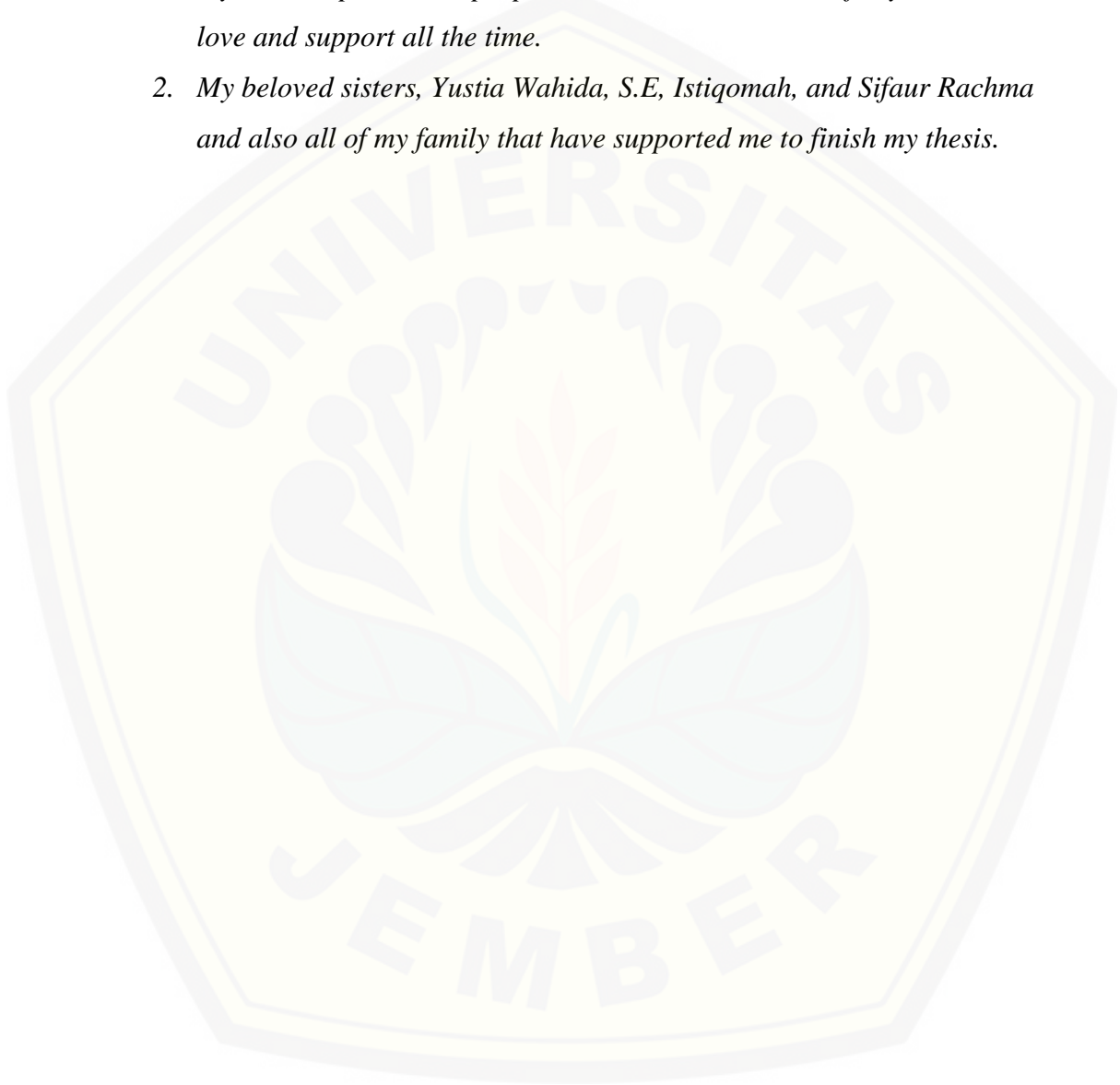
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DEDICATION

This thesis honorably dedicated to:

- 1. My beloved parents, Suprpto and Alm. Yuliati. Thank for your endless love and support all the time.*
- 2. My beloved sisters, Yustia Wahida, S.E, Istiqomah, and Sifaur Rachma and also all of my family that have supported me to finish my thesis.*



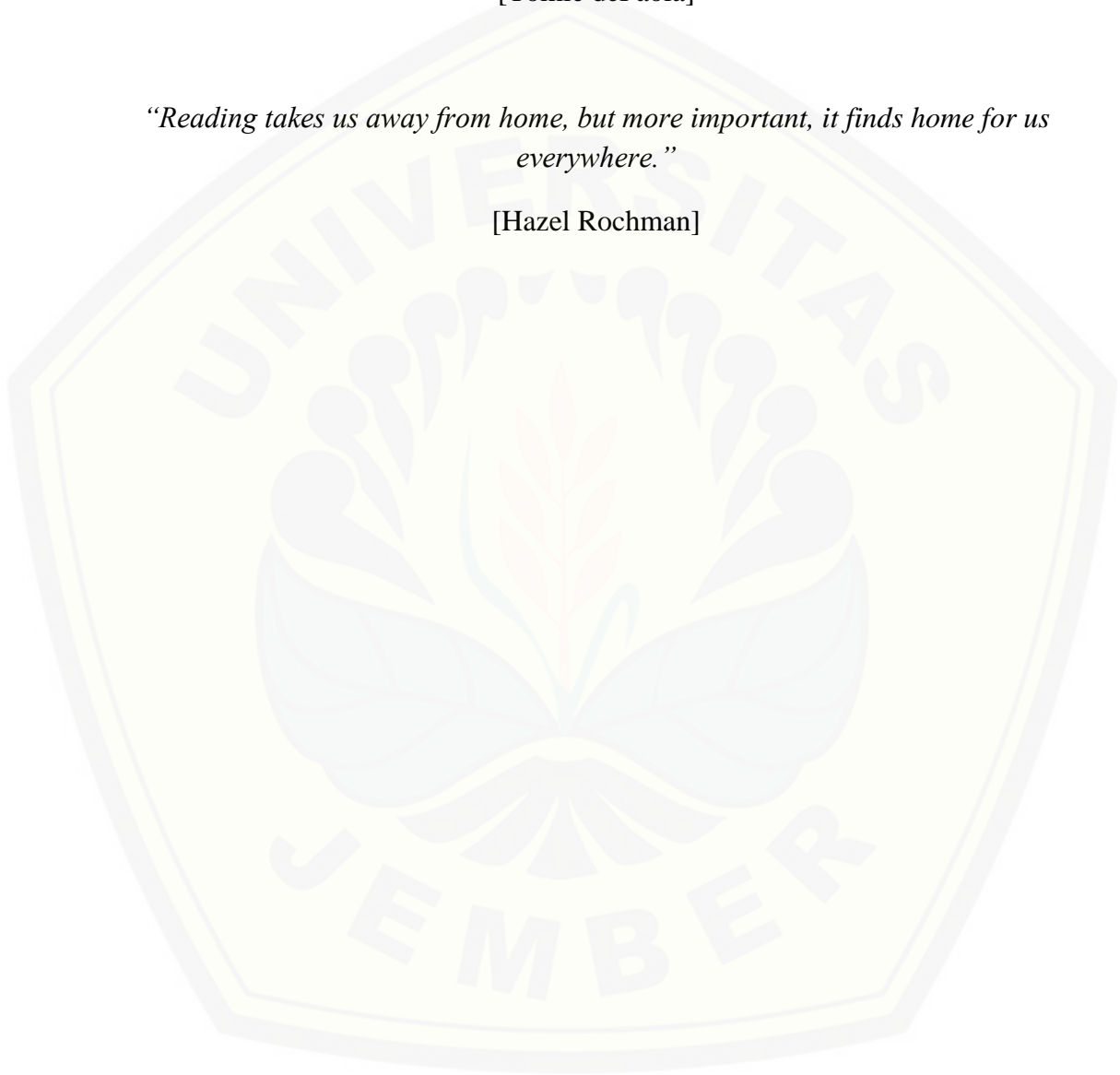
MOTTO

“Reading is important, because if you can read, you can learn anything about everything and everything about anything.”

[Tomie dePaola]

“Reading takes us away from home, but more important, it finds home for us everywhere.”

[Hazel Rochman]



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Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of reading. Any criticism and valuable suggestion would be appreciated.

The Writer,

Nanda Zulfa Lailiyah

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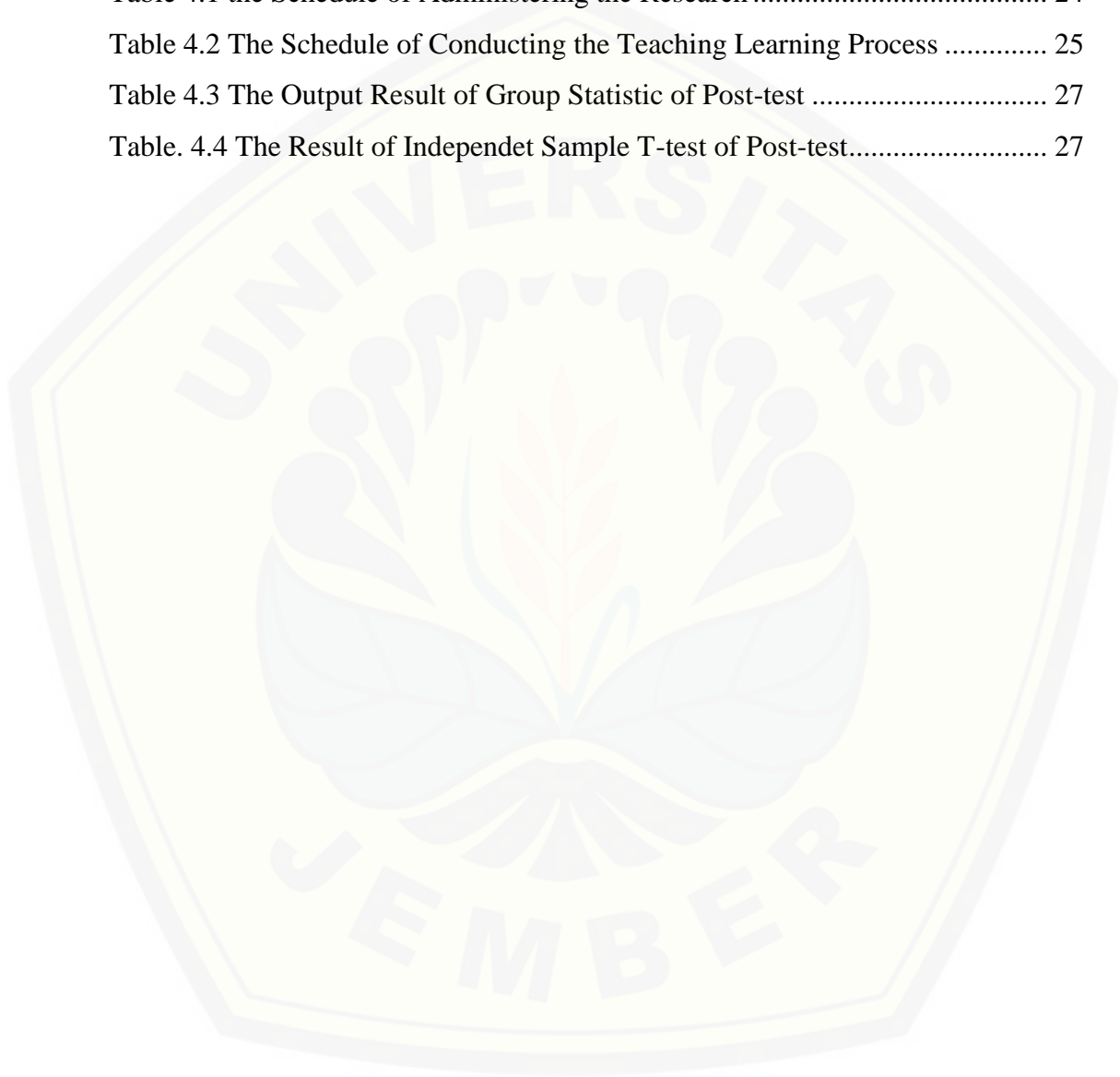
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SUMMARY

The Effect of Using Reciprocal Teaching Strategy on the Students' Reading Comprehension Achievement; Nanda Zulfa Lailyah, 130210401056; 2018; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading plays a significant role in improving readers' language proficiency, especially in a foreign language setting. If the comprehension in reading failed, students would need to improve their comprehension. For these reasons, it is more important for EFL learners to have not only the ability to read written materials but also the ability to understand what they have read. So, EFL learners need to achieve comprehension in reading through applying appropriate and effective reading strategies. One of the strategies that can be applied in teaching reading comprehension is Reciprocal Teaching Strategy (henceforth RTS). It was developed in 1984 by Ann Brown from the University of Illinois and Ann Palinscar from Michigan State University. As stated by Palinscar and Brown (1984) in Oczkus (2010) that Reciprocal Teaching Technique is a scaffolded discussion technique that is built of four strategies that readers use to comprehend text: predicting, questioning, clarifying, and summarizing. The core of reciprocal teaching is an instructional activity that gives an advantage among the students when reading comprehension process. The advantage activity is how the students can help each other to solve a problem in the text.

This research was conducted to investigate the effect of using Reciprocal Teaching Strategy (RTS) on the students' reading comprehension achievement in reading descriptive text at SMK Negeri 4 Jember in the 2017/2018 academic year. The area of the research was SMK Negeri 4 Jember. The research participants were determined by using cluster random sampling based on the result of homogeneity test to three classes (X AK1, AK 2, and AK 3) of the tenth grade with the materials of reading comprehension. From the calculation of ANOVA, the result showed that the population was homogenous. Therefore, the researcher

took two classes by lottery as the experimental and control groups. The two classes were X AK 2 as the experimental group and X AK 1 as the control group.

The design of this research was a quasi-experimental research with post-test only design. The design was based on the score of post-test only which was conducted after the experimental treatment had been applied. This design involved two groups which received different instructional treatment. The experimental group was taught reading comprehension by using Reciprocal Teaching Strategy. On the other hand, the control group was taught reading comprehension by applying scientific approach which has been used to teach reading comprehension at the school. The post-test was given to both two groups after receiving the teaching learning process twice. Based on the output of the Independent Sample T-test in the SPSS, the result showed that the value of significant column Levene's test (2-tailed) was 0,012 and it was lower than 0,05. Then, it could be concluded that the null hypothesis (H_0) was rejected while the alternative hypothesis (H_a) was accepted. It indicated that there was a significant effect of using Reciprocal Teaching Strategy on the tenth grade students of Accounting Department's descriptive text reading comprehension achievement. Considering the findings of the research, it is suggested that Reciprocal Teaching Strategy be used as a consideration to help students in understanding reading comprehension text.

CHAPTER I INTRODUCTION

This chapter presents some aspects related to the research. It includes research background, research problem, research objective, limitations and research contribution.

1.1 Research Background

Reading is one of the four language skills that students should learn and care of. Reading is more beneficial to them during their study because it enables them to acquire many things about the knowledge of language and understanding different subject areas. The purpose of reading is to make meaning from the words that are presented (Al-Qatawneh, 2007). Reading plays a significant role in improving readers' language proficiency, especially in a foreign language setting. If the comprehension in reading failed, students would need to improve their comprehension. For these reasons, it is more important for EFL learners to have not only the ability to read written materials but also the ability to understand what they have read. So, EFL learners need to achieve comprehension in reading through applying appropriate and effective reading strategies.

One of the strategies that can be applied in teaching reading comprehension is Reciprocal Teaching Strategy (henceforth RTS). It was developed in 1984 by Ann Brown from the University of Illinois and Ann Palinscar from Michigan State University. As stated by Palinscar and Brown (1984) in Oczkus (2010) that Reciprocal Teaching Technique is a scaffolded discussion technique that is built of four strategies that readers use to comprehend text: predicting, questioning, clarifying, and summarizing. The core of reciprocal teaching is an instructional activity that gives an advantage among the students when reading comprehension process. The advantage activity is how the students can help each other to solve a problem in the text.

