



**ENHANCING STUDENTS' READING COMPREHENSION  
ACHIEVEMENT BY USING RECIPROCAL TEACHING STRATEGY**

**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Education Study Program, Language and Arts Education Department,  
Faculty of Teacher Training and Education, Jember University

**By:**

**APRILINIA LESTARI**

**140210401012**

**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

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### **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents: Muhammad Ali and Santini. Thank you so much for your never ending love, pray and support.
2. My brother, Muhammad Umar Al-Harish. Thank you for your support.



**MOTTO**

“Reading well is one of the great pleasures that solitude can afford you”

(Harold Bloom)



### **STATEMENT OF THESIS AUTHENTICITY**

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I certainly that the content of thesis of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify from any other academic award; ethics procedures and guideline of thesis writing from the university and the faculty have been followed.

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Aprilinia Lestari  
NIM. 140210401012

**CONSULTANTS' APPROVAL**

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Composed to Fulfill of the Requirements to Obtain the Degree of S1 at the  
English Language Education Study Program, Language and Arts Department  
The Faculty of Teacher Training and Education  
Jember University

Name : Aprilinia Lestari  
Identification Number : 140210401012  
Generation : 2014  
Place and Date of Birth : Wonogiri, April 29<sup>th</sup> 1996  
Department : Language and Arts Education  
Study Program : English Education

Approved by:

Consultant I

Consultant II

Drs. I Putu Sukmaantara, M.Ed.

Dra. Made Adi AT., M.Ed.

NIP. 19640424 199002 1 003

NIP. 19630323 198902 2 001

**APPROVAL OF THE EXAMINATION COMMITTEE**

The thesis entitled “Enhancing Students’ Reading Comprehension Achievement by Using Reciprocal Teaching Strategy” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day :

Date :

Place : The Faculty of Teacher Training and Education, Jember University

The Examiner Team:

The Chairperson

The Secretary

Dr. Budi Setyono, M.A.

Dra. Made Adi AT., M.Ed.

NIP. 19630717 199002 1 001

NIP. 19630323 198902 2 001

The members:

1. Drs. I Putu Sukmaantara, M.Ed.  
NIP. 19640424 199002 1 003

1.

2. Dr. Aan Erlyana Fardhani, M.Pd.  
NIP. 19650309 198902 2 001

2.

The Dean of Faculty of Teacher  
Training and Education, Jember  
University

Prof. Drs. Dafik, M. Sc., Ph. D.  
NIP. 19680802 199303 1 004

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The Writer

**TABLE OF CONTENT**

<b>COVER PAGE</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>STATEMENT OF THESIS AUTHENTICITY</b> .....	<b>iv</b>
<b>CONSULTANTS' APPROVAL</b> .....	<b>v</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>THE LIST OF APPENDICES</b> .....	<b>x</b>
<b>THE LIST OF TABLE</b> .....	<b>xi</b>
<b>SUMMARY</b> .....	<b>xii</b>
<b>CHAPTER 1. INTRODUCTION</b> .....	<b>1</b>
1.1 Research Background.....	1
1.2 Research Problems .....	3
1.3 Research Objectives .....	3
1.4 Research Contributions .....	3
<b>CHAPTER 2. RELATED LITERATURE REVIEW</b> .....	<b>4</b>
2.1 Theoretical Framework .....	4
2.2 Conceptual Review .....	6
2.2.1 Reading Comprehension Achievement.....	6
2.2.2 Contribution of Reciprocal Teaching Strategy .....	9
2.2.3 The Procedure of Implementing Reciprocal Teaching Strategy .....	10
2.3 Previous Research Review .....	12
<b>CHAPTER 3. THE STUDY</b> .....	<b>14</b>
3.1 Research Design.....	14
3.2 Research Procedures .....	16
3.2.1 Planning .....	16
3.2.2 Acting .....	17
3.2.3 Observing .....	17

3.2.4 Reflecting .....	17
3.3 Research Context .....	18
3.4 Research Participants .....	19
3.5 Data Collection Method .....	19
3.5 Data Analysis Method .....	22
<b>CHAPTER 4. RESULT AND DISCUSSION .....</b>	<b>24</b>
4.1 The Result of the Action in Cycle 1 .....	24
4.1.1 The Impementation of the Action in Cycle 1 .....	24
4.1.2 The Result of the Observation in Cycle 1 .....	26
4.1.3 The Result of the Reading Test in Cycle 1 .....	28
4.1.4 The Result of the Reflection in Cycle 1 .....	29
4.2 The Result of the Action in Cycle 2.....	29
4.2.1 The Implementation of the Action in Cycle 2 .....	29
4.2.2 The Result of the Observation in Cycle 2 .....	31
4.2.3 The Result of the Reading Test in Cycle 2 .....	32
4.2.4 The Result of the Reflection in Cycle 2 .....	33
4.3 Discussion .....	34
<b>CHAPTER 5. CONCLUSION AND SUGGESTIONS .....</b>	<b>35</b>
5.1 Conclusion .....	35
5.2 Suggestions .....	36
5.2.1 English Teachers .....	36
5.2.2 The Students .....	36
5.2.3 The Future Researchers .....	36
<b>REFERENCES .....</b>	<b>37</b>
<b>APPENDICES .....</b>	<b>40</b>

**THE LIST OF APPENDICES**

Appendix 1 Research Matrix .....	40
Appendix 2 The Result of the Preliminary Study .....	43
Appendix 3 The Previous Score of X MMD 2 Reading Test .....	45
Appendix 4 Lesson Plan 1 (Cycle 1) .....	47
Appendix 5 Lesson Plan 2 (Cycle 1) .....	59
Appendix 6 Reading Test Cycle 1 .....	71
Appendix 7 Lesson Plan 1 (Cycle 2) .....	77
Appendix 8 Lesson Plan 2 (Cycle 2) .....	88
Appendix 9 Reading Test Cycle 2 .....	99
Appendix 10 The Result of The Students' Participation .....	105
Appendix 11 The Result of Students' Reading Comprehension Test.....	112
Appendix 12 The Samples of The Students' Worksheet In Cycle 1 .....	115
Appendix 13 The Samples of The Students' Worksheet In Cycle 2 .....	117
Appendix 14 The Letter of Research Permission .....	119
Appendix 15 Statement Letter for Accomplishing the Research From SMKN 5 Jember.....	120

**THE LIST OF TABLE**

Table 3.1 The Design of Classroom Action Research Model .....	15
Table 3.2 The Observation Checklist.....	21
Table 4.1 The Schedule of the Research.....	24



## SUMMARY

**Enhancing Students' Reading Comprehension Achievement by Using Reciprocal Teaching Strategy**, Aprilinia Lestari, 140210401012, 2018, English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to enhance the tenth grade students' reading comprehension achievement by using Reciprocal Teaching Strategy. Based on the preliminary study that conducted by the researcher in the form of interview with the English teacher at SMKN 5 Jember it was known that the tenth *MMD 2* grade students had difficulties in reading comprehension since their reading scores were mostly below 75. The students experienced difficulties by using traditional method in reading. They did not have many activities. They just did exercise and translated the text, then discuss it. On the other hand, the students could not get the information from the text because they did not understand about the teacher's explanation. Here, students were not confident and afraid to ask about what they have not understood yet. Students were lack of confidence.

As the conclusion, students have problems dealing with their learning strategy and motivation. Students only can read and translate the text. They rarely practise reading strategies that is usually used to comprehend a text. There were only 14 students who had achieved the standard score, while 21 students got scores below 75. In other words, only 40% students achieved the standard score. Thus the researcher tried to overcome the students' problem in reading by using Reciprocal Teaching Strategy as a strategy in teaching reading.

The data of this research were collected from interview, reading test, observation and documentation. The participants were the tenth *MMD 2* grade students of SMKN 5 Jember consisting of 35 students. The researcher chose the tenth of *MMD 2* grade students as the research participants because of the consideration that the tenth *MMD 2* grade students of SMKN 5 Jember have the lowest score of reading comprehension and have difficulties in comprehending the text. Besides, the tenth *MMD 2* grade students had lack of confidence so they

become not active during teaching learning process. This research was done in two cycles in which each cycle covered four stages; they are planning, acting, analyzing and reflecting. There are two evaluations of this research namely process evaluation and product evaluation. The process evaluation was intended to know the percentage of the students' participation. While the product evaluation was intended to measure the students' reading comprehension achievement after they were given the action.

Due to the result of the students' participation, it was found that the students' participation was improved. It can be seen in Cycle 1, the percentage of the students who were active was 78.5% while in Cycle 2 was 81.42%. The result of the students' participation was successful because it was more than 75% of the students were active. Further, the result of the students' reading comprehension achievement also enhanced in Cycle 1 and Cycle 2. It was found that the students' mean score of reading comprehension test enhanced from 72.17 in the previous reading score to 76 in Cycle 1 and 77 in Cycle 2. Also the percentage of the students who got score at least 75 enhanced from 40% in the previous reading score to 77.14% in Cycle 1 and 80% in Cycle 2. In conclusion, the reading comprehension test result had achieved the target criteria that were expected in this research that was at least 75% of the students achieved the minimum requirement of the standard score that is 75.

Based on the explanation above it can be concluded that Reciprocal Teaching Strategy helped the tenth *MMD* 2 grade students of SMKN 5 Jember to enhance their participation and their reading comprehension achievement.

## CHAPTER 1. INTRODUCTION

This chapter explains some aspects dealing with the topic of the research. They are the research background, the research problems, the research objectives, and the research significances.

### 1.1. Research Background

Reading is one of the important skills in teaching learning process of English. Thus, reading is considered as one of the four language skills that is still difficult to be learnt by the students. As states by McNamara (2007:3), reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. According to Grellet (1988), reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency (Alyousef, 2005). In reading, students need to know what the texts are about. According to Grabe (1991:377), reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc. Based on that statement, we know that by doing those processes will provide enhancement in reading skill.

There are some causes that make students get difficulties in reading comprehension ability. First, students experienced difficulties by using traditional method in reading. The teacher only asked the students to read the texts and answer the comprehension questions. Second, the students still experience difficulties in comprehending the text. The students still comprehended every word in the text in order to know the words' meaning by looking at their dictionary. It is then a waste of time and the reading process is not effective. Third, they had lack confidence. The students were not confident and afraid to ask about what they have not understood yet. It happens because the teacher only asks the students to read the text and answer the questions without implementing effective strategy for reading.

A preliminary study that was conducted by interviewing the English teacher of SMKN 5 Jember on Monday, July 9<sup>th</sup> 2018, found that the students' problems in reading comprehension. The teacher taught reading by giving the text that the students had to read. Then, she asked them to answer the questions based on the text. However, that strategy did not seem to be effective to be implemented during reading activity. It made difficult for the students to understand the whole text. It can be said that during reading activities, the students only read the text without knowing the content of the text.

According to the interview with the English teacher, the tenth *Multimedia Department (henceforth MMD)* 2 grade students was the lowest class who achieved the minimum standard requirement score dealing with reading comprehension achievement. The mean score of their reading was 72.17, while the minimum score requirement is 75. The result from the reading test showed only 9 students from 35 students or 25.7 % who achieved the standard score and 26 students from 35 students or 74.2 % who obtained below 75.

Based on some problems that have been discussed, it is very important to conduct a study as an effort to enhance students' reading comprehension achievement. For that reason, the researcher conducted a research by using the Reciprocal Teaching Strategy (henceforth *RTS*). As stated by Palinscar, David, and Brown (1989), Reciprocal Teaching is an instructional procedure designed to enhance students' comprehension of text. The procedure is best characterized as a dialogue between teacher and students. The term reciprocal describes the nature of interactions since one person acts in response to another. In addition, Zaitoun (2003) notes that reciprocal teaching as an instructional activity takes the form of a dialogue exchange between the teacher and the student or among the students themselves about a certain activity, topic, or text. In conclusion, we know that the use of reciprocal teaching can enhance students' reading comprehension achievement.

From the explanation above, a classroom action research entitled *Enhancing Students' Reading Comprehension Achievement by Using Reciprocal Teaching Strategy* was conducted.

## **1.2. Research Problems**

Based on the research background, the research problems can be formulated as follows:

1. Can the use of Reciprocal Teaching Strategy enhance the tenth grade students' participation in teaching learning process of reading at SMKN 5 Jember?
2. Can the use of Reciprocal Teaching Strategy enhance the tenth grade students' reading comprehension achievement at SMKN 5 Jember?

## **1.3. Research Objectives**

Based on the problem on the research, the objectives of this research are:

1. To enhance the tenth grade students' participation in teaching learning process of reading by using Reciprocal Teaching Strategy at SMKN 5 Jember.
2. To enhance the tenth grade students' reading comprehension achievement by using Reciprocal Teaching Strategy at SMKN 5 Jember.

## **1.4. Research Contributions**

The result of this research is expected to give empirical contribution and practical contribution:

### **1.4.1. Empirical Contribution**

The result of this research is useful to give information for future researcher as a reference in conducting similar research using reciprocal teaching strategy on reading comprehension achievement.

### **1.4.2. Practical Contribution**

The result of this research hopefully can give the students a new learning experience of reading by using Reciprocal Teaching Strategy to enhance their reading comprehension achievement. Therefore, the implementation of Reciprocal Teaching Strategy can be beneficial and motivate them in reading activities. On the other hand, the result of this research hopefully makes the English teacher to be able to use the Reciprocal Teaching Strategy as an alternative way to solve the students' reading problem and motivate the students to enhance their descriptive reading achievement and their participation in reading teaching learning process.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some aspects dealing with the theories which relate to the research problems. They are the theoretical framework, conceptual review and the previous research review.

### 2.1 Theoretical Framework

Reading comprehension is an understanding of a written text. It means extracting the required information from the text as efficiently as possible (Grellet, 1996:6). In this case, the students should do comprehension exercise in order to improve their reading skills. Reading is process of decoding text, and then receiving information. It seems that reading activity involves in more than one process. The process of reading comprehension here based on how the readers decode the language is divided into three kinds of reading comprehension process. Processes of reading comprehension which are practised by readers are; bottom-up, top-down and interactive reading (Goodman in Brown, 2001).