Some studies have confirmed the positive effects of the implementation of RTS on students' reading comprehension achievement (Al-Qatawneh, 2007; Choo

et al, 2011; Freihat and Al-Makhzoomi, 2012; Ramita, 2015; Badri, 2016). Choo et al (2011) examined the effectiveness of RTS on a group of students who had difficulty in comprehending expository texts. This study used low-proficiency level students from the sixth semester as the participants. They found that Reciprocal Teaching Strategy indeed helped to significantly elevate the students' performance in their reading comprehension of expository texts. In addition, Freihat and Al-Makhzoomi (2012) administered an experimental research which aimed to investigate the effectiveness of the RTS on reading comprehension behavior in English as a Foreign Language (EFL) situation in a university setting. The researcher applied the RTS methodology proposed by Brown and Palincsar (1984). The finding of the research showed improvement between the description of reading behavior of the research before and after the period of treatment.

Another research had been conducted by Ramita (2015), aiming to investigate the effect of RTS and reading interests towards the students' reading comprehension achievement on the third semester students of STAIN Kerinci. Based on the finding of the research, the students who were taught by using Reciprocal Teaching Strategy got better result on their reading comprehension achievement than students who were taught without any treatments. Moreover, Badri (2016) also administered a quasi-experimental research with pre-test and post-test design. The participants of this study were EFL language learners at the intermediate level studying English at Payame Noor University in Kangavar, Iran. The finding showed that there was statistically significant difference between groups in post-test scores which means that RTS was effective towards the students' reading comprehension.

The four studies above employed university students as their research participants. Beside those four studies, Al-Qatawneh (2007) conducted a quasi-experimental research which aimed to examine the effect of using the Reciprocal Teaching model on enhancing reading comprehension skills in English by the Jordanian first secondary grade students. The results of the study showed that RTS had beneficial effect for the group of students who got the treatment of RTS.

Referring to the discussion above, the previous researches mostly investigated the use of RTS by applying quasi-experimental research design on university students. It can be seen that there is still less exploration about the implementation of RTS on students' reading comprehension achievement at vocational high school students. Therefore, this present study investigated the influence of implementing RTS towards students' reading comprehension achievement at vocational high school students by using quasi-experimental research design. The influence of RTS was examined by comparing the post-test result of the experimental group and control group. The experimental group received the treatment and control group did not.

Based on some considerations above, the researcher conducted an experimental research dealing with the use of RTS in teaching reading entitled, **“The Effect of Using Reciprocal Teaching Strategy on the Students' Reading Comprehension Achievement”**.

1.2 Limitation of the Problem of the Study

The researcher limited the problem of the study due to some reasons. The researcher focused on the effectiveness of Reciprocal Teaching Strategy towards students' reading comprehension achievement. Descriptive text was used to teach reading comprehension. The topic of descriptive texts were used are about Tourism Places. The participants of this research also were restricted to the tenth grade students of Accounting Department at SMK Negeri 4 Jember in the 2017/2018 academic year.

1.3 Research Problem

Based on the background of study above, the research problem can be formulated as follows:

“Is there any significant effect of using Reciprocal Teaching Strategy on the tenth grade students of accounting's descriptive text reading comprehension achievement?”.

1.4 Research Objective

This research aims to know the significant effect of using Reciprocal Teaching Strategy on the tenth grade students of Accounting Department's descriptive text reading comprehension achievement.

1.5 Research Contribution

The results of this research are expected to give contribution in teaching learning process as follows:

a. Empirical Contribution

The result of this research can help other researchers in the future who want to conduct the same reasearch dealing with the use of Reciprocal Teaching Strategy as the reference. The researcher also expects that the future researchers will complete this research limitation in applying RTS to their research.

b. Practical Contribution

The result of this research is expected to give some evidences of how RTS is effective strategies to help students in reading comprehension so that the English teacher can consider to apply this strategies in teaching reading comprehension.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter presents the theories that are related to the variable of the research. This chapter reviews some points including the theoretical framework, conceptual review, and review of previous study.

2.1 The Theoretical Framework

Reciprocal teaching is an interactive teaching strategy and a cooperative learning instructional method based on Vygotsky's (1978) theory of the fundamental role of social interaction and Zone of Proximal Development (ZPD) (cited in Ghorbani, 2013) which is used to develop text comprehension. Based on Vygotsky's (1978) socio-cultural theory, learning occurs in an interactive environment in which the knowledge constructed from the text is negotiated through interactions between both teacher and students or student and student (Ghorbani, 2013). Vygotsky (1978) in McAllum (2014) linked dialogue and metacognition in explaining how individuals develop understanding of concepts. He believed that the process of learning involved moving into a zone of proximal development which is supported by another individual in dialogue with the learner. Through dialogue the learner is able to construct new ideas and understanding. Dialogue happens in reciprocal conversations which take place in small groups of learners with teacher and students taking turns at leading the discussion. Reciprocal teaching which is a contemporary application of Vygotsky's theories comprises summarizing, questioning, clarifying, and predicting. These strategies are supposed to facilitate group work between teacher and students as well as among students as a means of aiding them to construct meaning from text. Reciprocal teaching is a cooperative learning strategy. It requires collaboration and group thinking while emphasis is placed on students providing instructional support for each other. Through interaction in mixed-ability groups, students who are developing skills in comprehension are supported by the social context and reciprocal teaching frameworks. They engage

at their level and are able to observe and learn from more competent peers and from the teacher.

1.2 Conceptual Review

2.2.1 Reading as Meaning - Making Process

Reading is one of the language skill that should be mastered by the students. By reading students can add their knowledge and get much new information from the text. According to Gellert (1996:3), “reading is a proces of understanding written text”. Therefore, reading is actually a sort of conversation between a writer and a reader. Author’s message will be a means of communication if only the reader can react and interpret what the author actually says or means. Comprehension is the goal of reading since the pupose of reading is to get information by understanding written texts. By reading, hopefully the reader can understand the main message from the writer of the text.

Thus, according to Mezeske and Mezeske (2004), reading is a communication process which involves interaction between the written text (letters, words, sentences, and discourse) and the reader’s background knowledge (language, structure and human experience). It means that reading comprehension depends on prior knowledge or knowledge about the world. By using background knowledge, readers make connections with what they already know about the topic and it will make the material more relevant and interesting to them.

When comprehending, readers should work in understanding from the smaller units of a text like letters, words, phrases, and sentences and also involve their background knowlegde in order to make them easier in constructing and understanding the meaning of the text they read. In line with this statement, Mc Whorter (1986) also mentions that there are some aspects of reading comprehension that can be used to measure how successful students in comprehending reading text involving words, sentence, paragraph, and text comprehension. All those aspects of reading comprehension will be explained further in the following section.

a. Word Comprehension

According to Duffy (2009), when the meaning of a word is unknown, it means the reader does not have background knowledge or has not had experiences in that area. As we know that in reading, students may face unfamiliar words which are never been read before, so the students need to know the meaning of words to be successful in comprehending the text they read. When the readers encounter an unknown word in the text, they can use the clues embedded in the text around the new word to figure out for themselves what the word means. Besides, the reader can also use one of the steps in RTS which is clarifying. It helps the students to learn unfamiliar words, phrases, or sentences may be faced during reading. If there is an obstruction to understand the information, the reader should take the necessary action(s) to correct their learning (e.g. reread, consult a dictionary, ask knowledgeable others etc). For the example of question dealing with word comprehension, it can be seen in *Appendix B*.

b. Sentence Comprehension

Grellet (1996) states that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. Sometimes, when the readers try to translate word by word in understanding the sentence meaning, they will find mistranslation of idioms that changes the meaning of the sentence. In other words, sentence comprehension deals with the ability to understand what the sentence tells about, not only the meaning of each word, but also all the words which are put together completely make sense as a sentence is used to express complete thought. For the example of question dealing with sentence comprehension can be seen in *Appendix B*.

c. Paragraph Comprehension

The most important ability in comprehending a paragraph is recognizing the parts of a paragraph. In line with that, Wingersky, et al. (1999) state that a good paragraph consists of several related sentences that support main idea, which is limited to and focused on one sentence. To understand the main point of paragraph, students have to know several essential parts related to comprehending

paragraph. Wingersky, et al. (1999) add that a paragraph has three essential parts, namely; a topic sentence, supporting details and concluding sentence. For the example of question dealing with paragraph comprehension can be seen in *Appendix B*.

d. Text Comprehension

The main purpose of reading activity is to get and understand the ideas of a text. According to Wood (1991) that one way to accomplish this goal is to recognize and understand the parts first, the small units of meaning, and then to combine them to understand the whole. In order to achieve comprehending the whole text, the readers should comprehend all parts of text, including word, sentence, and paragraph meaning. For the example of question dealing with text comprehension can be seen in *Appendix B*.

Dealing with the text used in this research, the researcher used descriptive text based on the revised English curriculum (K-13). Description deals with how something looks, sounds, and tastes and mostly about visual experience (Kane, 2000). The social purpose of descriptive text is to describe a particular object, such as person, thing, or place. Descriptive text is a text which gives information how a person or a thing looks like. According to Wardiman *et al.*(2008) the generic structure of descriptive text is divided into two parts, identification and description. Identification is a general opening statement in the first paragraph which introduces the object to be described. It is usually stated in the first paragraph to introduce what will be described in the next paragraph to the readers. It contains the general information of the text. Thus, description deals with paragraph that describe the phenomenon in parts, qualities, and characteristics. In this parts, the writer explains about the subject in detail by stating some specific information (Mardiyah *et al.*, 2013). Dealing with the syllabus, the descriptive text used in this research was about description of tourism place and historical place.

2.2.2 Reciprocal Teaching Strategy as an Effective Reading Strategy

Palincsar and Brown (1984) mentioned that RTS is an instructional activity in which teacher and students take turn having a dialogue regarding the different parts of the text to construct meaning. In line with that statement, Oczkus (2010) defines Reciprocal Teaching Strategy is a scaffolded discussion technique that involves four strategies that good readers employ when they read: predict, question, clarify, and summarize. In addition, “Fabulous Four” (Oczkus, 2010) is another name for this strategy. The “Fabulous Four” means the Reciprocal Teaching Strategy use the four basic comprehension strategies in order to make easier in comprehending the text, which is centered with : predicting what might happen on the text, asking question about the text, attempting to clarify some words or phrases that are not understood, and summarizing what have been read. RTS can be characterized as a dialogue between a teacher with the students in which participants take turn assuming the role of the teacher to help the students in understanding and constructing the meaning of the text (Palincsar and Brown, 1986:772).

Each steps of the strategies help the students to construct meaning from text and monitor their reading to ensure that they are in fact understanding what they read (Carter and Fekete, 1992:23). By applying the four strategies, students learn to assume the role of the teacher in helping their peers to construct meaning from the whole text. As stated by Biggs et al. in Cooper and Greive (2009: 47) that Reciprocal Teaching Strategy makes the basic of effective reading comprehension visible to all students. Therefore, all students can practise and able to use the basic of effective reading comprehension (predicting, clarifying, questioning, and summarizing). It can be concluded that by applying Reciprocal Teaching Strategy, students can learn to assume the role of the teacher in helping their peers to construct and understand the meaning of a text through the four strategies including: predicting, questioning, clarifying, and summarizing.

Moreover, RTS has some advantages and disadvantages. Hartman (1997) mentions some advantages of Reciprocal Teaching Strategy, including (1) Students are actively engaged in learning, (2) Reading strategies are used in an

integrated, coordinated way in a meaningful context, (3) Students enjoy working together (4) Students are able to learn with the benefit of repeated tutor modeling and learn to take responsibility for their own and each others' learning. Meanwhile, according to Helms (2011), Reciprocal Teaching Strategy has some disadvantages. Those are dealing with the time and practice. It means that applying Reciprocal Teaching Strategy requires time and practice which is capable to create successful implementation. To overcome those disadvantages, Oczkus (2003) also says that it is needed to find time by weaving strategies throughout the day into reading and content area. It means that the teacher should be well-prepared in order to make this strategy more beneficial for the students. Besides, incorrect feedback and the larger groups of the students who sometime make noisy in classroom during the implementation of Reciprocal Teaching are also disadvantages should be solved.

As mentioned above that Reciprocal Teaching Strategy involves for steps including predicting, questionning, clarifying and summarizing. Each steps will be discussed further in the following sections:

a. Predicting

Predicting requires the reader to hypothesise about what the author might talk about next in the text. As stated by Lewis (2016) that a prediction is made if clues embedded in the text can be used to suggest the direction of the content and what comes next. It requires the reader to recall what they have already known about a topic, and as they read on they have their hypothesis confirmed or disproved, encouraging them to link new knowledge with their existing background knowledge. According to Duffy (2009) predicting is the strategy relied upon most as you begin. As soon as a reader sees the title of a selection or looks at a picture on a cover or reads a first line, prior knowledge is triggered and, on the basis of that prior knowledge, predictions are formed about what is to come. In order to know the text will tell about, it can be done by seeing the title or a supported picture of the text. In predicting, prior knowledge is needed.

b. Questioning

Question generating is erecting important information, rather than unimportant details. According to Lewis (2016) questioning solicits the reader to generate and determine what main idea question(s) the teacher or a test might ask, in preparation for assessment activities, and to seek answers, sometimes inferring them from the passage. As stated by Carter and Fekete (2001), when readers generate questions, they first identify the kind of information that is significant enough that it could provide the substance for a question. Oczkus (2003) explains the language of questioning that the students may use including the question words *who, what, where, why, how, and what if*. Most importantly, they are then instructed to put the answers to these questions into their own words, assuring themselves that they understand what is happening in the text.

c. Clarifying

The third components of Reciprocal Teaching Strategy is clarifying. Clarifying entails asking themselves and one another for helping when new vocabulary, awkward structure, unclear referent words and unfamiliar or difficult concepts occur. As stated by Palincsar (1986), that clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. In comprehending the text, students sometimes can not get the point of the text they read. According to Dooittle, et.al., 2006:107), clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus). It can be concluded that in clarifying, the students look for the clues provided in the text or ask their friend to clarify the difficult part they face in the text.

d. Summarizing

According to Carter and Fekete (2001) summarizing text provides the opportunity for readers to identify, paraphrase and integrate important information in the text. While it may include the main idea or theme, the focus is on describing in brief form the text's major points (Duffy, 2009). Summarizing helps students to

identify, paraphrase, integrate, and organize the most important information, themes, and ideas appearing in the text into a clear and concise statement. It is the driving force to bring into existence a context for comprehending the specific purpose of a text (Doolittle *et al*). Oshima and Hogue (1983) state that when we summarize, we include only the main points and supporting points, and leave out the details. In other words, we do not need to summarize more detail of the text, we just need to take important points on the text we read.

Furthermore, Palinscar and Brown (1986:773) and Doolittle, et al. (2006:107) explain when RTS first begin, the teacher explains what strategies the students will be learning, why they are learning these particular activities, in what situations such strategies will be helpful, and how they will go about learning the strategies. This explanation, which is reviewed regularly, is followed by instruction on the four strategies. Palinscar and Brown (1986:773) in Doolittle (2006:106) state that Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then the students take responsibility to do the steps of RTS with their own groups. In modeling stage, the teaching learning process is emphasized on the teacher where the the whole process of Reciprocal Teaching Strategy will be modeled by the teacher. In guided practice stage, students take responsibility in applying Reciprocal Teaching Strategy with the teacher's guidance. The students will apply the four steps in Reciprocal Teaching Strategy including predicting, questioning, clarifying and summarizing with the teacher's guidance (the teacher assumes the role of guide or facilitator).

Moreover, Oczkus (2003) states that each strategy is first modeled by the teacher then practiced by the students with one another, and finally individually applied. He offers different stage from the Brown and Palinscar's stages which is independent practice stage. In this stage, there will be five members in a group with different roles. The roles are a discussion direction (a discussion leader), a predictor, a questionner, a clarifier, and a summarizer. The predictor begins by giving prediction. The leader then selects the mode of reading of the passage (silent reading,). After reading, the discussion director ask the volunteers from the

other roles (a summarizer, a questioner and a clarifier) in any order. The questioner generates the question(s) and the others can answer the question or offer another question. The clarifier identifies parts of the passage that are not clear and find ways to clear up these difficulties. The other members can share the other difficulties faced in the passage. The summarizer restates the main ideas in the passage and the other members provide elaborations or simplifications. After the group has already done with a passage, the discussion director calls “pass” and the roles will be rotated. The members of the group now have their new roles and they will repeat the strategies.

2.3 Previous Studies on Reciprocal Teaching Strategy

Reciprocal Teaching Strategy was investigated by some researchers previously. Al-Qatawneh (2007) conducted a quasi experimental research on secondary school students as the participants with problems related to teaching English as a foreign language in Jordan schools. The finding of the research showed the effectiveness of tRTS in stimulating the students' awareness of their roles in learning with understanding, and their preconceptions about reading comprehension. Similarly, Freihat and Al-Makhzoomi (2012) also conducted an experimental research in Jordan, but they took EFL Jordanian university students as the participants. The findings showed a marked improvement in the students' reading comprehension. The students also believed that RTS was beneficial to their reading comprehension.

Another research comes from Choo et al (2011) which examined the effectiveness of RTS on a group of university students in Malaysia who had difficulty on comprehending expository texts. The finding of the research showed that Reciprocal Teaching Strategy had indeed helped significantly elevate the students' performance in their reading comprehension ability of expository texts. Other experimental research conducted by Ramita (2015) which took the third semester students of STAIN Kerinci as the population of the research. Based on the finding, the students who were taught reading comprehension by using RTS got better result on their reading comprehension achievement test compared to

students who were taught reading comprehension with no treatment. Another researcher was Badri (2016) who investigated the effect of implementing Reciprocal Teaching Strategy on EFL language learners in Iran. The research finding showed that Reciprocal Teaching Strategy was effective to be used in teaching reading comprehension. It encourages the students to think about their own thought process during reading. It helped students learn to be actively involved and monitor their comprehension as they read.

Based on the discussion above, it can be seen that there are some differences from the previous researches and the present research. The first is about the research design. Three previous researchers used experimental research with pre-test and post-test design, while this present study used quasi-experimental research with post-test only design. The second is the methodology of implementing RTS. Two previous researches applied the methodology of implementing RTS proposed by Palincsar and Brown (1984). Meanwhile this present study used the combination of methodology and steps of applying RTS proposed by Palincsar and Brown (1986); Dolittle, et al (2006); and Oczkus (2005). The third is the participant of the research. Four previous researches used university students as the participants, while this present study used vocational high school students as the participants.

2.4 Research Hypothesis

Based on the theoretical framework and empirical findings, the research hypothesis is formulated as “there is a significant effect of using RTS on the students’ reading comprehension achievement”.

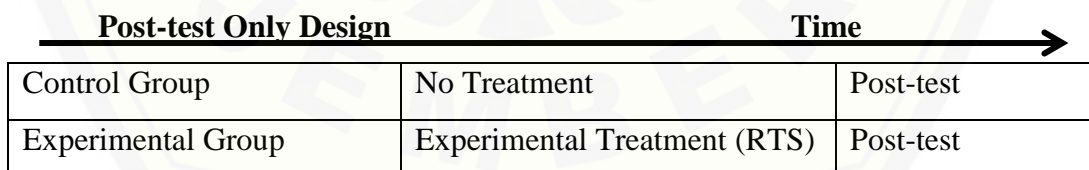
CHAPTER III RESEARCH METHOD

This chapter explains the methods or the procedure of conducting the research. It consists of research design, research context, research participants, data collection method, and data analysis method .

3.1 Research Design

This research aims to know the effect of implementing Reciprocal Teaching Strategy on the students’ reading comprehension achievement. Therefore, quasi experimental research was used in this research. Ary *et.al* (2006) state “Experimental research design is to enable researcher to estimate the effect of an experimental treatment”. The research design used in this reasearch was quasi experimental design with posttest only control group design.

The researcher used two classes, one class as the experimental class and the other one as the control class. In the experimental class, the researcher gave treatment by using Reciprocal Teaching Strategy (RTS) to teach reading comprehension, while the control class was taught reading comprehension by using scientific approach that is usually used by the English teacher. After giving the treatment, the researcher gave a post-test to both classes. The purpose was to know the significant difference of the students’ reading comprehension achievement. The design of this research can be illustrated as follows :



(Creswell, 2012:310)

The procedures of this experimental research were done as the following:

1. Taking mid-term scores document of three classes (X AK 1, X AK 2, and X AK3)

2. Analyzing the mid term scores by using ANOVA (Analysis of Variance) to know the homogeneity of the research population.
3. Determining two classes as the experimental group and control group based on the score of homogeneity test. Since, all the classes were homogenous, the two classes both the experimental and the control groups were determined by using lottery. The two selected classes were X KU 2 as the experimental group and X KU 1 as the control group.
4. Applying the treatment which was teaching reading comprehension by using RTS to the experimental group while the control group was taught reading comprehension by using Scientific Approach. Both of them were given the same materials and the same tasks by the same teacher.
5. Administering the tried out test to a class which did not belong to neither the experimental nor the control group.
6. Conducting the post-test to both experimental group and control group to know the result of the treatment given.
7. Analyzing the result of the post-test by using T-test formula to know whether the mean difference of the two groups is significant or not.
8. Concluding the result based on the data analysis to answer the research problem.

3.2 Research Context

This research was conducted at SMK Negeri 4 Jember. This school has five majors that are Accounting, Multimedia, Broadcasting, Office Administration, and Marketing which consist of 32 classes for the tenth up to the twelfth grades. The preliminary study had been done by the researcher with the English teacher at SMK Negeri 4 Jember. The English teacher mentioned that the school applies revised English curriculum (K-13) and she also informed that English is taught once a week with 3x45 minutes for each meeting.

Moreover in this research, the area of the research was purposefully selected on convenient grounds. First, the researcher finds that the English teacher of the tenth grade students in this school has never applied the Reciprocal

Teaching Strategy in teaching reading. Second, there is no research that has been conducted in this school related to the use of RTS. Then, the third, the School Principal has given permission to the researcher for doing this research in that school.

3.3 Research Participants

The population of the present study are three classes of the tenth grade students of Accounting Department of SMK Negeri 4 Jember in the 2017/2018 academic year, while the research participants (samples) are two classes the tenth grade students of the Accounting Department (each class consists of 36 students). An experimental and a control group were determined by using cluster random sampling method by lottery (McMillan,1996), after analyzing the English scores (got from the English teacher) using One Way Anova to know whether or not the population was homogenous.

The result of homogeneity test is presented in Table 3.1, whereas the result of One Way Anova is presented in Table 3.2.

Table 3.1 The Mean Scores of X AK1, X AK2 and X AK3's Homogeneity Test

Nilai	Descriptives							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
X AK 1	35	75,29	8,039	1,359	72,52	78,05	60	90
X AK 2	36	75,56	7,538	1,256	73,00	78,11	65	90
X AK 3	36	76,39	5,808	,968	74,42	78,35	65	90
Total	107	75,75	7,131	,689	74,38	77,11	60	90

The table above showed that there were 107 students as the population of the study. The mean score of X AK 1 was 75.29, the mean score of X AK 2 was 75.56, and the mean score of X AK 3 was 76.39. The scores of homogeneity test of the tenth grade students were analyzed statistically by using ANOVA formula as presented below.

Table 3.2. The Result of One Way ANOVA of the Homogeneity Test

ANOVA

Nilai

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	23,600	2	11,800	,229	,796
Within Groups	5366,587	104	51,602		
Total	5390,187	106			

Based on the calculation, the result of the computation done statistically by using One Way ANOVA showed that the value of the significant column was 0.796 which was higher than 0,05. The result implied that there was no difference on the tenth grade students reading comprehension among those three classes or it can be said that the three classes were homogenous. The lottery was done directly after knowing the result of the homogeneity test was homogenous to determine the experimental group and the control group. Based on the lottery, two classes were chosen; X AK 2 as the experimental group and X AK 1 as the control group

3.4 Implementation Procedure

This experimental research was conducted for about 4 up to 5 weeks. The students met once a week and each session is for 135 minutes. Both experimental and the control groups were given the same materials and reading exercises. The experimental group was taught reading comprehension by using RTS, while the control group was taught reading comprehension by using scientific approach.

3.4.1 Experimental Group

The procedure in teaching is essential to make the learning activities successful. Therefore the researcher adopted a combination steps offered by Palinscar and Brown (1986) and Oczkus (2005) RTS framework as the technique used to teach reading comprehension. There are three main stages in RTS, they are explained as follows:

a. Modelling

In this stage, the teacher gave the model of the four steps of RTS (predicting, questioning, clarifying and summarizing).

b. Guided Practice

In this stage, students were divided into group of 5. The students applied Reciprocal Teaching Strategy including predicting, questioning, clarifying and summarizing with the teacher's guidance.

c. Independent Practice

This stage was done when the students become more independent in applying those strategies. In this stage, the teacher's guide decreased. The students with their groups did some activities as follows:

- 1) The students chose the discussion leader
- 2) The predictor began the discussion by giving a prediction
- 3) The discussion director called the volunteers of the other roles (questioner, clarifier, and summarizer)
- 4) The questioner generated the questions and the other members answer the question or offer another question
- 5) The clarifier indentified parts of the passage which were not clear and find way to clear up the difficulties. The other members could share the other difficulties faced in the passage
- 6) The summarizer restated the main ideas of the passage and the other simplifications

3.4.2 Control group

The control group was taught to use scientific approach during the teaching and learning reading. The control group was given the same materials and exercise as the experimental group by the same teacher. The steps of scientific approach used are explained as follows:

a. Observing

The students observe the text concerning of picture, the tittle and the number of paragraph in the text

b. Asking

The students asked questions about descriptive text, its generic structures, and its language features, the topic of the text, verbs, adjectives and nouns in the text, and also the important information in the text

c. Exploring

The students found the generic structure and the language features from the text, the topic of the descriptive text, verbs, nouns and adjectives in the text, after that do the exercise in the form of essay questions

d. Associating

The students found the unfamiliar words and looked up the meaning by using dictionary, discussed difficulty faced in the text under the teacher's guide, then did the exercise in the form of multiple choice questions independently.

e. Communicating

The students discussed the answer of the exercise given with the class

3.5 Data Collection Method

In this study, the researcher applied reading test as instrument to collect the data about students' reading comprehension achievement. The reading test (post-test) was given to both the experimental and control groups at the end of experiment (Creswell, 2012). The reading test covers the test items of word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The test format was in the form of multiple choice with four options. The reading test consisted of two descriptive texts with 20 questions and carries the same score that is 5 for each item. The time allocation given was 45 minutes.

A good test is required to meet its validity and reliability. Validity is defined as the extent to which the instrument measures what it supposes to measure (Heaton, 1991). The reading test was established using content validity. This means that the reading test was developed in reference to the basic competence of reading stated in the revised English curriculum (K-13) for senior

high school. The researcher used descriptive texts (tourism places) as the materials. The texts used as the materials were taken from an English text book which was not used in SMK N Jember and also from internet. The researcher checked and revised it first before giving it to the students. It was also consulted to the consultants and the English teacher first to know whether the test materials were suitable with the competency that should be achieved. For this reason, the test could be said to fulfill the requirement of content validity.

Reliability means the consistency of scores produced by the instrument. To know the reliability of this reading test, split-half method was used. The result the tried out test was analyzed by using Spearman-Brown Formula (Split Half Odd-Even) (Sudijono,1996) (*See Appendix C*). The reading test was tried out on October 18th 2017 to one class (X AK 3) which did not belong to the participants (either the experimental group or control group). The analysis of tried out test was important to know whether or not the instruction of the test was clear, the test was suitable for tenth grade students, the test instruction was clear, the test was reliable, and the test items were neither too easy or too difficult.

In estimating the value of reliability coefficient, split half odd-even technique was used in this research. The reseracher signed (X) for the odd numbers and (Y) for the even numbers. The correlation between X and Y was analyzed by using Product Moment formula (Sudijono, 1998:219). The calculation of tried out result is presented below.

$$r_{xy} = r \frac{11}{22} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

$$r_{xy} = \frac{36(3182) - (335)(339)}{\sqrt{36(3155) - (335)^2} \sqrt{36(3233) - (339)^2}}$$

$$r_x = \frac{114552 - 113565}{\sqrt{(113582 - 112225) (116388 - 114921)}}$$

$$r_{xy} = \frac{987}{\sqrt{(1357) (1467)}}$$

$$r_{xy} = \frac{987}{\sqrt{1990719}}$$

$$r_{xy} = \frac{987}{1410,92} = 0,69$$

Notes:

r_{xy} : reliability coefficient

$\sum XY$: the number of the odd items and even items

$\sum X$: the number of the odd items

$\sum Y$: the number of even items

N : the number of the respondent of the tried out test

(Sudijono, 1998:219)

The result of estimation was reliability coefficient of the half test that was 0.69. In order to obtain the reliability coefficient of the whole test items, the value of r_{xy} was taken into the following formula:

$$r_{11} = \frac{2r_{\frac{11}{22}}}{1+r_{\frac{11}{22}}}$$

$$r_{11} = \frac{2 \times 0,69}{1+0,69} = \frac{1,38}{1,69} = 0.816$$

Notes:

r_{11} : reliability coefficient of the whole test items

$r_{\frac{11}{22}}$: reliability coefficient of the half of the test items

(Sudijono, 1998:219)

From the calculation above, the reliability coefficient of the whole test items was 0.816. Concerning with this research, Sudijono (1998: 209) confirms that the reliability coefficient of the teacher made test is believed to be reliable if the reliability coefficient is ≥ 0.70 . Since 0.81 is higher than 0.70, this means that the test items were reliable.

The Analysis of the Difficulty Index. The tried out test had 26 items and the the maximum score of the test was 100 points. To know whether or not the test items were too easy or too difficult, the difficulty index of the test items was analyzed by using the degree of the test item difficulties which was presented in *Appendix J* The difficulty index and the coefficient reliability were analyzed. It could be found by finding the number of students who answered the questions

correctly and was divided by the number of the students who took the test. It could be seen from the proportion of the test items were 5 items were categorized as too easy items, 1 item was categorized as difficult item and the rest of the items were categorized as fair items.

Dealing with the time allocation it was found that the time allocation for the tried out test was sufficient since the students were able to do all the test items within the available time, 45 minutes. From the clarification above, it could be concluded that the test items should be revised since there were some of those items calculated as too easy and too difficult. While, the time allocation for the test did not need to be lengthened or shortened.

3.6 Data Analysis Method

Data analysis method is a way to analyze the data. In this research the primary data was obtained from students' reading score in the post-test. In this case, the data was obtained from the reading comprehension test score were analyzed statistically using (SPSS program) by using independent sample t-test with 5% significant level. Independent sample t-Test was used to compare the mean score of the control and the experimental group. It was done to find whether or not there was a significant effect of Reciprocal Teaching Strategy on the tenth grade students' reading achievement.

If the result of the test shows that the value of the significant (sig) 2-tailed ≥ 0.05 , this means that H_0 is accepted, and if the value of Sig. (2tailed) ≤ 0.05 , this means that H_a is accepted. Independent sample t-test is used in order to know whether or not there is a significant effect of using Reciprocal Teaching Strategy on the tenth grade students' reading comprehension achievement.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and the suggestions for the English teacher and the future researchers.

5.1. Conclusion

Based on the data analysis, hypothesis verification and discussion that had been discussed in the chapter IV, it can be concluded that there was a significant effect of using RTS on the tenth grade students' reading comprehension achievement at SMK Negeri 4 Jember.

5.2 Suggestion

Due to the results of the research which showed that RTS gave a significant effect on the students' reading comprehension achievement, this strategy can be used as a consideration in teaching reading comprehension. Therefore, the researcher proposed some suggestions to the following people.

5.2.1 The English Teacher

It is suggested that the English teachers of SMK Negeri 4 Jember use Reciprocal Teaching Strategy (RTS) as an alternative teaching strategy in teaching reading comprehension to make the students develop their understanding of the text more effectively. Then, it is important for the English teacher to motivate their students to deal with reading difficulties by using RTS because it significantly affects students' active involvement in reading activity.

5.2.2 The Future Researchers

Hopefully, the research results are useful for the future researchers as information to do a further research with the same strategy and design. Dealing with language skill used in applying RTS, further research can use another skill than reading, writing for instance. Further replication of the experiment at other different levels of learners is also recommended. Regarding the text used, other than descriptive text, texts from other genres can also be explored. Since this

research faced some obstacles dealing with time and class management especially in the first meeting, it is suggested for the future researchers to give time limitation for the students while they execute the four steps of RTS. Moreover, dealing with the way how to decide the roles (predictor, questioner, clarifier, and summariser) for each member, the future researcher should concern about each members ability. It means that higher achiever should get the more complicated role that the lower achiever.