In the bottom-up process readers have to identify and decode the language feature of the text. By using this process readers have to able to decode the text first to comprehend the text. In top-down process readers must use their background knowledge to understand about the text, for example readers look at the title of the text, then they relate it to their knowledge or intelligent to guess what the text is about. Meanwhile, in interactive reading readers combine the bottom-up processing and top-down processing. In this case, the readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text. Those processes of reading occur while readers are reading a text. Some readers do not notice that those processes happen while they are reading, but some of them do.

Reciprocal teaching is a cooperative learning technique developed by Palinscar and Brown in the 1980s. Students are taught to use four strategies in working through the text: predicting, questioning, clarifying misleading or complex portions of the text, and summarizing (Brown & Palinscar, 1989). As quotes by Choo (2011) in the article entitled, *Effects of Reciprocal Teaching*

*Strategies on Reading Comprehension*, that RTS is an instructional activity that utilizes four comprehension strategies (predicting, questioning, clarifying, and summarizing) in the form of a dialogue between teachers and students regarding segments of a text. Reciprocal teaching helps students in thinking and getting the meaning of the text. Students have a chance to share their idea with their peers in a group and the teacher. Here, students will learn how to work in team and how to appreciate others thinking. In addition, reciprocal teaching can help the teacher to manage students' misbehaviour. Some others also argue that RTS encourages students to take a more active role in leading a group dialogue, and helps to bring more meaning to the text at a personal and cognitive level (Pressley, 1998). Based on the explanation above, it can be concluded that students can understand the text easily by using reciprocal teaching strategy.

Palinscar & Brown (1984) state that the reasons for choosing the four activities as providing a dual function are they can be both comprehension fostering and comprehension-monitoring activities, then forced students to respond to the text. Each step of reciprocal teaching will lead students to read comprehensibly. Reciprocal teaching is based on the Vygotsky's theory of ZPD (Zone Proximal Development) which focused on improving students' skill and knowledge with social interaction during the classroom dialogues as being effective in learning/teaching (Brown, 2001). Therefore, RTS is the appropriate strategy to enhance students' reading comprehension in descriptive text. Reciprocal teaching provides group discussion which will make students enjoy in learning because they feel free and safe in learning.

In teaching reading a descriptive text, the researcher used cooperative learning. Reciprocal is an interaction between two people or more that have similar purpose cooperatively based on Walter in the Cambridge Advanced Learners' Dictionary. In this case, during the reading process, the students are required to and practice the four reading comprehension strategies: predicting what might appear in each paragraph, generating questions, clarifying word meanings or confusing text, and summarizing.

In this research, the researcher developed a cooperative learning procedure in order to make the students understand deeply about the text through the steps of predicting, questioning, clarifying, and summarizing. Palinscar & Brown (1984) quote that Reciprocal Teaching Strategy is an instructional strategy used to build reading comprehension of both informational and text through interactive dialogue between the instructor and the student.

From the explanation above, we can conclude that RTS is needed in teaching reading a descriptive text. In other words, RTS can help the students remember their background knowledge. Thus, it can help the students make inference well, because when they read they focused into the text and comprehend it by following step by step of RTS.

## **2.2 Conceptual Review**

### **2.2.1 Reading Comprehension Achievement**

Grabe & Stoller (2002) state that reading is the ability to draw meaning from printed page and interpret the information appropriately. By reading, hopefully the students can comprehend and interpret the information from the text. Hennings (1997:245) defines comprehension as interacting and constructing meaning with text. It means that comprehension here is an active process of deriving meaning from the text which involves word knowledge, sentence and paragraph.

According to Palinscar and Brown (1984), reading comprehension is the product of three main factors; (1) considerate text, (2) the compatibility of readers' knowledge and text content, and (3) the active strategies the reader employs to enhance understanding and overcome comprehension failure. In this stage, a process like predicting, questioning, clarifying, and summarizing can help the students to get the information from the text, then they can share to their peers in a group. Based on the explanation above, it is clear that reading comprehension has an important role in English language learning.

Thus, according to Pardo (2004), comprehension is a process in which readers construct meaning by interacting with text through the combination of

prior knowledge and knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text. Besides, Hughes (2003) defines that achievement is related to test that is done to discover how successful students in achieving the objective of a course. Reading comprehension achievement deals with the levels of the students' ability in understanding a reading text in the form of test score. McWhorter (1986) also states that there are some aspects of reading comprehension that can be used to comprehend the text involving word, sentence, paragraph, and text. All those aspects will be explained in the following section.

*a. Word Comprehension*

Word comprehension is one of the units of comprehension that has great influence to the students in the process of comprehending a text, this is as what Cain states that word comprehension is a good starting place for an examination of which skills support and facilitate reading comprehension (Cain, 2010). In fact, it is impossible for the students to comprehend the text or material without understanding the meaning of the words. On the other hand, the common problem faced by the students in comprehending the text is that they lack of vocabulary, they only know a few words' meaning and get difficulties in understanding a new word or vocabulary when it comes up in the sentence.

*b. Sentence Comprehension*

Sentence comprehension is also crucial for the students in comprehending a text. Cain (2010) argues that comprehension of individual sentence is essential for comprehension of longer units of text. In order to understand the text properly, students should be able to know the words' meaning so that they can easily interpret the meaning of the sentence itself. On the other hand, comprehending sentence means understanding what the sentence tells about. So we do not just translate word by word only, but also all the words which are put together completely make sense as a sentence.

c. *Paragraph Comprehension*

Paragraph comprehension is very difficult to understand a text without comprehending each paragraph. In every paragraph usually contains different meaning or idea and its related one to another. Wingersky (1999:24) states 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 the paragraph, better for the students to know several essential parts related to comprehending paragraph. Dealing with this, Wingersky (1999:31) divides paragraph into three essential parts, namely a topic sentence, a supporting details, and a concluding sentence.

d. *Text Comprehension*

As we know that comprehending the text is very important for the students in order to know the writers' message that stated in the text. Moreover, Wood (1991) states that one way to accomplish this goal is to recognize and understand the parts first, the small units of meaning, and then combine them to understand the whole. It means that comprehending text is acquired by students after they have understood all parts of the text. Dealing with this, Grellet (1996) states that one of the reasons for reading is to find out something or to do something with the information we get. Therefore, what the readers have to do here is understanding all parts of the text, such as words, sentences, and paragraphs.

Dealing with the text used in this research, the researcher will use descriptive text based on the revised English curriculum (K-13). According to Kane (2000), description deals with how something looks, sounds, and tastes and mostly about visual experience. The social function of descriptive text is to describe a particular object, such as person or a thing looks. The generic structure of descriptive text is divided into two parts, identification and description (Wardiman, 2008). Identification is a general opening statement that introduces the object of the description. It is usually stated in the first paragraph to introduce what will be described in the next paragraph. It contains the general information of the text. Thus, description deals with paragraph that describe the phenomenon

in parts, qualities, and characteristics. Dealing with the syllabus, the topics of descriptive text used in this research were tourism place and historical building.