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APPENDICES

Appendix A. Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Methods	Hypothesis
The Effect of Using Reciprocal Teaching Strategy on the Students' Reading Comprehension Achievement	1. Is there any significant effect of using Reciprocal Teaching Strategy on the students' reading comprehension achievement?	1. Independent Variable : The application of Reciprocal Teaching Strategy 2. Dependent Variable: The students' descriptive text reading comprehension	1. Reciprocal Teaching Strategy : a. Predicting b. Questioning c. Clarifying d. Summarizing 2. The scores of reading comprehension : a. Word comprehension b. Sentence comprehension c. Paragraph comprehension d. Text comprehension	1. Research population: The Tenth Grade Students of Accounting Department 2. Informant: The English Teacher of the Tenth Grade Students 3. Documents: a. The names of the tenth grade students of Accounting Department of SMK Negeri 4 Jember	1. Research Design Quasi Experimental Research Post- test Only Control Group <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Group Treatment Post-test</p> <p style="text-align: center;">A → X → O</p> <p style="text-align: center;">B → → O</p> </div> <p>Note : A : The Experimental Group B : The Control Group X : Treatment O : Post-test (Creswell, 2012:310)</p> <p>2. Area Determination Method : Purposive Method 3. Subject Determination Method: Cluster Random Sampling 4. Data Collection Method : A Reading Comprehension Test 5. Data Analysis Method The data were analyzed by using t-test formula (SPSS application)</p>	There is a significant effect of using Reciprocal Teaching Strategy on the students' reading comprehension achievement

Appendix B. The Example of Questions based on the Aspects of Reading Comprehension.

TANJUNG PUTING NATIONAL PARK

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leakey. Camp Leakey is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.

The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

(Bahasa Inggris dan Budi Pekerti/Kementerian Pendidikan dan Kebudayaan, 2014)

- A. The example of questions for comprehending word meaning.
1. "... are interesting because they have enormous snout."
The similar word of the underlined word is..
 - a. Big
 - b. Tall
 - c. Short
 - d. Small
 2. "This is a rehabilitation place for ex-captive orang utans....."
The synonym of the underlined word is...
 - a. Free
 - b. Independent
 - c. Caged

d. Poor

The answer :

1. a. Big
(as stated in the first paragraph that “The male proboscis monkeys are interesting because they have *enormous snout*”. The word “enormous” has the similar meaning with “big”)
2. c. Caged
(the word “captive” has similar meaning with the word “caged”)

B. The example of questions for comprehending sentence meaning

1. What is Camp Leaky?
 - a. A preservation site where ex-captive orang utans are rehabilitated
 - b. A place where ex-captive orang utans play
 - c. A place where ex-captive orang utans are tortured
 - d. A place where every animal lives
2. How long should we take to reach Camp Leaky takes?
 - a. Three days and two nights
 - b. Two nights and three days
 - c. Three night and two days
 - d. Two days and a night

The answer:

1. a. preservation site where ex-captive orang utans are rehabilitated
(as sated in the second paragraph, “This is a rehabilitation place for ex-captive orang utans and also a preservation site.”)
2. b. We can go to Camp Leaky by taking perahu klotok
(this statetement based on the information that can be found in the third paragraph)

C. The example of questions for comprehending paragraph meaning.

1. In the third paragraph, the writer tells the readers about...
 - a. How to reach to Camp Leaky
 - b. What Camp Leaky is
 - c. Camp Leaky was established by a scientist
 - d. The traveling in the boat offers unforgettable experience
2. Which paragraph tells about the experience of travelling in the boat?
 - a. First paragraph
 - b. Second paragraph

- c. Third paragraph
- d. The last paragraph

The answer :

- 1. a. How to reach to Camp Leaky
(in the third paragraph states information about how to reach Camp Leaky that is by boat)
 - 2. d. The last paragraph
(in the last paragraph mentions what experiences the traveling in the boat offered)
- D. The example of questions for comprehending text meaning
- 1. Which one of these statements below is the right statement based on the text above?
 - a. Camp Leaky was established by ascientist who has studied orang utans since 1961
 - b. We can go to Camp Leaky by taking perahu klotok
 - c. The trip by the boat to Camp Leaky takes two days and a night
 - d. At night, you can enjoy the clear sky and the amazingly bright lampions
 - 2. What is the topic of the text?
 - a. The boat travelling
 - b. Camping field
 - c. Tanjung Puting National Park
 - d. Central Kalimantan

The answer :

- 1. b. We can go to Camp Leaky by taking perahu klotok
(this statetement based on the information that can be found in the third paragraph)
- 2. c. Tanjung Puting National Park
(the text above tells about Tanjung Puting National Park)

Appendix C. Spearman-Brown Formula

$$r_{xy} = r_{\frac{11}{22}} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Notes:

r_{xy} : reliability coefficient

$\sum XY$: the number of the odd items and even items

$\sum X$: the number of the odd items

$\sum Y$: the number of even items

N : the number of the respondent of the tried out test

$$r_{11} = \frac{2r_{\frac{11}{22}}}{1+r_{\frac{11}{22}}}$$

Notes:

r_{11} : reliability coefficient of the whole test items

$r_{\frac{11}{22}}$: reliability coefficient of the half of the test items

(Sudijono, 1998:219)

Appendix D. The Names of Research Participants

No.	Experimental Group	Control Group
	Names	Names
1.	GFR	ATA
2.	MVA	AYD
3.	IH	AFI
4.	ISA	AAF
5.	IH	AU
6.	IDR	AM
7.	IRUANL	AAC
8.	INR	ANA
9.	IM	ASN
10.	IEL	A
11.	IP	ASS
12.	IPL	BNR
13.	IF	BG
14.	JPA	CDR
15.	JC	CAZ
16.	KU	CAF
17.	KAN	CAR
18.	KFAM	DPW
19.	KM	DPO
20.	KW	DRF
21.	LK	DIP
22.	LR	DNH
23.	LA	DIH
24.	MH	DM
25.	MAN	DAS
26.	MAE	EEL
27.	MAS	FI
28.	MBS	FZ
29.	MF	FZ
30.	MFA	FDM
31.	MWA	FJF
32.	MAH	FAPS
33.	NA	FS
34.	NS	GMP
35.	NAP	HS
36.	NVA	IOPD

Appendix E. Lesson Plan 1**Lesson Plan****(The 1st meeting)**

School : SMK Negeri 4 Jember
Subject : English
Grade/Semester : X / 1
Language Skill : Reading
Text Type : Descriptive Text
Time Allocation : 1 meeting (3 X 45 minutes)

A. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1. Showing gratefulness by praying before and after the lesson 1.1.2. Showing seriousness and enthusiasm in the teaching and learning process.
2.1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.1. Being honest in doing individual work 2.1.2. Being disciplined in doing tasks 2.1.3. Being confident in accomplishing the tasks 2.1.4. Being responsible in accomplishing either group or individual tasks 2.1.5. Being well-behaved in communicating with the teacher and friends
4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis,	4.8.1 Finding the word meaning of the descriptive text in the form of

<p>sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p>	<p>multiple choice</p> <p>4.8.2 Finding the sentence meaning of the descriptive text in the form of multiple choice</p> <p>4.8.3 Finding the paragraph meaning of the descriptive text in the form of multiple choice</p> <p>4.8.4 Finding the text meaning of the descriptive text in the form of multiple choice</p>
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B. Learning Objectives

1. Students are able to find the word meaning of the descriptive text in the form of multiple choice
2. Students are able to find the sentence meaning of the descriptive text in the form of multiple choice
3. Students are able to find the paragraph meaning of the descriptive text in the form of multiple choice
4. Students are able to find the text meaning of the descriptive text in the form of multiple choice

C. Learning Material

- Descriptive texts (*the material is attached*)
- Students' worksheets (*the material is attached*)

D. Learning Method

1. Approach :
 - a. Scientific for Control Group
 - b. Reciprocal Teaching Strategy for Experimental Group
2. Method :

Small Group Discussion for Experimental Group

Pair Work for Control Group

E. Teaching Learning Activity

Sequences	Teaching Learning Process for Experimental Group	Time	Teaching Learning Process for Control Group	Time
Set Induction	<ol style="list-style-type: none"> 1. Responding the greeting and questions from teacher related to the previous materials 2. Responding attention while the teacher checks students' attendance list 3. Answering some leading questions from the teacher related to the topic they will discuss 4. Paying attention while the teacher states the objective of the lesson 	10'	<ol style="list-style-type: none"> 1. Responding the greeting and questions from teacher related to the previous materials 2. Responding attention while the teacher checks students' attendance list 3. Answering some leading questions from the teacher related to the topic they will discuss 4. Paying attention while the teacher states the objective of the lesson 	10'
Main Activity	<ul style="list-style-type: none"> • Explaining 1. The teacher explains about the steps of Reciprocal Teaching Strategy 	7'	<ul style="list-style-type: none"> • Observing 1. The students observe the text concerning of picture, the title and the number of paragraph in the text 2. Observe the word, sentence, paragraph and text meaning based on the text 	10'
	<ul style="list-style-type: none"> • Modeling 1. The teacher models the four steps of RTS (predicting, questioning, clarifying and summarizing) by using text 1 entitled "Papuma Beach" 	15'	<ul style="list-style-type: none"> • Questioning 1. Asking questions about descriptive text, its generic structures, and its language features from the text 1 entitled "Papuma Beach" (verbs, nouns, 	20'

			<p>adjectives, and adverbs)</p> <ol style="list-style-type: none"> 2. Asking about the topic of the text 1 3. Asking about the word, sentence, paragraph and text meaning based on the text <ul style="list-style-type: none"> • Exploring 	
	<ul style="list-style-type: none"> • Guided Practice Stage <ol style="list-style-type: none"> 1. Reading the text 2 entitled “Puncak” 2. Predicting the topic of the text from the title or pictures provided in the text 3. Generating some questions based on the important information in the text 4. Clarifying the difficult word or phrase faced in the text under the teacher’s guide 5. Summarizing the text by locating the important points from the text. 6. The teacher distributes the second task (True False Questions) 	25’	<ol style="list-style-type: none"> 1. Finding the generic structure and the language features from the text 2 entitled “Puncak” 2. Finding the topic of the descriptive text 2 3. Finding the main idea of each paragraph 4. Finding the word, sentence, paragraph and text meaning through the True False Questions. 	25’
	<ul style="list-style-type: none"> • Independent Practice <ol style="list-style-type: none"> 1. Discussing the text by using 	30’	<ul style="list-style-type: none"> • Associating <ol style="list-style-type: none"> 1. Finding the general 	25’

	<p>Reciprocal Teaching Strategy in group of 5</p> <ol style="list-style-type: none"> 2. The DL asks the predictor to begin the discussin by giving a prediction upon the title, accompanying pictures, or other information given 3. Reading the text entitled “Dieng Plateau” 4. The questioner generates the questions and the other members answer the questions or offer another question 5. The clarifier indentifies parts of the passage which are not clear and finds way to clear up the difficulties. The other members could share the other difficulties faced in the passage by disscussion, reread, looking up dictionary or asking the teacher 6. The summarizer elicits summaries of the text and asks the other for suggestions from the group about how the summaries might be improved 7. Having the students to do the task 3 	15’	<p>information in the text 3 entitled “Dieng Plateau”</p> <ol style="list-style-type: none"> 2. Finding the unfamiliar words and look up the meaning by using dictionary 3. Discussing difficulty faced in the text 4. Finding the word, sentence, paragraph and text meaning through the Multiple choice Questions (task 3) 	
	<ol style="list-style-type: none"> 8. Discussing the answer of the task with the class and give 		<ul style="list-style-type: none"> • Communicating 	10’

	feedback to the group work		Discussing the answer of the task given with the class	
Closure	<ul style="list-style-type: none"> Drawing conclusion about the material given 	3'	<ul style="list-style-type: none"> Drawing conclusion about the material given 	3'

E. Media and Resources

1. Media : Board, laptop, power point presentation, dictionary, and RTS cue cards
2. Resources :
 - a. <http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>)
 - b. Developing English Competencies for Senior High School (SMA/MA) Grade X

Jember,

The researcher,

Nanda Zulfa Lailyah

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MATERIALS

Leading questions



1. What is the most popular beach in Jember?
2. What does PAPUMA stand for?

1. DESCRIPTIVE TEXT

a. Definition

Descriptive text is a text which says what a person or a thing looks like. Its purpose is to describe and reveal a particular person, place, or thing.

b. The text structure

- Identification

Identifying the thing that is going to be described. Usually is the general description of the object.

- Description

Describing thing in the terms of characteristics, qualities and its parts, like sizes, colours, quality, etc.

c. The language features

- Focusing on the specific participant (Prambanan Temple, Kuta Beach, etc).
- Using simple present tense (the class situation make me feel comfortable).
- Using adjectives (the beach is beautiful).
- Using adverbs (clearly, quickly).

- Using adverbial phrases (in front of the door, beside the shelf).

2. SIMPLE PRESENT TENSE

Simple present tense is a pattern used in a sentence to indicate that something happens all the time/repeatedly, or that something is true or general.

Formula :

(+) **I/You/We/They + V1+object**
He/She/It + V1+s/es+object
 (-) **I/You/We/They +do not V1+object**
He/She/It + does not+ V1+ +object
 (?) **Do+ I/You/We/They + V1+object**
Does + He/She/It + V1+s/es+object

The example of descriptive text:

Text 1

<i>Papuma Beach</i>	
Identification	The name of Papuma is referring to Pantai Pasir Putih Malikan or white sandy beach. Those who are visiting Papuma beach will have a great time sun-bathing or walking over the white sandy path and enjoying the sunset.
Description	<p>Besides its natural scenic beauty, Papuma is also rich of exotic animals, such as lizard, forest cock, various birds, wild pig, deer porcupine, scaly anteater and many others.</p> <p>Papuma Cape Coast is located in the district of Ambulu and Wuluhan, Jember, East Java. Papuma beach is a very exotic beach compared to the existing beaches in East Java, because its beautiful and charming sea by having turquoise color tone ocean and a very fine white sand. Hence, it makes Papuma become affordable beach</p>

that can visited in East Java. The tourists, both from local and foreign will enjoy the **experience** in Papuma beach.

Furthermore, by visiting Papuma beach, the visitors can **rent** a boat to explore the ocean closer while enjoying the sun rise. The coral reef and the tropical forest around the beach will also enchanting the sightseeing after the Siti Hinggil and Goa Lawa. Siti Hinggil is a coral rock with a height around 50 m above sea level. The visitors can see Papuma's beach **attraction** from above. While, Goa Lawa or Lawa Cave, it has 30 m depth and can be achieved at low tide. According to the legend, this cave was the place south sea ruler's daughter "Dewi Sri Wulan" and the imprisoned place of Kyai Mataram.

(taken from: <http://www.eastjava.com>)

Fill in the blank spaces with the words given below appropriately!

Charming	Exotic	Attraction
Rent	Experience	

1. There are many _____ we can get through this journey
2. Her sister has _____ skin
3. The male idols always look so _____ to their fans
4. The events show many interesting _____
5. My father _____ a car because his car is broken

Text 2

Puncak

Puncak is one of interesting destinations in the West Java Province. It is located in the south of Jakarta and can be reached by an hour journey. Puncak is an ideal place for weekend, as well as a good location to find a fresh mountain air. Besides, many attractions can be found nearby, such as the Bogor and Cobodas Botanical Gardens; the Gede Pangrango National Park; the Plantations and the Safari Park.

Puncak Indah consists of three districts: Ciawi, Megamendung, Cisarua. The area is familiar with its fresh air and beautiful panorama. From Ciawi to Cipanas, there are many bungalows, hotels, motels, restaurants, and other tourism facilities. Tourism object in Puncak is Lido Park, which is located in Cigombong village/Wates Jaya (km. 21) Rd. Ciawi-Sukabumi, Cijeruk. Facilities that are provided in Lido Park are restaurants, cottages, swimming pools, camping grounds, and other facilities for lake recreations. Gunung Mas XII Plantation, which is located in Rd. Puncak, Cisarua district. It offers panorama with hilly panorama, which could only be found in Puncak. Activities that can be done are enjoying the tea plantation scenery and seeing the process of making tea from picking until packaging.

(taken from : <https://www.indonesia-tourism.com/west-java/puncak.html>)

Task 2

Write T (True) if the statement is true and F (False) if the statement is false!

1. Puncak is a good location to find a fresh mountain air (....)
2. One of attractions can be found nearby is the Bogor and Cobodas Botanical Gardens (....)
3. Tourisms object in Puncak is the Gede Pangrango National Park (....)
4. Lido Park is located in Rd. Puncak, Cisarua district (....)
5. In Puncak, the visitor can enjoy the beautiful tea plantation (....)