### **2.2.2 Contribution of Reciprocal Teaching Strategy in Reading**

#### **Comprehension**

In understanding each paragraph of the text, the students have to not only read the text, but also need a reading strategy to comprehend the text deeply. Therefore, in this research, the researcher was interested to use a reading strategy, namely Reciprocal Teaching Strategy, to help the students improve their reading skill, especially on a descriptive text. Reciprocal teaching is a systematic teaching activities that reinforce reading, such as predicting, questioning, clarifying, and summarizing (Palinscar & Brown, 1984). Reciprocal teaching consists of four steps. The first step is predicting. Here students make predictions related to the main and supporting ideas. Students make predictions about what happen in the text based on their background knowledge or experiences. The second step is questioning. Students are reminded of the important information and focus on the main idea of the text by making them some questions dealing with the text. The third step is clarifying, it refers to students' making a critical evaluation of what they read. The fourth step is summarizing, where students are expected to present what they get from the text they read.

Reciprocal teaching is an appropriate strategy for helping students read the text. It helps students in thinking and getting the meaning of the text. Students have a change to share their idea with their peers in a group and the teacher. Students will learn how to work in team and how to appreciate others thinking. In addition, reciprocal teaching can help the teacher to manage students' behaviour. Reciprocal teaching can increase the score of the students' achievement in reading comprehension than conventional teaching learning because the class will be divided into a group and each group consists of four up to five students. This strategy make the students more easily in reading a text because each students can share their idea with another students and it will be better for them to comprehend and answer the question based on the text. According to Wright (2015), the

advantages of RTS are: 1.) to encourage students to think about what they are reading and their thought process, 2.) to allow student to collaborate with other to gain a better understanding of a text, 3.) to teach student to be actively involved in monitoring their comprehension, 4.) to teach students to ask questions during reading. For the disadvantage of reciprocal teaching strategy, since the students are collaborating with each other to share any information related to the text, it is possible that students will provide incorrect information to other students.

Moreover, reciprocal teaching strategy provide the steps in order to help the students comprehending the text. From the explanation above, we can conclude that reciprocal teaching strategy is appropriate strategy to enhance students' reading comprehension achievement in the teaching reading a descriptive text.

### **2.2.3 The Procedure of Implementing Reciprocal Teaching Strategy**

There are four steps in Reciprocal Teaching Strategy, namely *predicting, questioning, clarifying, and summarizing*. According to Palincsar and Brown (1984), in their original research, they used four discrete reading comprehension strategies within reciprocal teaching: predicting, clarifying, questioning, and summarizing.

#### **1. Predicting**

At the beginning, the students and the teacher see the aspects of the text; the title, the introduction and headings. Then, the teacher asks to the students to predict the text. According to Pallinscar and Brown (1984), predicting involves the readers' prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the text. In line with this, Bryan (2010) states at the beginning of this strategy, the teacher instigates a discussion based on the title of the story which design to elicit predictions regarding the story content. It means that the students find out or create hypothesis of the text that they read.

## 2. Questioning

Based on the journal, Pallincsar and Brown (1984) state that questioning involves the identification of information, themes, and ideas that are central and important. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning. It means that after the students read the text, they propose the question about the reading passage to make sure their understanding.

## 3. Clarifying

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. 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.

## 4. Summarizing

Summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.

Furthermore, RTS helps students monitor their reading comprehension. Through clarifying, the students re-read the texts and interaction with other class members to gain important information about the text. By asking the questions, the students investigate the content of the text deeply. In this case, the students use their background knowledge to generate the predictions. Then by summarizing, the students develop their critical thinking skills.

### 2.3 Previous Research Review

There are some researches findings that have shown the implementation of reciprocal teaching strategy on reading comprehension achievement. Chronologically, the findings of previous studies are reported in the following. There are seven international journals including to experimental research design which mostly about the effectiveness of reciprocal teaching strategy in some level of schools such as in Finland, New Zealand, Malaysia, Israel, and Turkey. Then, there is a national journal by using classroom action research in Yogyakarta.

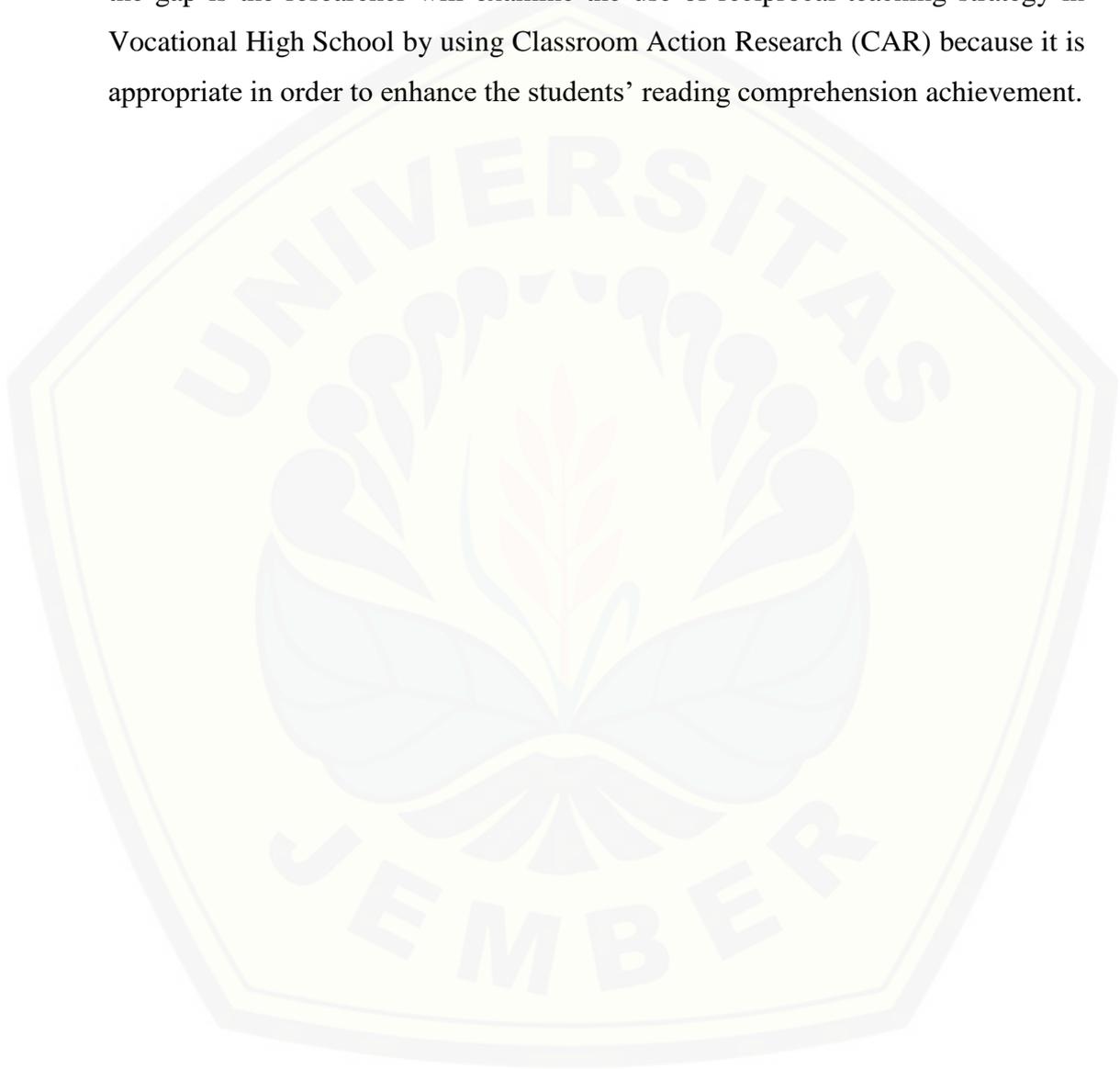
The research of reciprocal teaching strategy can be seen in Marjata (2007) who explained reading comprehension can be improved by via Reciprocal Teaching Strategy in University of Helsinki, Finland. Bryan (2010) performed experimental research in order to examine the effects of a reciprocal teaching program conducted during the reading lesson in University of Auckland. The findings showed that the effectiveness of the reciprocal teaching strategy as an instructional procedure for students experiencing difficulty with reading comprehension.

In line with Bryan's research, Ahmad (2011) used the reciprocal teaching strategy in some universities in Malaysia. From this research, showed the findings from the independent t-test and paired-sample t-tests showed a significant difference, revealing the effectiveness of the strategies, and the respondents from the Experimental Group. A study conducted by Alfassi (2014), showed that the results of this study support the implementation of strategy instruction aimed at fostering self-monitoring skills of students with intellectual disabilities. Another relevant study was conducted by Pilten (2016) used the reciprocal teaching strategies on comprehension of expository texts in University of Turkey. The objective of this study in order to present about the effects of this method in comprehending expository texts. The findings showed that RTS give some benefits at different levels.

Another research had been conducted by Utami (2013), entitled "Using Reciprocal Teaching to Improve The Reading Comprehension of Grade VIII Students of SMPN 13 Yogyakarta" which used Classroom Action Research

(CAR). The findings showed that the students were positively and significantly improved after they had been taught by reciprocal teaching strategy.

From those previous studies, most of them applied the experimental research. Reciprocal teaching strategies are mostly used in university level, here the gap is the researcher will examine the use of reciprocal teaching strategy in Vocational High School by using Classroom Action Research (CAR) because it is appropriate in order to enhance the students' reading comprehension achievement.



## CHAPTER 3 THE STUDY

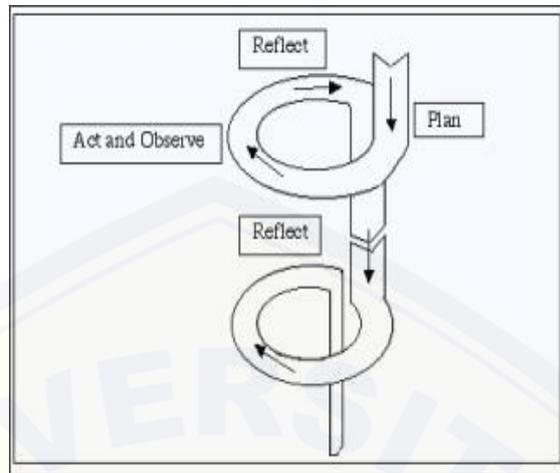
This chapter is about research method applied in this classroom action research. It covers research design, research context, research participants, research procedures, data collection method, and data analysis method. Each part will be presented in the following explanation.

### 3.1 Research Design

This research was intended to enhance the students' reading comprehension achievement and participation by using Reciprocal Teaching Strategy at SMKN 5 Jember. In order to achieve the goal in enhancing the students' reading comprehension achievement and participation, the researcher conducted a classroom action research (CAR) with the cycle model research design. According to Creswell (2012), action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students' learning. In line with this, Mc.Milan (1992) states that action research is a specific research, which has a purpose to solve a specific classroom problem. The specific problem of this research is students' reading comprehension achievement on descriptive text.

Further, Arikunto (2006:91) says that in conducting the classroom action research, the researcher needs to do it collaboratively with another researcher or team. The researcher conducted the research collaboratively with the English teacher of the tenth of Multimedia Department (henceforth *MMD*) 2 grade students at SMKN 5 Jember. In this research, the researcher applied the design of classroom action research by McTaggart. There are four stages in each cycle, namely *planning, acting, observing, and reflecting*.

Before doing the classroom action research, the researcher conducted preliminary study to observe the problem found in the classroom. After knowing the problem, the researcher tried to use reciprocal teaching strategy to solve students' problem. The design of the classroom action research is illustrated as follows:



### **Kemmis and McTaggart's Action Research Model (2005)**

The activities of this classroom action research are as follows:

1. Doing preliminary study at SMKN 5 Jember by doing observation and interviewing the English teacher to get the information about students' problem of reading skill.
2. Determining the students' problem of reading skill.
3. Getting supporting details by finding out the documents needed such as the students' name list, previous students' reading score, and the curriculum being used.
4. Constructing lesson plans as the planning of the action in solving the problem for the first cycle collaboratively with the English teacher and preparing reading test to measure students' reading comprehension achievement, the observation guide, and the scoring guide.
5. Implementing the action of the first cycle. The teaching reading descriptive text by using Reciprocal Teaching Strategy collaboratively with the English teacher. The English teacher will observe the students' participation while the researcher implements the action.
6. Giving a test in the form of a descriptive text reading comprehension.
7. Analyzing the result of the reading comprehension achievement test and students' participation in the first cycle.

8. Reflecting the result of the reading comprehension test and the observation in the first cycle. If the first cycle have achieved the criteria of success, the research will be stopped.
9. Drawing a conclusion to answer the research problem.

### 3.2 The Research Procedures

As stated on the research design previously, the actions of the research will be done in four stages of activities as follows.

1. Planning
2. Acting
3. Observing
4. Reflecting

Each stage of the activity will be discussed as the following parts.

#### 3.2.1 Planning

In this research, planning refers to some activities that were prepared before implementing the research. There were some activities before doing the action. They were as follows.

- a. Choosing and dividing the theme and sub theme of descriptive text based on the Curriculum 2013 for the tenth of *MMD* 2 grade students of SMKN 5 Jember.
- b. Constructing the lesson plans for the first cycle. The first lesson plan used the descriptive texts entitled *Tanjung Puting National Park* (4 paragraphs) and *Dieng Plateau* (4 paragraphs) for meeting I. The second lesson plan will use the descriptive texts entitled *Way Kambas National Park* (2 paragraphs) and *Gua Tabuhan* (6 paragraphs) for meeting II.
- c. Constructing the students' descriptive text reading comprehension test.
- d. Constructing the guide of observation checklist for the observer to observe students' participation.
- e. Constructing the scoring guide of the students' descriptive text reading.
- f. Preparing the students' reading worksheet.

### 3.2.2 Acting

The implementation of the action was conducted in the school hours based on the English subject's schedule. The action was teaching descriptive text reading by applying Reciprocal Teaching Strategy to enhance the students' reading comprehension achievement. It was done in the tenth of *MMD2* grade students Acting based on the lesson plan 1 for the first meeting and the lesson plan 2 for the second meeting. The time to do the action was 90 minutes for each meeting. Then, in the third meeting, the descriptive text reading comprehension test was conducted to measure the students' reading comprehension ability after the actions complete. If the results in Cycle 1 have not achieved the research objectives, the researcher will do Cycle 2 by revising the actions in Cycle 1.