Text 3

Read the following text and choose the best answer by crossing a, b, c, or d on this worksheet to the questions that follow!

Dieng Plateau

Dieng Volcanic Complex (also called the Dieng Plateau) is a complex volcano. A complex volcano is an extensive assemblage of spatially, temporally, and genetically related major and minor volcanic centers with the associated lava flows and pyroclastic rocks. This is another place worth visiting in Central Java, situated around 2000 m above sea level and 100 km from Borobudur. This area

called the mirror lake northwest of Yogyakarta is in the volcanic mountains and over 2,000 meters elevation.

The name "Dieng" means "abode of the gods." There the visitor can find restarted temples build around year 800, colorful lakes and steaming ones. On the road we will see how the farmer use all the land available by using terraces. It is also fresher up here and we are almost above the clouds. The plateau, located 2,093 meters above sea level, offers two sunrises, the golden sunrise and the silver sunrise. Both are equally amazing natural phenomena. The golden sunrise refers to the first sunrise between 5:30 and 6 a.m. It is said to be golden because of its sparkling golden red color. We can enjoy this sunrise from a viewing post at a height of 1,700 meters above sea level in Wonosobo. The place, located in a mountainous area, is easily accessible because the roads leading to this area are all paved.

After savoring the beauty of the double sunrise, a natural phenomenon perhaps found only on Dieng Plateau, we could still enjoy the beauty of the surrounding nature. Walk about 10 minutes over a distance of some two kilometers to the southeast of the temple where there is a colorful lake. From the top of a hill the lake reflects a greenish yellow color, the reflection of the sulfate acid that the lake water contains. Beside this colorful lake there is another lake with pristine water. Locals call it the mirror lake because the water is very clear. The surface of the lake water also reflects sunlight. Unfortunately, this beautiful morning panorama is slightly impaired by the rampant felling of trees around the lakes. Unless the tree felling is checked, this beautiful panorama will soon vanish for good.

Beside the beautiful panorama above, there are also small monuments, which are not more than 50 feet high stand on a crater floor amidst sulfurous fumes and underlined by the presence of a few of the starkest Shivaite temples at an elevation of more than 6.000 feet, are impressive. In this site, the visitor will see some of the oldest Hindu temples of Java. This area can reach about four

10

15

20

25

30

35

hours from Semarang. The road to the Dieng Plateau passes through tobacco plantations and beautiful mountain scenery.

(taken from: <http://dieng.indonesia-tourism.com/>)

1. What is the purpose of the text?
 - a. To tell about the writer's past experience visiting Dieng Plateau
 - b. To inform the procedure about how get to Dieng Plateau
 - c. To describe Dieng Plateau
 - d. To to tell the historical story of Dieng Plateau
2. "A complex volcano is an *extensive* assemblage ...".
The similar meaning of the italic word is...
 - a. Huge
 - b. Expensive
 - c. Impressive
 - d. Limited
3. What can the visitors find on the road to the plateau?
 - a. Colorful lakes and steaming ones
 - b. The farmer use all the land available by using terraces
 - c. The oldest Hindu temples on Java
 - d. Golden sunrise and silver sunrise
4. What are the amazing natural phenomena offered by the plateau?
 - a. Colorful lake and pristine water lake
 - b. temples build around year 800
 - c. Golden sunrise and silver sunrise
 - d. felling trees
5. "..... be golden because of *its* sparkling golden"(line 14). The word *its* refers to...
 - a. Dieng Plateau
 - b. Golden sunrise
 - c. Golden sunset
 - d. Silver sunrise

6. “Locals call *it* the mirror lake...” (line 25).
What does the word *it* refer to?
- Golden sunrise
 - Colorful Lake
 - Mirror Lake
 - Silver sunrise
7. What makes beautiful morning panorama is slightly impaired?
- There are some felling of trees around the lakes
 - There are so many tall trees
 - The surface of the lake water reflects sunlight
 - The starkest Shivaite temples
8. “... panorama will soon vanish for good.”(line 28)
The opposite meaning of the underlined word is ...
- Fade away
 - Clear
 - Appear
 - Invisible
9. What is the main idea of the second paragraph?
- The Dieng Plateau offers two amazing sunrises
 - A complex volcano
 - The colorful lake and the mirror lake
 - Hindu temples
10. Which of the following statements is NOT TRUE according to the third paragraph?
- The temple is on the northeast of the colorful lake
 - The surface of the lake water reflects sunlight
 - The lake reflects a greenish yellow color the lake water contains sulphur
 - Beside the colorful lake there is another lake with such a clear water
11. “...stand on a crater floor amidst sulfur fumes” (line 31).
What is the opposite meaning of the underlined word?

- a. Away from
 - b. Surrounded by
 - c. Throughout
 - d. In the midst of
12. What is the main idea of the last paragraph?
- a. The amazing natural phenomena of the Plateau
 - b. Small monuments can be found in the Plateau
 - c. The road to the Dieng Plateau passes through tobacco plantations
 - d. Dieng Plateau is located in Central Java
13. The following statements are TRUE according to the last paragraph...
- a. The visitor will see some of the oldest Buddha temples of Java
 - b. The area can be reached about four hours from Magelang
 - c. The road to the Dieng Plateau passes through tobacco farm
 - d. The monuments are more than 50 feet high
14. From the text we know that ...
- a. Dieng Plateau offers some amazing and beautiful phenomenons
 - b. The visitor can only enjoy a volcanic mountain scenery
 - c. There is no place worth visiting in Central Java, but Dieng Plateau
 - d. Dieng Plateau is the one and only place worth visiting in Central Java
15. The following statements are TRUE according to the text, *except*...
- a. There is a beautiful morning panorama is slightly spoiled by the rampant felling of trees
 - b. The plateau is located 2,093 meters above sea level
 - c. There are also small monuments, which are more than 50 feet high
 - d. The visitor can enjoy the beautiful mountain scenery throughout the road to the Plateau

Answer key**Task 1**

1. Experience
2. Exotic
3. Charming
4. Attractions
5. Rent

Task 2

1. T 2. T 3. F 4. F 5. T

Task 3

- | | |
|-------|-------|
| 1. c | 11. a |
| 2. a | 12. b |
| 3. b | 13. c |
| 4. c | 14. a |
| 5. b | 15. c |
| 6. c | |
| 7. a | |
| 8. c | |
| 9. a | |
| 10. c | |

The distribution of exercise items (Task 3)

The Aspects of Reading Comprehension	Items	Number
Word Comprehension	5	2, 5, 6,8,11
Sentence Comprehension	3	2, 4, 7,
Paragraph Comprehension	4	9, 10, 12, 13,
Text Comprehension	3	1, 14, 15

Students' Worksheet

Name : _____

Group : _____

1. Predicting :_____
_____**2. Questioning :**• **Question :**_____

_____• **Answer :**_____

_____**3. Clarifying :****Difficult parts**_____

_____**Solutions**_____

_____**4. Summarizing (three or four sentences) :**_____

Appendix F. Lesson Plan 2**Lesson Plan****(The 2nd meeting)**

School : SMK Negeri 4 Jember
Subject : English
Grade/Semester : X / 1
Language Skill : Reading
Text Type : Descriptive Text
Time Allocation : 1 meeting (3 X 45 minutes)

A. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.2.1. Showing gratefulness by praying before and after the lesson 1.2.2. Showing seriousness and enthusiasm in the teaching and learning process.
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1. Being honest in doing individual work 2.2.2. Being disciplined in doing tasks 2.2.3. Being confident in accomplishing the tasks 2.2.4. Being responsible in accomplishing either group or individual tasks 2.2.5. Being well-behaved in communicating with the teacher and friends
4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis,	4.8.5 Finding the word meaning of the descriptive text in the form of

<p>sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p>	<p>multiple choice</p> <p>4.8.6 Finding the sentence meaning of the descriptive text in the form of multiple choice</p> <p>4.8.7 Finding the paragraph meaning of the descriptive text in the form of multiple choice</p> <p>4.8.8 Finding the text meaning of the descriptive text in the form of multiple choice</p>
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B. Learning Objectives

1. Students are able to find the word meaning of the descriptive text in the form of multiple choice.
2. Students are able to find the sentence meaning of the descriptive text in the form of multiple choice.
3. Students are able to find the paragraph meaning of the descriptive text in the form of multiple choice.
4. Students are able to find the text meaning of the descriptive text in the form of multiple choice.

C. Learning Material

- Descriptive text (*the material is attached*)
- Students' worksheet (*the material is attached*)

E. Learning Method

1. Approach :
 - c. Scientific for Control Group
 - d. Reciprocal Teaching Strategy for Experimental Group
2. Method :

Small Group Discussion for experimental group

Pair Work for control group

F. Teaching Learning Activity

Sequences	Description (Experimental Group)	Time	Description (Control Group)	Time
Set Induction	<ol style="list-style-type: none"> 1. Responding the greeting and questions from teacher related to the previous materials 2. Responding attention while the teacher checks students' attendance list 3. Answering some leading questions from the teacher related to the topic they will discuss 4. Paying attention while the teacher states the objective of the lesson 	10'	<ol style="list-style-type: none"> 5. Responding the greeting and questions from teacher related to the previous materials 6. Responding attention while the teacher checks students' attendance list 7. Answering some leading questions from the teacher related to the topic they will discuss 8. Paying attention while the teacher states the objective of the lesson 	10'
Main Activity	<ul style="list-style-type: none"> • Explaining <ol style="list-style-type: none"> 1. The teacher reviews the students' understanding about the steps of Reciprocal Teaching Strategy 	7'	<ul style="list-style-type: none"> • Observing <ol style="list-style-type: none"> 1. The teacher reviews students' understanding dealing with the previous material about descriptive text. 2. The students observe the text concerning of picture, the tittle and the number of paragraph in the text 3. Asking about the word, sentence, paragraph and text meaning based on the text 	10'

	<ul style="list-style-type: none"> • Modeling 1. The teacher models the four steps of RTS (predicting, questioning, clarifying and summarizing) by using text 1 entitled “Bengawan Solo” 	15’	<ul style="list-style-type: none"> • Questioning 1. Asking questions about descriptive text, its generic structures, and its language features from the text 1 entitled “Bengawan Solo” (verbs, nouns, adjectives, and adverbs) 2. Asking about the topic of the text 1 3. Asking about the word, sentence, paragraph and text meaning based on the text 	20’
	<ul style="list-style-type: none"> • Guided Practice Stage 1. Reading the text 2 entitled “Jeju Island” 2. Predicting the topic of the text from the title or pictures provided in the text 3. Generating some questions based on the important information in the text 4. Clarifying the difficult word or phrase faced in the text under the teacher’s guide 5. Summarizing the text by locating the important points from the text. 6. The teacher distribute the 	25’	<ul style="list-style-type: none"> • Exploring 1. Finding the generic structure and the language features from the text 2 entitled “Jeju Island” 2. Finding the topic of the descriptive text 2 3. Finding the main idea of each paragraph 4. Finding the word, sentence, paragraph and text meaning through the True False Questions. 	25’

	second task (True False Questions.)			
	<ul style="list-style-type: none"> • Independent Practice 1. Discussing the text by using Reciprocal Teaching Strategy in group of 5 2. The DL asks the predictor to begin the discussin by giving a prediction upon the title, accompanying pictures, or other information given 3. Reading the text entitled “Gua Tabuhan” 4. The questioner generates the questions and the other members answer the questions or offer another question 5. The clarifier indentifies parts of the passage which are not clear and finds way to clear up the difficulties. The other members could share the other difficulties faced in the passage by disscussion, reread, looking up dictionary or asking the teacher. 6. The summarizer elicits summaries of the text and asks the other for suggestions from the group about how the 	30’	<ul style="list-style-type: none"> • Associating 1. Finding the general information in the text 3 entitled “Gua Tabuhan” 2. Finding the unfamiliar words and look up the meaning by using dictionary 3. Discussing difficulty faced in the text 4. Finding the word, sentence, paragraph and text meaning through the Multiple choice Questions (task 3) 	25’

	summaries might be improved 7. Having the students to do the task 3 8. Discussing the answer of the task with the class and give feedback to the group work	15'	<ul style="list-style-type: none"> • Communicating Discussing the answer of the task given with the class	10'
Closure	<ul style="list-style-type: none"> • Drawing conclusion about the material given 	3'	<ul style="list-style-type: none"> • Drawing conclusion about the material given 	3'

E. Media and Resources

3. Media : Board, laptop, power point presentation, dictionary, and RTS cue cards
4. Resources :
 - a. <http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>)
 - b. <http://dieng.indonesia-tourism.com/>

Jember,

The researcher,

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MATERIALS

Leading questions



1. What is the longest river in Java?
2. What a popular river is located in Solo?
3. What river inspired Gesang to compose his popular song?

3. DESCRIPTIVE TEXT

a. Definition

Descriptive text is a text which says what a person or a thing looks like. Its purpose is to describe and reveal a particular person, place, or thing.

b. The text structure

- Identification

Identifying the thing that is going to be described. Usually is the general description of the object.

- Description

Describing thing in the terms of characteristics, qualities and its parts, like sizes, colours, quality, etc.

c. The language features

- Focusing on the specific participant (Prambanan Temple, Kuta Beach, etc).
- Using simple present tense (the class situation make me feel comfortable).

- Using adjectives (the beach is beautiful).
- Using adverbs (clearly, quickly).
- Using adverbial phrases (in front of the door, beside the shelf).

4. SIMPLE PRESENT TENSE

Simple present tense is a pattern used in a sentence to indicate that something happens all the time/repeatedly, or that something is true or general.

Formula :

(+) **I/You/We/They + V1+object**
He/She/It + V1+s/es+object
 (-) **I/You/We/They +do not V1+object**
He/She/It + does not+ V1+ +object
 (?) **Do+ I/You/We/They + V1+object**
Does + He/She/It + V1+s/es+object

The example of descriptive text:

Bengawan Solo	
Identification	The longest river in Java flows along the eastern edge of the town from its source in the lime stones hill of the south, near East Java border to its mouth nearby Surabaya, on the Java sea. Regretfully , the river is now shallow it is not navigable anymore. But in the past it was an important link between Solo and the north cost of East Java.
Description	It's length is 600 km flowing in 2 provinces which are Central Java Province and East Java Province with the irrigation width 16.000 km ² , was the biggest and the main river basin area. It rises on the slope of Mount Lawu volcano (10,712 feet [3,265 m]) and the southern limestone range (Sewu Mountains) and flows north, then east to discharge into the Java Sea at a point opposite Madura Island, northwest of Surabaya.

In recent 30 years development of irrigation facility at the Bengawan Solo river area have reach a significant level of development. This was mark by the completed of irrigation building, which still in **progress** or even have been **built** such as reservoir, dam, dike, irrigation net, and others. Investment have been spent to reach this development level is very big. Those buildings have functions as a flood controller, Hydraulic Power Generator, water supply for farming, industry, drink water, fishery, and others. There is a well-known song 'Bengawan Solo' composed by Mr. Gesang. In the central Javanese city of Solo, a **statue** of Gesang Martohartono looks over the gently flowing Bengawan Solo, or Solo River. It was the famous Indonesian singer-songwriter Gesang, who composed the celebrated Indonesian melody "Bengawan Solo" during World War II -- when the country was under Japanese **occupation**.

(Adapted from <http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>)

Fill in the blank spaces with the words given below appropriately!

Statue	Built	Progress
Regretfully	Occupation	

1. You must apologize _____ to him for coming late
2. Those old house are _____ of stone
3. She is making good _____ skill in speaking English
4. There are many _____ of famous people in the world
5. In the space marked _____ she wrote 'police officer'.

Text 2

Jeju Island

Jeju Island or also known as Jeju-do (a short form of Jeju Special Autonomous Province) is the only special autonomous province of South Korea and the country's largest island. It's situated southwest of Jeollanam-do Province

in the Korea Strait, a sea passage between South Korea and Japan. Although the island isn't a famous destination for the western people, the Asians are very familiar with its amazing geographic and cultural potential. In the last few years, its popularity has grown, especially for the young couples which seem to consider the island a mystic and romantic place. In time, it became one of the most visited places in East Asia, with more than four million visitors from mainland Korea, Japan, and China every year.

Jeju Island is a volcanic island created entirely from volcanic eruptions approximately 2 million years ago and is dominated by Halla-san (Halla Mountain): a volcano 1,950 meters high and the highest mountain in South Korea. Because of the relative isolation, the people of Jeju have developed a culture and language that are different from those of mainland Korea, with many local legends and mystic beliefs. They even named it the "Island of the Gods", taking after a legend that tells the story of demi-gods that lived on the island, considered to be the progenitors of Jeju people. Distinct cultural artifacts and stones with different shapes that are considered protective for the locals can be found here.