### 3.2.3 Observing

In this research, the English teacher was helped the researcher to observe the students' participation in teaching and learning process of reading a descriptive text in each cycle. The English teacher observed the students' participation while the researcher was teaching reading a descriptive text. The observer used the observation checklist as the instrument to gather the data dealing with the indicators to be observed.

### 3.2.4 Reflecting

The reflection was conducted to reflect the result of the first cycle that is the result of observation and reading test during the implementation of the actions. Reflection here has the function to know whether the use of Reciprocal Teaching Strategy can enhance students' reading participation during learning reading process as well as their reading comprehension achievement on descriptive text. The result of the reflection in the first cycle used as a guide to revise the actions in the second cycle. If the result of students' reading comprehension test score and observation have not achieved the target criteria, the actions will continue to the next cycle.

There were two types of the evaluation that was used in this research, namely the process of evaluation and the product of evaluation. Process

evaluation was used to evaluate students' participation during teaching and learning activity in the first cycle. Product evaluation was used to evaluate students' reading comprehension achievement after the action in each cycle. The criteria which used to evaluate the success of the actions are as follows:

**a. The process of evaluation**

The implementation of Reciprocal Teaching Strategy can enhance the tenth grade students' participation if at least 75% of the students actively participate in the teaching and learning process of reading a descriptive text.

**b. The product of evaluation**

The implementation of Reciprocal Teaching Strategy can enhance the tenth grade students' descriptive text reading comprehension achievement if at least 75% of the students get score  $\geq 75$  in the reading comprehension test.

### 3.3 Research Context

The area of this research is determined by using a purposive method. Fraenkel and Wallen (2000:110) state that purposive method is a method employed in choosing a research based on certain or reason. It means that this area determination has a specific purpose to solve the problems. This classroom action research will be conducted at SMKN 5 Jember, especially the tenth of Multimedia Department (henceforth *MMD*) 2 grade students who have problems dealing with reading comprehension. This school is chosen based on these considerations:

1. Through the informal interview with the English teacher of SMKN 5 Jember, the tenth of *MMD* 2 grade students still experience difficulties in reading and had the lowest average score among the tenth of *MMD* grades.
2. The teacher never applies Reciprocal Teaching Strategy in teaching reading.
3. The headmaster and the tenth grade English teacher of SMKN 5 Jember give permission to the researcher to conduct this classroom action research.

In addition, the English teacher will collaborate with the researcher in conducting a classroom action research in tenth of *MMD* 2 grade students to

enhance their participation and achievement on reading comprehension by using Reciprocal Teaching Strategy.

### **3.4 Research Participants**

The participants of this research were the tenth of Multimedia Department (henceforth MMD) 2 grade students in 2018/2019 academic year at SMKN 5 Jember. The number of the tenth of *MMD* 2 grade students in 2018/2019 academic year were 34 students. The researcher chose the tenth of *MMD* 2 grade students as the research participants because of the consideration that the tenth of *MMD* 2 grade students have the lowest score of reading comprehension and difficulties in comprehending the text. Some others also felt lazy when they faced the text which has many paragraphs. As a result, they mostly felt bored in joining the teaching learning process of reading.

### **3.5 Data Collection Method**

In this research the data was collected from reading test, observation, interview, and documentation. Cresswel (2012) states that collecting the data is identifying and selecting individuals for study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

#### **3.5.1 Reading Test**

Reading test was administered in order to measure students' reading comprehension. The result of the test was used as the primary data to provide information about students' ability. A test must measure individual's knowledge, ability and performance. A certain domain must be determined in the test to make the objective of the test clear. According to Hughes (2003), there are two kinds of test based on scoring method, objective test and subjective test. In this research, objective test was used because it can offer reliability than subjective test.

There were 2 descriptive texts and 15 test items for each text in the first lesson plan and the second lesson plan. Furthermore, there were two descriptive texts and 10 items in the reading achievement test. In the first and second lesson

plan, there were ten items of multiple choice (each item consists of four options) and 5 open-ended questions.

In the reading achievement test, there were two descriptive texts and 20 items consists of general information of the texts' comprehension and the specific information of the texts with the distribution as follows: word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Each correct answer of the items carried 5 points while the wrong answer had zero. The total of all correct answer was 100. The researcher used multiple choices for students in answering the questions. By using multiple choices, it can control the range of possible answers as distracters and the students' thought process when they are responding the text. The time allocation of doing the test was 45 minutes.

### **3.5.2 Observation**

In order to measure students' participation, the researcher used observation to gain data during the application of Reciprocal Teaching Strategy in teaching reading. The observation was conducted collaboratively with the English teacher. Arikunto (2006:229) states that the most effective way in observation is by using observation instrument such as a blank, or checklist. In this research, the instrument used to measure the students' participation was observation checklist. The observer needed to prepare some category or indicators before starting the observation. The observation checklist for students' participation consisted of five indicators. Furthermore, this research was considered to be successful if 75% of the students were active during teaching and learning process. There were five indicators that is observed in this research. They were: (1) The students predict what the text is about (Predicting); (2) The students make some questions related to the important information or unclear part in the text (Questioning); (3) The students clarify the questions or unclear part in the text (Clarifying); (4) The students summarize the content of the text by using their own words (Summarizing); (5) The students do the review process.

### The Observation Checklist

No.	Name	Indicators					Participation	
		1	2	3	4	5	Active	Passive

The indicators of students' active participation are as follows:

1. The students predict what the text is about (Predicting).
2. The students make some questions related to the important information or unclear part in the text (Questioning).
3. The students clarify the questions or unclear part in the text (Clarifying).
4. The students summarize the content of the text by using their own words. (Summarizing)
5. The students do the review process.

Notes:

1. The students are categorized active students if they can fulfill at least three indicators.
2. The students are categorized passive students if they only fulfill less than three indicators.

#### 3.5.3 Interview

Interview is one of the data collection methods that the researcher used to collect the supporting data. The interview was done by doing the preliminary study on Monday, July 9<sup>th</sup> 2018. It was conducted by structured interview with the English teacher who teach the tenth grade students at SMKN 5 Jember. The purpose of the interview was to find out the supporting data needed by the researcher in conducting this research. In line with this, the list of the questions has been prepared. From this interview, the researcher knew the the curriculum applied in the school, the students' problem in learning English, how the teacher

taught reading especially descriptive text, and the technique which was applied by the English teacher during teaching reading.

### 3.5.4 Documentation

In order to get the supporting data, the researcher also collected documentation as the data collection method. Documentation in this research was the tenth of *MMD* 2 grade students' names list and their previous scores of reading test from the English teacher that the researcher collaborate with in this research. Those documents were used as the basis to do the classroom action reseach in the class.

### 3.6 Data Analysis Method

Data analysis method was used to analyze the data which gathered during the teaching and learning process. In analyzing the data, there were two parts that was analyzed. The first is the students' reading comprehension achievement and the second is the students' participation. To know the mean score of the primary data taken from the English teacher was analyzed quantitatively by the following formula:

$$M = \frac{\sum x}{N}$$

Notes:

- M = the average score of the students' reading comprehension achievement.  
 $\sum x$  = the total score of the students' reading comprehension achievement.  
 N = the total number of the students.

(Adapted from Ali, 1989:37)

After that to find the number of the students who achieve the target score, the data was analyzed by the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E = the percentage of the students who achieve the standard score  
 n = the number of the students who achieve the standard score  
 N = the number of the students.

(Adapted from Ali, 1993:186)

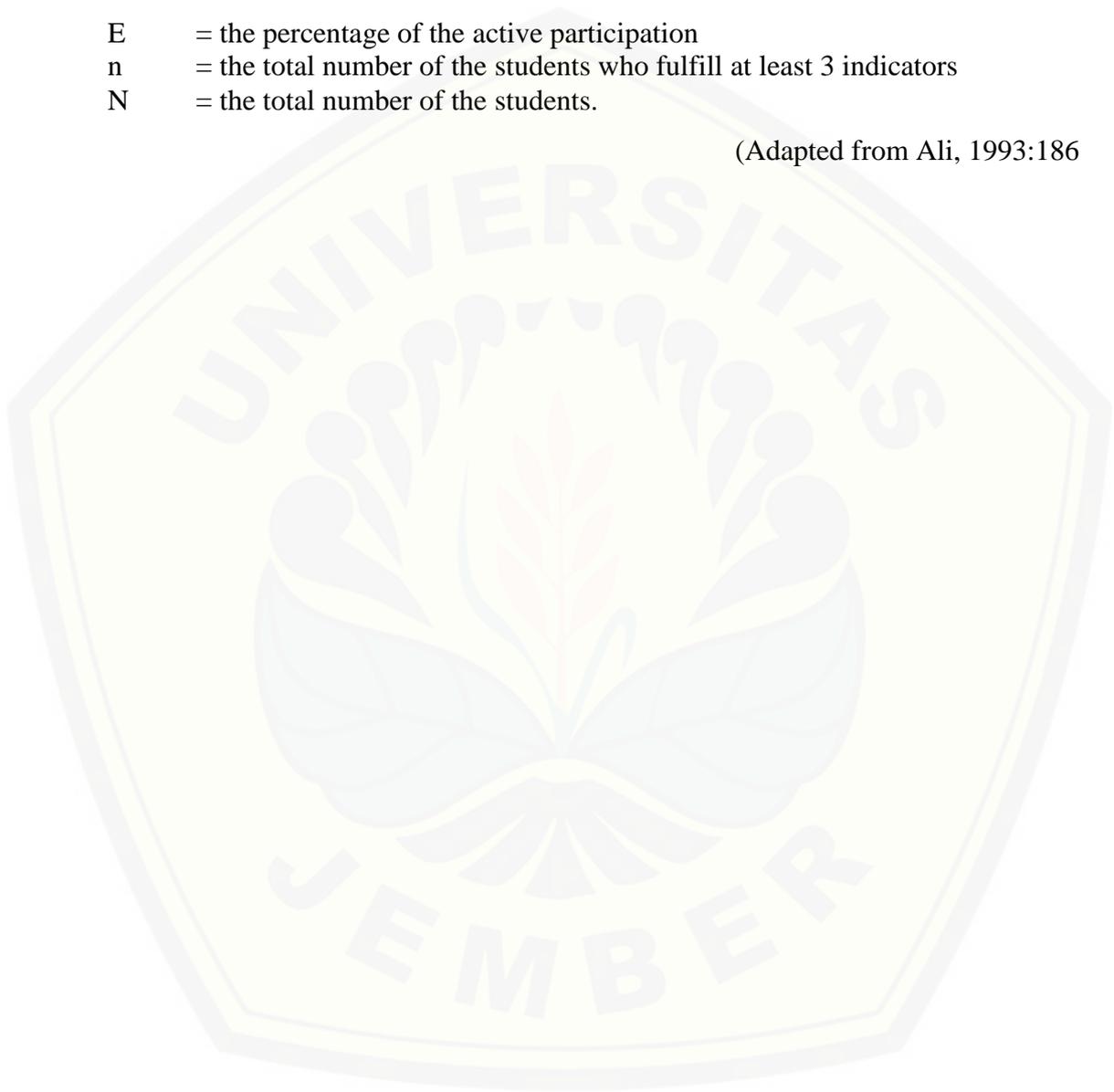
To know the result of the students' participation, the data was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E = the percentage of the active participation
- n = the total number of the students who fulfill at least 3 indicators
- N = the total number of the students.

(Adapted from Ali, 1993:186)



## CHAPTER 5 CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of this research. The conclusion is gained from the results of this research, while the suggestions are intended for the English teacher, the students and the future researchers.

### 5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded as follows:

1. The use of RTS (predicting, questioning, clarifying, summarizing) enhanced the students' participation of the tenth of *MMD* 2 grade students in the teaching learning process of reading at SMKN 5 Jember. The enhancement of the students' active participation could be seen from the result of the observation in Cycle 1, there were 78.5% of the students who participated actively in teaching learning process of reading. While in the result of the observation in Cycle 2, there were 81.42% of the students who participated actively in teaching learning process of reading. It was considered as successful result because it fulfilled the indicators of successful research that was at least 75% who participated actively in teaching learning process of reading.
2. The use of RTS (predicting, questioning, clarifying, summarizing) enhanced the tenth of *MMD* 2 grade students' reading comprehension achievement at SMKN 5 Jember. The enhancement of the students' reading comprehension achievement can be seen from the students' mean score of reading comprehension test enhanced from 72.17 in the previous reading comprehension score to 76 in Cycle 1 and 77 in Cycle 2. According to the result of the analysis, the percentage of the students who got at least 75 enhanced about 48.72% (from 48.57% to 77.14%). Then, the result from Cycle 1 to Cycle 2 enhanced about 5.71% (from 77.14% to 82.85%). It was categorized as successful because it fulfilled the criteria that were at least 75% of the students got  $\geq 75$  in reading comprehension achievement test.

## **5.2 Suggestions**

In relation to the use of RTS (predicting, questioning, clarifying, summarizing) in teaching reading could enhance students' participation and the students' reading comprehension achievement, some suggestions are proposed to the English teacher, the students and the future researchers.

### **5.2.1 The English Teacher**

The English teacher is suggested to use RTS as an alternative teaching strategy to enhance the students' participation and their reading comprehension achievement since it can help the students to participate actively during the teaching learning process of reading.

### **5.2.2 The Students**

The students are expected to use RTS as a strategy in reading the text since this strategy can help them to comprehend the text better.

### **5.2.3 The Future Researchers**

The result of this research can be used as a reference for future researchers who want to conduct the research by using the same strategy. The future researchers also can conduct other type of research design by using RTS for example by using experimental research to know the effect of RTS on the students' reading comprehension achievement.