With a huge variety of landscapes, from long beaches to mountains and waterfalls, Jeju Island could turn out to be a thrilling experience. Cheonjeyeon and Cheonjiyeon waterfalls, Mount Halla, Hyeobje cave and Hyeongje island are just some of the popular sights on the island. Depending on the season, Jeju hosts unusual festivals such as a penguin swimming contest in winter, a cherry blossom festival in spring, the midsummer night beach festival in summer and Jeju horse festival in autumn. Aside from these events, many activities can be done in Jeju such as horse riding, hunting, fishing, mountain climbing, hiking.

(taken from: <http://www.tourismontheedge.com>)

Task 2

Write T (True) if the statement is true and F (False) if the statement is false!

1. Jeju Island become one of the most popular destinations in Australia (....)
2. Local people in Jeju have different culture and language from the people of mainland Korea (....)

3. Jeju Island is also named as the “Island of the Gods” by locals (....)
4. The third paragraph tells about some sights and events in Jeju Island (....)
5. A cherry blossom festival usually is held in winter (....)

Text 3

Read the following text and choose the best answer by crossing a, b, c, or d on this worksheet to the questions that follow!

Gua Tabuhan is a Lively Unique Cave	
<p>In the cave, Nyi (Mrs) Kamiyem and Ki (Mr) Padmo sit on a big stone. Nyi Kamiyem will sing a song and Ki Padmo will beat the drum. Joining them are people called wiyogo which are drummers and other gamelan musicians.</p> <p>What makes this unique is that they mix gamelan with the sounds of nature. The visitors dance, forgetting all problems.</p> <p>Many tourist go to this cave. May be you are interested in going there too but you do not know where it is. Gua Tabuhan is located near Pacitan in East Java. It is situated in a lime hill called Tapan, in Tabuhan Wareng village. The route is easy. Along the road there is beautiful scenery to enjoy rice fields, coconut-palms and birds.</p> <p>East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north side. People sell agates on the cave terraces. Somehow, it is like a fair</p> <p>It is said that the cave is the only one place where the nature produces sounds like the music of gamelan. Nyi Kamiyem, a well-known <i>pesinden</i> (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt anything.</p> <p>Gua Tabuhan did not use to welcom visitors. According to Kartowiryono (90), village elder, Gua Tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside. However, <i>Wedana</i> (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away.</p>	<p>5</p> <p>10</p> <p>15</p> <p>20</p>

The cave is dark, so people need lights and a local guide will lead the way. Sometimes visitors bump their heads against the sharp rocks on the ceiling.

Inside the cave there is a plain big stone which is believed to be prayer mat of Pangeran Diponegoro, one of the Indonesians heroes who fought against the Dutch. It is said that Pangern Diponegoro uses to seclude himself in the cave. Some poeple now use that place for meditation.

There is a stream in the cave, in the east corner, which can only be seen oustside. However, it can be heard from inside.

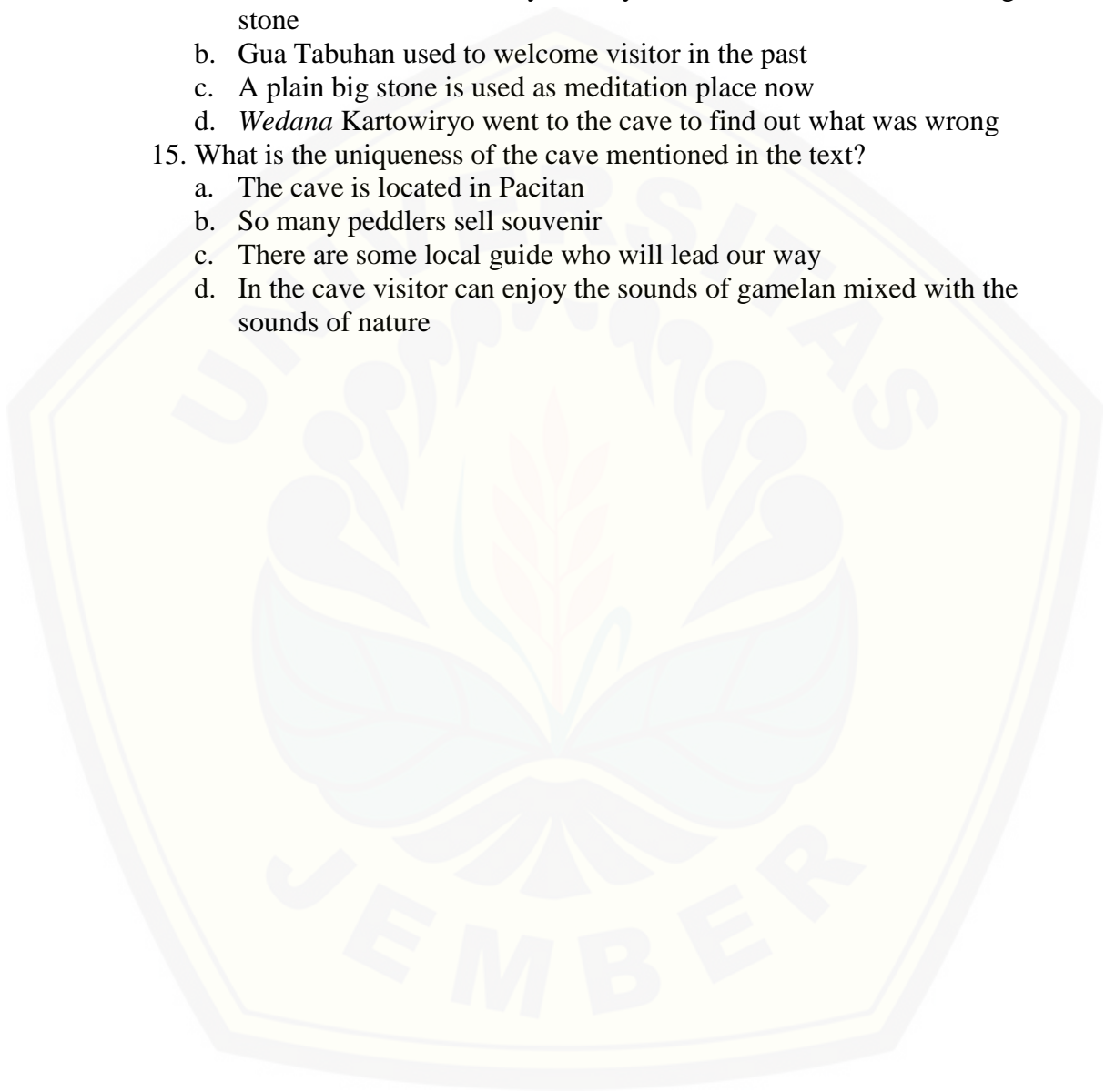
Besides the cave, Watukarang, a beach nearby, is good to to visit. By the way, do you want different souvenirs? You can find them in Donorodjo village where agate craftsman work. So have a nice journey.

(Adopted from Doddy *et al.*, 2008:116-117)

1. What does the text tell about?
 - a. Tabuhan cave
 - b. Nyi Kamiyem and Ki Padmo
 - c. Kartowiryo
 - d. Pangeran Diponegoro
2. What can we see along the road to Gua Tabuhan ?
 - a. Rice fields, coconut-palms, and deer
 - b. Rice fields, coconut palms, and birds
 - c. Wheat fields, coconut-palms, and birds
 - d. Wheat fields, palm trees, and birds
3. What does the third paragraph tell us about?
 - a. The use of the cave in the past
 - b. The steam in the cave
 - c. The location of the cave
 - d. The uniqueness of the cave
4. Where can you find peddlers selling souvenirs?
 - a. The east of the cave
 - b. The north of the cave
 - c. The south of the cave
 - d. The west of the cave
5. East of the cave peddlers sell souvenir. (in the line 11)
The synonym of the underlined word is ...
 - a. Vendor
 - b. Buyer

- c. Customer
 - d. Client
6. People sell agates on the cave *terraces*. (in the line 12)
The similar meaning of the italic word is, *except* ...
- a. Balcony
 - b. Platform
 - c. Deck
 - d. Road
7. Why did no one dare go inside the cave in the past ?
- a. Because the cave used to be a hiding place for robbers
 - b. Because the cave was dark
 - c. Because there are sharp rocks on the ceiling of the cave
 - d. Because there is no local guide
8. What did Kertodiprojo find inside the cave?
- a. The cave was inhabited by the fairy
 - b. The cave was good for hiding
 - c. The cave was bright
 - d. The cave was inhabited by the annoying evil spirits
9. What do the people need when they enter the cave?
- a. A flashlight and local guide
 - b. Foods and drinks
 - c. Map
 - d. Camera
10. What is the use of a plain big stone inside the cave?
- a. To be the place for gamelan
 - b. To be the prayer mat of Pangeran Diponegoro
 - c. To be the place Nyi Kamiyem sing
 - d. To be the doormat of the cave
11. Which statement is NOT TRUE according to the text about the stream in the cave?
- a. The stream is in the east corner of the cave
 - b. The stream can not be seen outside
 - c. The stream can be heard from inside
 - d. The stream can not be seen inside
12. Which paragraph talks about the use of the cave ?
- a. The third paragraph
 - b. The fifth paragraph
 - c. The sixth paragraph
 - d. The seventh paragraph
13. What does the word “craftsman” mean?
- a. A person who buy some craft

- b. A person who is skilled in a particular craft
 - c. An event where people sell decorative objects that they have
 - d. Someone who collects objects because they are beautiful, valuable or interesting
14. Which statement below is stated in the text?
- a. In the cave we can see Nyi Kamiyem and Ki Padmo stand on a big stone
 - b. Gua Tabuhan used to welcome visitor in the past
 - c. A plain big stone is used as meditation place now
 - d. *Wedana* Kartowiryo went to the cave to find out what was wrong
15. What is the uniqueness of the cave mentioned in the text?
- a. The cave is located in Pacitan
 - b. So many peddlers sell souvenir
 - c. There are some local guide who will lead our way
 - d. In the cave visitor can enjoy the sounds of gamelan mixed with the sounds of nature



Answer key**Task 1**

1. Regretfully
2. Built
3. Progress
4. Statue
5. Occupation

Task 2

1. F 2. T 3. T 4. T 5. F

Task 3

- | | |
|-------|-------|
| 1. a | 11. d |
| 2. b | 12. c |
| 3. c | 13. b |
| 4. a | 14. c |
| 5. a | 15. d |
| 6. d | |
| 7. a | |
| 8. d | |
| 9. a | |
| 10. b | |

The distribution of exercise items (task 3)

The Aspects of Reading Comprehension	Items	Number
Word Comprehension	3	5, 6, 13
Sentence Comprehension	7	2, 4, 7, 8, 9, 10, 11
Paragraph Comprehension	2	3, 12
Text Comprehension	3	1, 14, 15

STUDENTS WORKSHEET

Name : _____

Group : _____

1. Predicting :

2. Questioning :

• **Question :**

• **Answer :**

3. Clarifying :

Difficult parts

Solutions

_____	_____
_____	_____
_____	_____
_____	_____

4. Summarizing (three or four sentences) :

Appendix G. The Tabulation of Homogeneity Test

Students Number	X KU 1	X KU 2	X KU 3
1	85	65	75
2	-	75	80
3	65	75	75
4	80	70	85
5	70	75	80
6	85	75	65
7	90	85	90
8	75	70	75
9	70	75	85
10	65	80	75
11	80	65	70
12	70	85	80
13	60	65	80
14	85	85	70
15	75	80	80
16	75	70	75
17	75	70	75
18	90	75	70
19	85	65	85
20	75	80	80
21	60	80	75
22	80	75	70
23	70	90	70
24	75	65	70
25	80	75	80
26	80	70	70
27	80	70	80
28	80	85	75
29	75	65	80
30	85	75	85
31	70	75	75
32	65	80	75
33	75	90	65
34	65	70	75
35	75	90	75
36	65	80	80

Appendix H. The Output of Homogeneity Test in SPSS

Descriptives

Nilai

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
X AK 1	35	75,29	8,039	1,359	72,52	78,05	60	90
X AK 2	36	75,56	7,538	1,256	73,00	78,11	65	90
X AK 3	36	76,39	5,808	,968	74,42	78,35	65	90
Total	107	75,75	7,131	,689	74,38	77,11	60	90

ANOVA

Nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23,600	2	11,800	,229	,796
Within Groups	5366,587	104	51,602		
Total	5390,187	106			

Appendix I. Try Out Test

Name : _____

Student Number : _____

Class : _____

Reading Comprehension Test**Try Out-Test**

Subject : English

Grade/Semester : X / 1

Language Skill : Reading

Text Type : Descriptive Text

Time Allocation : 45 minutes

Read the following text and choose the best answer by crossing a, b, c, or d on this worksheet to the questions that follow!

Text 1 : Question for number 1-10**Ijen Crater**

The Ijen volcano complex is a group of stratovolcanoes, in East Java, Indonesia. It is inside a larger caldera Ijen, which is about 20 kilometers wide. The Gunung Merapi stratovolcano (not to be confused with Central Java's Gunung Merapi) is the highest point of that complex. West of Gunung Merapi is the Ijen volcano, which has a one-kilometer-wide turquoise-colored acid crater lake. The lake is the site of a labor-intensive sulfur mining operation, in which sulfur-laden baskets are carried by hand from the crater floor. Many other post-caldera cones and craters are located within the caldera or along its rim.

5

Ijen Crater or Kawah Ijen is another volcanic tourism attraction in Indonesia. Ijen Crater (Kawah Ijen) is a famous tourism object, which has been known by the domestic and foreign tourists because of the beautiful and charming nature. It is 5,466 hectares, 2,386 meters high from the depth of the sea, with a 92

10

hectares tourism forest. Its temperature is between 2 to 8 degree centigrade and the crater area lies at 2.386 meters above sea level (mdpl).

There are many beautiful species of plants that can be found there, such as; the edelweis flower and the Casuarina Junghu (*cemara gunung*), etc. Various animals can also be seen in the area like jungle fowl (*ayam hutan*) and porcupine (*landak*).

The Ijen Crater lies about 68km from the town center. There are some of facilities here such as: a campground, a shelter and Tourist Information Center (TIC) etc. The best time to enjoy the crater scenery is at morning, when the yellow sunlight glows the yellow water and shines the surrounding mountain like mount Merapi, the sister of Mount Ijen. Morning haze is creating a tranquility that we don't get at the metropolitan towns. At 2 pm, the crater is closed for the reason that the thick smoke from the crater that is poisonous.

(Taken from :<http://www.exploguide.com/off-path-travel/ijen-crater-kawah-ijen>)

1. What is the topic of the text above?
 - a. Kawah Ijen
 - b. Kelimutu Crater
 - c. Volcanic Mount
 - d. Volcanic Eruption
2. Where is Ijen Crater located?
 - a. Near Central Java's Gunung Merapi
 - b. 86km from the town center
 - c. 68 minutes from the town center
 - d. 68km from the town center
3. "The lake is the site of a labor-intensive sulfur..." (line 6).
The opposite meaning of the underlined word is...
 - a. Comprehensive
 - b. Superficial
 - c. All-out
 - d. In-depth
4. "...in which sulfur-laden baskets are *carried* by hand..." (line 7).
The similar meaning of the italic word is...
 - a. hit
 - b. bear

- c. dig
- d. throw
5. The following statements are TRUE according to the first paragraph, *except*...
 - a. The Ijen volcano has a one-kilometer-wide crater lake
 - b. The Gunung Merapi stratovolcano is the highest point of that complex
 - c. Many craters are located within the caldera or along its edge
 - d. The weight of caldera Ijen is about 20 kilometers
6. Why does Ijen Crater become a famous tourism object in Indonesia?
 - a. Because it is a group of stratovolcanoes
 - b. Because it lies about 68km from the town center
 - c. Because it has beautiful and charming nature
 - d. Because it is located in the metropolitan towns
7. "...the crater area lies at 2.386 meters above sea level (mdpl)." (line 14)
The meaning of the underlined word based on the text is...
 - a. To say or write something which is not true in order to deceive someone
 - b. Something that you say which you know is not true
 - c. To be in or move into a horizontal position on a surface
 - d. To put something in especially a flat or horizontal position
8. What is the main idea of the third paragraph?
 - a. Various flora and fauna can be seen in the Ijen Crater
 - b. The facilities offered by Ijen Crater
 - c. The location of Ijen Crater
 - d. The beauty of Gunung Merapi volcano
9. What are facilities offered by the Ijen Crater?
 - a. Campground, a shelter and Tour Information Counter (TIC)
 - b. Campground, a sherbet and Tourist Information Center (TIC)
 - c. Campground, a shelter and Tourist Information Center (TIC)
 - d. Canteen, a shelter and Tourist Information Center (TIC)
10. The following statements are TRUE according to the text, *except*...
 - a. The crater area lies at 2.386 meters high from the depth of the sea
 - b. Its temperature is between 2 to 8 degree celcius
 - c. Morning haze is creating a tranquility that we can't get at the metropolitan towns.
 - d. The best time to enjoy the crater scenery is at noon
11. Why is the crater closed at 2 p.m?
 - a. Because there is the thick- poisonous smoke from the crater
 - b. Because the best time to enjoy the crater scenery is at morning
 - c. Because Its temperature is getting colder
 - d. Because visitors can not see various plants and animals there
12. "...that the thick smoke from the crater that is poisonous." (line 25)
The opposite meaning of the underlined word is...

- a. Hurtful
 - b. Harmless
 - c. Bad
 - d. Deadly
13. Which paragraph tells about facilities offered by Ijen Crater?
- a. The first paragraph
 - b. The second paragraph
 - c. The third paragraph
 - d. The last paragraph

Text 2 : Question for 11-20

Karimunjawa	
<p>Karimunjawa is an island chain stretching in a northwesterly direction 83 km from Jepara, Central Java. This archipelago is a cluster of 27 islands in the Java sea. Only seven of the islands are inhabited. The reefs are a mixture of fringing, barrier, and patch with bottom depths ranging from 15 to 40 meters.</p>	
<p>The name of Karimunjawa is taken from Javanese language 'Kremun kremun saking tanah Jawi' addressed by one of Wali Songo (the Nine Saints who had introduced Islam in Java) to describe how far this mini archipelago is from Java, to be exact from Semarang and Jepara. This mini archipelago became marine national park and it's like a treasure for those who love marine life. Here can be found protected coral reefs (very colourful plateaus and plains in deep and shallow waters), secluded and tranquil white beaches, pelican and hornbill, sea grass and kinds of sea creatures, from crabs, anchovy, starfish, sharks, stingray, jellyfish, red snappers, etc.</p>	5 10
<p>The Marine National Park Karimunjawa is 110,000 ha and lies 90 km north east of Jepara in Central Java. We will find mangrove forest and beach forest. The park is named after the largest island Karimun Jawa. The vegetation consists mainly of mangrove and beach forest, although there is some lowland rain forest on Karimun Jawa. Most of the islands are surrounded by sandy beaches and fringing coral reefs. Fresh water is confined to a few small wells and forest</p>	15 20

streams on Karimun Jawa. A number of endemic animals live on the island while on the beaches sea turtles lay their eggs. The average tidal range is 92 cm.

The archipelagic Karimunjawa, though not as known the Marine reserves near Ambon and Manado, has unexpectedly good beaches, reefs and lovely sea scopes. Corals seem to blossom in to gardens, with an amazing variety of form and colour fishers and marine plants. It lies 90 km away from Jepara and can be reached by "KM. Adison I & KM Kota Ukir" boat, the only ferryboat connecting Karimunjawa and Jepara. The resort offers stunning dives and snorkelling trips for all sorts of divers from novice to experience. Fringing reefs, atolls, wrecks and an excellent variety of different species make diving in Karimunjawa an unforgettable adventure.

25

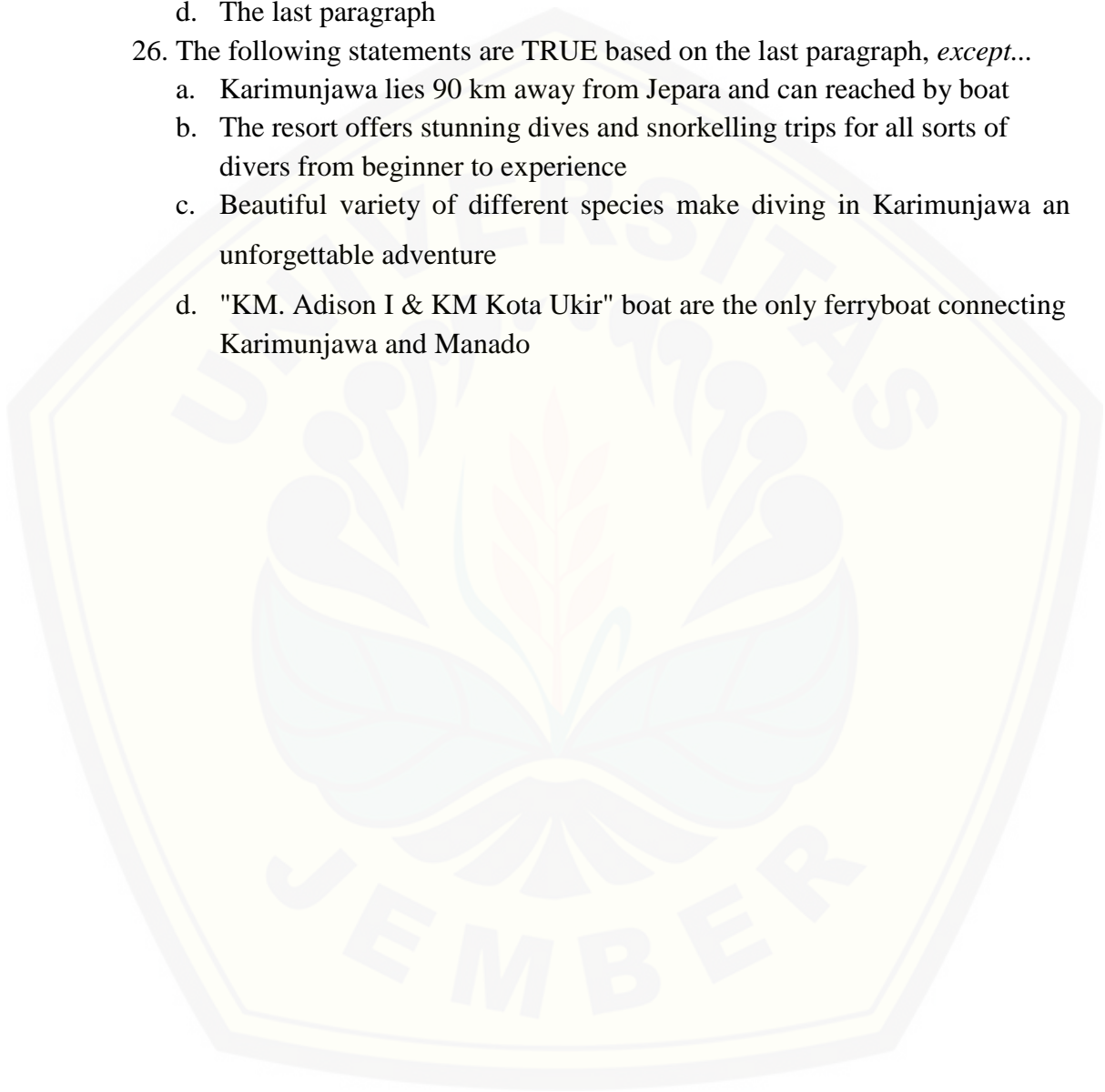
30

(taken from : <http://www.exploguide.com/site/karimun-jawa>)

14. What is the topic of the text above?
 - a. Mangrove forest
 - b. Beach forest
 - c. Karimunjawa
 - d. KM. Adison I & KM Kota Ukir
15. "Only seven of the islands are inhabited." (line 3).
The opposite meaning of the underlined word is...
 - a. Abandoned
 - b. Habited
 - c. Settled
 - d. Lived in
16. Who is Wali Songo?
 - a. The Nine Saints who had found the island
 - b. The Nine Saints who had introduced Islam in Java
 - c. The Nine Saints who had named the island as Karimunjawa
 - d. The Nine Saints who had introduced Karimunjawa to the world
17. "secluded and tranquil white beaches sulfur..." (line 12).
The similar meaning of the underlined word is...
 - a. Chaotic
 - b. Violent
 - c. Loud
 - d. Peaceful

18. How far is the distance between The Marine National Park Karimunjawa and Jepara?
- 92 cm
 - 90 m
 - 90 km
 - 92 kn
19. What is the main idea of the second paragraph?
- The location of Karimunjawa
 - The origin of Karimunjawa
 - The facilities offered in the resorts
 - The vegetation in The Marine National Park
20. The following statements are TRUE according to the third paragraph, *except...*
- The Marine National Park Karimun Jawa is 110,000 ha wide
 - The park is named before the largest island Karimun Jawa
 - Most of the islands are surrounded by sandy beaches and bordering coral reefs
 - A number of local animals live on the island
21. What are facilities offered by the resorts in Karimunjawa?
- Stunning dives and snorkelling trips
 - Endemic animals exhibition
 - Good seafood restaurant
 - Skydiving and banana boat
22. The following statements are TRUE according to the text, *except...*
- Not all of the islands are inhabited
 - Marine national park becomes a treasure for those who love wild adventures
 - The average tidal range is 0,92 m
 - The resort offers stunning dives and snorkelling trips
23. "*It* lies 90 km away from Jepara...."(line 27)
The word "*it*" refers to...
- The resorts
 - Marine life
 - The beaches
 - The archipelagic Karimunjawa
24. "...all sorts of divers from novice to experience." (line 30)
The opposite meaning of the underlined word is....
- Amateur
 - Expert
 - Apprentice
 - Learner

25. Which paragraph in the text above tells about the origin name of Karimunjawa?
- The first paragraph
 - The second paragraph
 - The third paragraph
 - The last paragraph
26. The following statements are TRUE based on the last paragraph, *except*...
- Karimunjawa lies 90 km away from Jepara and can reached by boat
 - The resort offers stunning dives and snorkelling trips for all sorts of divers from beginner to experience
 - Beautiful variety of different species make diving in Karimunjawa an unforgettable adventure
 - "KM. Adison I & KM Kota Ukir" boat are the only ferryboat connecting Karimunjawa and Manado



Answer key

- | | | |
|-------|-------|-------|
| 1. a | 11. a | 21. a |
| 2. d | 12. b | 22. b |
| 3. b | 13. d | 23. d |
| 4. b | 14. c | 24. b |
| 5. d | 15. a | 25. b |
| 6. c | 16. b | 26. d |
| 7. c | 17. d | |
| 8. a | 18. c | |
| 9. c | 19. b | |
| 10. d | 20. b | |

1. The distribution of test items

The Aspects of Reading Comprehension	Items	Text 1	Text 2
Word Comprehension	8	3, 4, 7, 12	15, 17, 23, 24
Sentence Comprehension	7	2, 6, 9, 11	16, 18, 21
Paragraph Comprehension	6	5, 8, 13	19, 20, 25, 26
Text Comprehension	4	1, 10	14, 22

2. The Formula to Calculate the Students' Scores

$$\text{Final Score} = \frac{n}{N} \times 100$$

Notes :

n : The obtained score

N : The maximum score of the test

Appendix J. Difficulty Index Of Try Out Test

Item Numbers	JPT	JJB	P	Criteria
1	36	27	0,75	Fair
2	36	26	0,722222	Fair
3	36	28	0,777778	Fair
4	36	27	0,75	Fair
5	36	27	0,75	Fair
6	36	26	0,722222	Fair
7	36	7	0,194444	Difficult (deleted)
8	36	26	0,722222	Fair
9	36	29	0,805556	Fair
10	36	27	0,75	Fair
11	36	25	0,694444	Fair
12	36	31	0,861111	Easy (deleted)
13	36	28	0,777778	Fair
14	36	27	0,75	Fair
15	36	26	0,722222	Fair
16	36	27	0,75	Fair
17	36	28	0,777778	Fair
18	36	26	0,722222	Fair
19	36	25	0,694444	Fair
20	36	28	0,777778	Fair
21	36	24	0,666667	Fair
22	36	26	0,722222	Fair
23	36	30	0,833333	Easy (deleted)
24	36	11	0,305556	Difficult (deleted)
25	36	32	0,888889	Easy (deleted)
26	36	32	0,888889	Easy (deleted)

Notes:

P : The index of difficulty (Facility Value)

JJB : The numbers of participants who answer the question correctly

JPT : the numbers of participants who answer the question

The criteria of difficulty index as follows:

0.0 – 0.19 : Difficult

0.20 – 0.80 : Sufficient / Fair

0.81 – 1.00 : Easy

Appendix K. The Result of Try Out Test of the Odd Numbers (X)

No.	Multiple Choice													Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	
1	1	0	0	0	1	0	1	1	1	1	1	1	1	9
2	1	1	1	0	1	0	1	1	1	1	0	1	1	10
3	1	0	1	0	1	1	1	0	1	0	1	1	1	9
4	1	1	1	1	1	1	1	1	1	1	0	1	1	11
5	1	1	1	1	1	1	1	1	0	1	0	0	1	10
6	0	1	0	0	0	0	0	1	1	1	1	1	1	7
7	1	1	1	0	1	1	1	1	1	1	1	1	1	12
8	0	1	1	0	0	1	1	1	1	0	1	1	0	8
9	0	1	1	1	1	1	1	1	1	1	0	1	1	11
10	1	1	0	0	1	1	0	1	1	1	1	1	1	10
11	1	1	1	0	1	0	1	0	0	0	1	1	1	8
12	0	1	1	0	1	0	1	1	1	1	1	1	0	9
13	0	1	1	0	1	1	0	1	1	1	1	1	1	10
14	1	1	1	0	1	0	1	0	1	0	1	0	1	8
15	1	1	0	0	1	1	1	1	1	1	0	1	1	10
16	1	1	1	0	1	1	1	1	0	1	1	0	0	9
17	1	0	0	0	1	1	1	1	1	0	0	1	1	8
18	1	1	1	0	1	1	0	1	1	1	1	1	0	10
19	1	1	0	0	1	1	1	1	0	1	1	1	1	10
20	1	1	1	0	0	1	1	0	1	1	1	1	1	10
21	0	1	1	0	0	1	1	1	1	0	1	1	1	9
22	1	1	1	0	1	0	1	0	1	0	0	1	1	8
23	1	0	1	0	1	0	1	1	1	1	0	1	1	9
24	1	1	0	0	1	1	0	0	1	1	1	1	1	9
25	0	1	1	0	1	1	1	1	1	0	1	1	1	10
26	1	1	0	0	1	0	1	1	1	1	0	0	1	8
27	1	0	1	1	0	1	1	0	0	1	1	1	1	9
28	1	1	1	1	1	1	1	0	0	1	0	1	1	10
29	1	1	1	0	1	1	0	1	1	0	1	0	1	9
30	1	1	1	0	1	1	1	1	1	0	0	1	1	10
31	1	1	1	1	1	0	0	1	0	1	1	1	1	10
32	1	0	0	0	1	0	1	1	1	1	1	1	1	9
33	0	1	1	0	1	1	1	0	1	1	0	0	1	8
34	1	0	1	0	0	1	1	1	1	0	1	1	1	9
35	0	1	1	1	0	1	1	0	0	1	1	1	1	9
36	1	0	1	0	1	1	0	1	1	1	1	1	1	10
Total	27	28	27	7	29	25	28	26	28	25	24	30	32	335

Appendix L. The Result of Try Out Test of the Even Numbers (Y)

No.	Multiple Choice													Total
	2	4	6	8	10	12	14	16	18	20	22	24	26	
1	1	1	1	1	1	0	1	1	1	1	1	0	0	10
2	1	1	1	0	1	1	1	1	1	1	0	1	1	11
3	1	1	0	0	1	1	1	0	1	1	1	0	1	9
4	0	1	1	1	1	1	1	1	1	1	1	0	1	11
5	1	1	0	1	1	1	1	1	0	1	1	0	1	10
6	1	1	0	1	1	0	1	0	1	1	1	0	1	9
7	1	1	1	1	1	1	1	1	1	1	1	0	1	12
8	1	1	0	1	0	1	0	0	1	0	1	1	1	8
9	0	0	1	1	1	1	1	1	1	1	1	1	1	11
10	1	1	1	1	0	1	0	1	0	1	1	1	1	10
11	0	1	1	1	0	1	1	1	0	1	1	1	0	9
12	1	1	1	1	1	1	1	0	1	1	0	1	1	11
13	1	0	1	1	0	1	1	1	0	1	1	1	1	10
14	1	1	1	1	1	1	1	0	0	1	0	0	1	9
15	1	0	1	1	1	1	1	1	1	1	0	0	1	10
16	0	1	1	1	0	1	0	1	1	1	0	0	1	8
17	1	1	0	1	1	1	1	1	1	0	0	1	0	9
18	1	0	1	1	0	1	0	1	0	1	1	0	1	8
19	1	1	1	0	1	1	1	0	1	1	1	0	1	10
20	0	1	1	0	1	1	1	1	1	1	1	0	1	10
21	1	1	0	1	1	1	0	1	0	1	1	0	1	9
22	0	0	1	0	0	1	1	1	1	1	1	0	1	8
23	0	0	1	0	1	1	1	1	1	1	1	0	1	9
24	1	1	1	0	0	1	1	1	1	0	1	0	1	9
25	0	1	1	1	1	1	1	0	1	1	0	1	1	10
26	1	1	1	0	1	1	0	0	1	1	0	0	1	8
27	1	1	0	1	1	1	1	1	1	0	1	0	1	10
28	1	0	1	1	1	1	0	1	1	0	0	1	1	9
29	1	1	1	1	1	1	0	1	1	0	1	0	1	10
30	1	1	0	1	0	1	1	1	1	1	1	0	1	10
31	1	0	0	0	1	1	1	1	1	1	1	0	1	9
32	1	1	1	1	1	0	0	1	0	1	1	0	0	8
33	1	1	0	1	1	0	1	0	0	0	1	0	1	7
34	0	1	1	1	1	1	1	1	0	0	1	0	1	9
35	0	1	1	0	1	1	1	1	1	1	0	0	1	9
36	1	0	0	1	1	0	1	1	1	1	1	1	1	10
Total	26	27	25	26	27	31	27	27	26	28	26	11	32	339

Appendix M. The Division Of Odd (X) And Even (Y) Numbers Of Try Out Test

No.	X	Y	X ²	Y ²	XY	X+Y
1	9	10	81	100	90	19
2	10	11	100	121	110	21
3	9	9	81	81	81	18
4	11	11	121	121	121	22
5	10	10	100	100	100	20
6	7	9	49	81	63	16
7	12	12	144	144	144	24
8	8	8	64	64	64	16
9	11	11	121	121	121	22
10	10	10	100	100	100	20
11	8	9	64	81	72	17
12	9	11	81	121	99	20
13	10	10	100	100	100	20
14	8	9	64	81	72	17
15	10	10	100	100	100	20
16	9	8	81	64	72	17
17	8	9	64	81	72	17
18	10	8	100	64	80	18
19	10	10	100	100	100	20
20	10	10	100	100	100	20
21	9	9	81	81	81	18
22	8	8	64	64	64	16
23	9	9	81	81	81	18
24	9	9	81	81	81	18
25	10	10	100	100	100	20
26	8	8	64	64	64	16
27	9	10	81	100	90	19
28	10	9	100	81	90	19
29	9	10	81	100	90	19
30	10	10	100	100	100	20
31	10	9	100	81	90	19
32	9	8	81	64	72	17
33	8	7	64	49	56	15
34	9	9	81	81	81	18
35	9	9	81	81	81	18
36	10	10	100	100	100	20
Total	335	339	3155	3233	3182	674

Appendix N. Post Test

Name	: _____
Student Number	: _____
Class	: _____

Reading Comprehension Test**Post-Test**

Subject : English
 Grade/Semester : X / 1
 Language Skill : Reading
 Text Type : Descriptive Text
 Time Allocation : 45 minutes

Read the following text and choose the best answer by crossing a, b, c, or d on this worksheet to the questions that follow!

Text 1 : Question for number 1-10

Ijen Crater	
<p>The Ijen volcano complex is a group of stratovolcanoes, in East Java, Indonesia. It is inside a larger caldera Ijen, which is about 20 kilometers wide. The Gunung Merapi stratovolcano (not to be confused with Central Java's Gunung Merapi) is the highest point of that complex. West of Gunung Merapi is the Ijen volcano, which has a one-kilometer-wide turquoise-colored acid crater lake. The lake is the site of a labor-intensive sulfur mining operation, in which sulfur-laden baskets are carried by hand from the crater floor. Many other post-caldera cones and craters are located within the caldera or along its rim.</p>	5
<p>Ijen Crater or Kawah Ijen is another volcanic tourism attraction in Indonesia. Ijen Crater (Kawah Ijen) is a famous tourism object, which has been known by the domestic and foreign tourists because of the beautiful and charming nature. It is 5,466 hectares, 2,386 meters high from the depth of the sea, with a 92</p>	10

hectares tourism forest. Its temperature is between 2 to 8 degree centigrade and the crater area lies at 2.386 meters above sea level (mdpl).

There are many beautiful species of plants that can be found there, such as; the edelweis flower and the Casuarina Junghu (*cemara gunung*), etc. Various animals can also be seen in the area like jungle fowl (*ayam hutan*) and porcupine (*landak*).

The Ijen Crater lies about 68km from the town center. There are some of facilities here such as: a campground, a shelter and Tourist Information Center (TIC) etc. The best time to enjoy the crater scenery is at morning, when the yellow sunlight glows the yellow water and shines the surrounding mountain like mount Merapi, the sister of Mount Ijen. Morning haze is creating a tranquility that we don't get at the metropolitan towns. At 2 pm, the crater is closed for the reason that the thick smoke from the crater that is poisonous.

(Taken from :<http://www.exploguide.com/off-path-travel/ijen-crater-kawah-ijen>)

1. What is the topic of the text above?
 - a. Kawah Ijen
 - b. Kelimutu Crater
 - c. Volcanic Mount
 - d. Volcanic Eruption
2. Where is Ijen Crater located?
 - a. Near Central Java's Gunung Merapi
 - b. 86km from the town center
 - c. 68 minutes from the town center
 - d. 68km from the town center
3. "The lake is the site of a labor-intensive sulfur..." (line 6).
The opposite meaning of the underlined word is...
 - a. Comprehensive
 - b. Superficial
 - c. All-out
 - d. In-depth
4. "...in which sulfur-laden baskets are *carried* by hand..." (line 7).
The similar meaning of the italic word is...
 - a. hit
 - b. bear

- c. dig
- d. throw
5. The following statements are TRUE according to the first paragraph, *except...*
 - a. The Ijen volcano has a one-kilometer-wide crater lake
 - b. The Gunung Merapi stratovolcano is the highest point of that complex
 - c. Many craters are located within the caldera or along its edge
 - d. The weight of caldera Ijen is about 20 kilometers
6. Why does Ijen Crater become a famous tourism object in Indonesia?
 - a. Because it is a is a group of stratovolcanoes
 - b. Because it lies about 68km from the town center
 - c. Because it has beautiful and charming nature
 - d. Because it is located in the metropolitan towns
7. What is the main idea of the third paragraph?
 - a. Various flora and fauna can be seen in the Ijen Crater
 - b. The facilities offered by Ijen Crater
 - c. The location of Ijen Crater
 - d. The beauty of Gunung Merapi volcano
8. What are facilities offered by the Ijen Crater?
 - a. Campground, a shelter and Tour Information Counter (TIC)
 - b. Campground, a sherbet and Tourist Information Center (TIC)
 - c. Campground, a shelter and Tourist Information Center (TIC)
 - d. Canteen, a shelter and Tourist Information Center (TIC)
9. The following statements are TRUE according to the text, *except...*
 - a. The crater area lies at 2.386 meters high from the depth of the sea
 - b. Its temperature is between 2 to 8 degree celcius
 - c. Morning haze is creating a tranquility that we can not n get at the metropolitan towns.
 - d. The best time to enjoy the crater scenery at noon
10. Why is the crater closed at 2 p.m?
 - a. Because there is the thick- poisonous smoke from the crater
 - b. Because the best time to enjoy the crater scenery is at morning
 - c. Because Its temperature is getting colder
 - d. Because visitors can not see various plants and animals there
11. Which paragraph tells us about facilities offered by Ijen Crater
 - a. The first paragraph
 - b. The second paragraph
 - c. The third paragraph
 - d. The last paragraph

Text 2 : Question for 11-20**Karimunjawa**

Karimunjawa is an island chain stretching in a northwesterly direction 83 km from Jepara, Central Java. This archipelago is a cluster of 27 islands in the Java sea. Only seven of the islands are inhabited. The reefs are a mixture of fringing, barrier, and patch with bottom depths ranging from 15 to 40 meters.

The name of Karimunjawa is taken from Javanese language 'Kremun kremun saking tanah Jawi' addressed by one of Wali Songo (the Nine Saints who had introduced Islam in Java) to describe how far this mini archipelago is from Java, to be exact from Semarang and Jepara. This mini archipelago became marine national park and it's like a treasure for those who love marine life. Here can be found protected coral reefs (very colourful plateaus and plains in deep and shallow waters), secluded and tranquil white beaches, pelican and hornbill, sea grass and kinds of sea creatures, from crabs, anchovy, starfish, sharks, stingray, jellyfish, red snappers, etc.

The Marine National Park Karimunjawa is 110,000 ha and lies 90 km north east of Jepara in Central Java. We will find mangrove forest and beach forest. The park is named after the largest island Karimun Jawa. The vegetation consists mainly of mangrove and beach forest, although there is some lowland rain forest on Karimun Jawa. Most of the islands are surrounded by sandy beaches and fringing coral reefs. Fresh water is confined to a few small wells and forest streams on Karimun Jawa. A number of endemic animals live on the island while on the beaches sea turtles lay their eggs. The average tidal range is 92 cm.

The archipelagic Karimunjawa, thought not as known the Marine reserves near Ambon and Manado, has unexpectedly good beaches, reefs and lovely sea scopes. Corals seem to blossom in to gardens, with an mazing variety of form and colour fishers and marine plants. It lies 90 km away from Jepara and can reached by "KM. Adison I & KM Kota Ukir" boat, the only ferryboat connecting Karimunjawa and Jepara. The resort offers stunning dives and snorkelling trips for

all sorts of divers from novice to experience. Fringing reefs, atolls, wrecks and an excellent variety of different species make diving in Karimunjawa an unforgettable adventure.

(taken from : <http://www.exploguide.com/site/karimun-jawa>)

11. What is the topic of the text above?
 - a. Mangrove forest
 - b. Beach forest
 - c. Karimunjawa
 - d. KM. Adison I & KM Kota Ukir
12. "Only seven of the islands are inhabited." (line 3).
The opposite meaning of the underlined word is...
 - a. Abandoned
 - b. Habited
 - c. Settled
 - d. Lived in
13. Who is Wali Songo?
 - a. The Nine Saints who had found the island
 - b. The Nine Saints who had introduced Islam in Java
 - c. The Nine Saints who had named the island as Karimunjawa
 - d. The Nine Saints who had introduced Karimunjawa to the world
14. "secluded and tranquil white beaches sulfur..." (line 12).
The similar meaning of the underlined word is...
 - a. Chaotic
 - b. Violent
 - c. Loud
 - d. Peaceful
15. How far is the distance between The Marine National Park Karimunjawa and Jepara?
 - a. 92 cm
 - b. 90 m
 - c. 90 km
 - d. 92 kn
16. What is the main idea of the second paragraph?
 - a. The location of Karimunjawa
 - b. The origin of Karimunjawa
 - c. The facilities offered in the resorts
 - d. The vegetation in The Marine National Park
17. The following statements are TRUE according to the third paragraph, *except*...

- a. The Marine National Park Karimun Jawa is 110,000 ha wide
 - b. The park is named before the largest island Karimun Jawa
 - c. Most of the islands are surrounded by sandy beaches and bordering coral reefs
 - d. A number of local animals live on the island
18. What are facilities offered by the resorts in Karimunjawa?
- a. Stunning dives and snorkelling trips
 - b. Endemic animals exhibition
 - c. Good seafood restaurant
 - d. Skydiving and banana boat
19. The following statements are TRUE according to the text, *except*...
- a. Not all of the islands are inhabited
 - b. Marine national park becomes a treasure for those who love wild adventures
 - c. The average tidal range is 0,92 m
 - d. The resort offers stunning dives and snorkelling trips

Answer key

- | | |
|-------|-------|
| 1. a | 11. d |
| 2. d | 12. c |
| 3. b | 13. a |
| 4. b | 14. b |
| 5. d | 15. d |
| 6. c | 16. c |
| 7. a | 17. b |
| 8. c | 18. b |
| 9. d | 19. a |
| 10. a | 20. b |

1. The distribution of test items

The Aspects of Reading Comprehension	Items	Text 1	Text 2
Word Comprehension	5	3, 4	12, 14, 20
Sentence Comprehension	7	2, 6, 8, 10	13, 15, 18
Paragraph Comprehension	4	5, 7	16, 17
Text Comprehension	4	1, 9	11, 19

2. The scoring of test items

The Indicators of Reading Comprehension	Correct	Wrong
Word Comprehension	5	0
Sentence Comprehension	5	0
Paragraph Comprehension	5	0
Text Comprehension	5	0

3. The Formula to Calculate the Students' Scores

$$\text{Final Score} = \frac{n}{N} \times 100$$

Notes :

n : The obtained score

N : The maximum score of the test

Appendix O. The Result of Reading Post-test of the Experimental and Control Groups

No .	Experimental Group		Control Group	
	Names	Post-test Score	Names	Post-test Score
1	GFR	70	ATA	80
2	MVA	75	AYD	65
3	IH	70	AFI	60
4	ISA	55	AAF	70
5	IH	75	AU	65
6	IDR	75	AM	65
7	IRUANL	75	AAC	65
8	INR	65	ANA	75
9	IM	75	ASN	65
10	IEL	75	A	65
11	IP	70	ASS	70
12	IPL	85	BNR	65
13	IF	65	BG	60
14	JPA	70	CDR	65
15	JC	75	CAZ	55
16	KU	70	CAF	70
17	KAN	70	CAR	-
18	KFAM	85	DPW	75
19	KM	75	DPO	70
20	KW	80	DRF	60
21	LK	70	DIP	65
22	LR	75	DNH	75
23	LA	75	DIH	65
24	MH	75	DM	65
25	MAN	70	DAS	80
26	MAE	75	EEL	75
27	MAS	60	FI	70
28	MBS	80	FZ	70
29	MF	60	FZ	70
30	MFA	70	FDM	90
31	MWA	70	FJF	75
32	MAH	70	FAPS	60
33	NA	80	FS	70
34	NS	65	GMP	60
35	NAP	80	HS	65
36	NVA	70	IOPD	65

Appendix P. The Tabulation of the Score of the Reading Comprehension Post-test of the Experimental Group and Control Group

Students Number	Experimental Group	Control Group
	X	Y
1	70	80
2	75	65
3	70	60
4	55	70
5	75	65
6	75	65
7	75	65
8	65	75
9	75	65
10	75	65
11	70	70
12	85	65
13	65	60
14	70	70
15	75	60
16	70	70
17	70	-
18	85	75
19	75	70
20	80	60
21	70	65
22	75	75
23	75	65
24	75	65
25	70	80
26	75	70
27	60	70
28	80	70
29	60	70
30	70	90
31	70	75
32	70	60
33	80	70
34	65	60
35	80	65
36	70	60

Appendix Q. The RTS Cue Card

Predicting

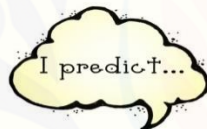
A prediction is a good guess about what you think you will find out or what will happen in a text.

Things that help you make a prediction:

- Headings, pictures
- Your background knowledge and experience

Prediction sentence starters:

- Based on the title, picture, etc, I predict that this text will be about...
- I think this passage will be about



Questioning

Asking questions help you deepens your understanding

Ask some questions which have answers in the text

Example :

- What?
- Where...?
- When..?
- Why...?
- How...?
- Who..?



Clarifying

Clarifying means making the meaning of a text clearer. It makes you recognise when you do not understand parts of the text.

How can you figure out a difficult word or idea in the text?

- Reread, reread, and reread.
- Read forwards and backwards
- Ask friends or the teacher
- Look at the context to find some clues.

Summarizing

Summarizing means picking out the main ideas and leave out anything that is not essential.

Use your own words, and tell the main ideas of the text briefly.

Leave out any details or information that are not important.

You may start to summarize by using these sentence starters:

- This passage is about...
- The most important ideas of this text is...

I just need