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APPENDIX 1

RESEARCH MATRIX

TITLE	RESEARCH PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS
Enhancing Students' Reading Comprehension Achievement by Using Reciprocal Teaching Strategy	<p>1. Can the use of Reciprocal Teaching Strategy enhance the tenth grade students' participation in teaching learning process of reading at SMKN 5 Jember?</p> <p>2. Can the use of Reciprocal Teaching Strategy enhance the tenth grade students' reading comprehension</p>	<p>1. Independent: The use of Reciprocal Teaching Strategy</p> <p>2. Dependent: The tenth grade students' reading comprehension achievement</p>	<p>Reciprocal Teaching Strategy:</p> <ul style="list-style-type: none"> <li>- Predicting: predict about what the text to be going about.</li> <li>- Questioning: ask questions dealing with the text.</li> <li>- Clarifying: clarify the confusing part of the text.</li> <li>- Summarizing: summarize what the text tells about.</li> </ul> <p><i>(Adopted from Palinscar and Brown (1984))</i></p> <p>The scores of the tenth grade students' reading comprehension achievement covering:</p> <ol style="list-style-type: none"> <li>1. Word comprehension achievement</li> <li>2. Sentence</li> </ol>	<p>1. The research participants: the X MMD 2 grade students at SMKN 5 Jember.</p> <p>2. The informant: the English teacher of the X MMD 2grade students at SMKN 5Jember.</p> <p>3. School documents:</p> <ol style="list-style-type: none"> <li>a. The names of the research participants</li> <li>b. The tenth grade students' previous reading scores</li> </ol>	<p>1. Research design: Classroom action research with the cycle model that consists of four steps:</p> <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. Acting</li> <li>c. Observing</li> <li>d. Reflecting</li> </ol> <p><i>(Adapted from Kemmis and McTaggart (2005))</i></p> <p>2. Research context: The purposive method</p> <p>3. Research participants: The purposive method</p> <p>4. Data collection method:</p> <ol style="list-style-type: none"> <li>a. Reading comprehension achievement test</li> <li>b. Observation</li> <li>c. Documentation</li> <li>d. Interview</li> </ol>

	achievement at SMKN 5 Jember?		<p>comprehension achievement</p> <ol style="list-style-type: none"> <li>3. Paragraph comprehension achievement</li> <li>4. Text comprehension achievement</li> </ol>	<p>5. Data analysis method: In analyzing the data, there are two parts that will be analyzed. The first is the students' reading comprehension achievement and the second is the students' participation. To know the mean score of the primary data taken from the English teacher will be analyzed quantitatively by the following formula:</p> $M = \frac{\sum x}{N}$ <p>Notes:</p> <p>M = the average score of the students' reading comprehension achievement.</p> <p><math>\sum x</math> = the total score of the students' reading comprehension achievement.</p> <p>N = the total number of the students.</p> <p>(Adapted from Ali, 1989:37)</p> <p>After that to find the number of the students who achieve the target score, the data will be analyzed by the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes:</p>
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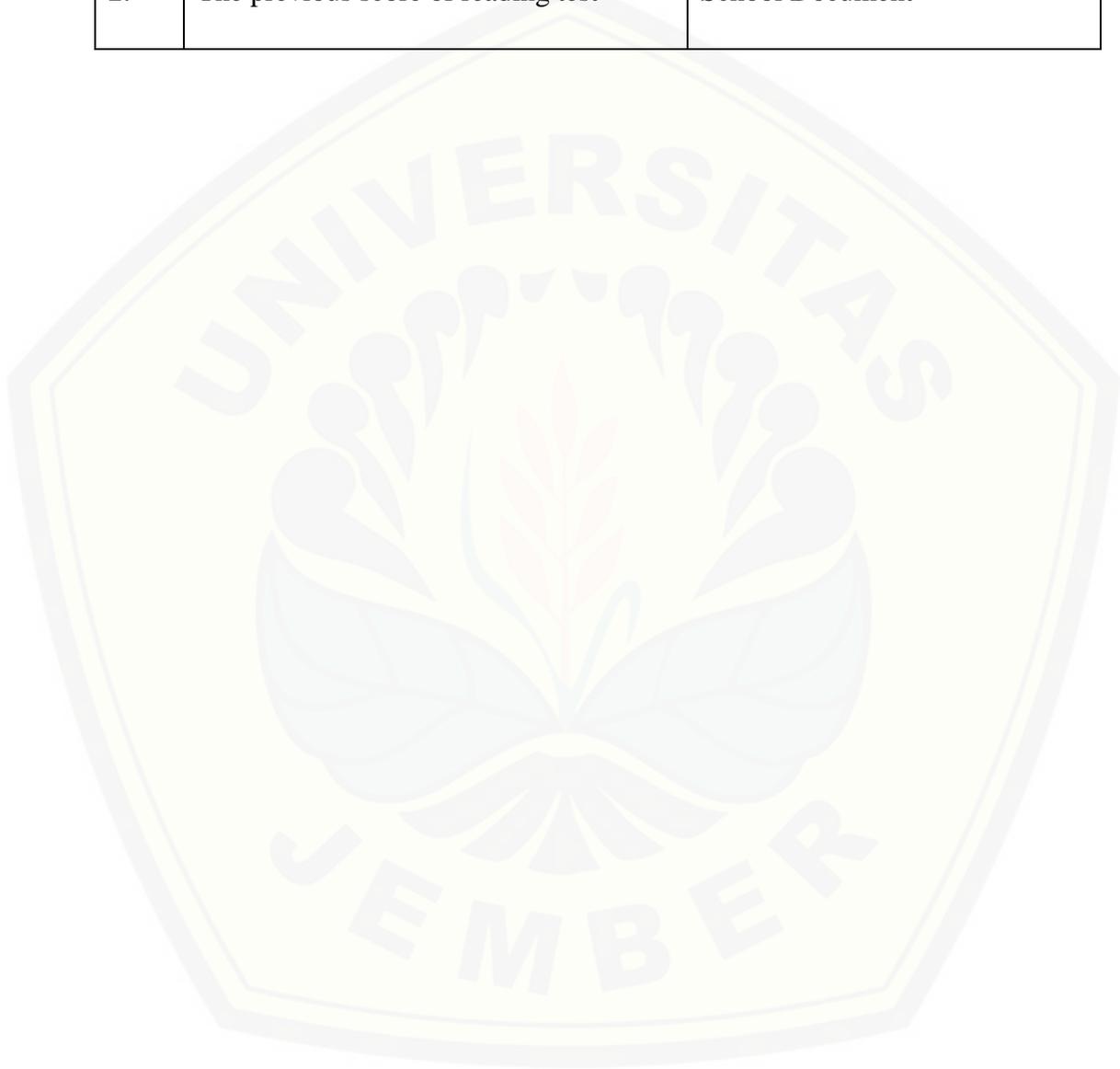
				<p>E = The percentage of the students who achieve the standard score</p> <p>n = The number of the students who achieve the standard score</p> <p>N = The number of the students.</p> <p>(Adapted from Ali, 1993:186)</p> <p>To know the result of the students' participation, the data will be analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes:</p> <p>E = The percentage of the active participation</p> <p>n = The total number of the students who fulfill at least 3 indicators</p> <p>N = The total number of the students.</p> <p>(Adapted from Ali, 1993:186)</p>
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**Appendix 2****The Result of Preliminary Study****a. Interview Guide**

No	Questions	Answers
1.	What curriculum do you use in teaching English at SMK Negeri 5 Jember?	In this school, I use 2013 curriculum for teaching English.
2.	What grades do you teach?	All classes of the tenth grade and some classes of the eleventh grade
3.	How many times do you teach English in a week?	I teach my students twice a week. Each meeting consists of 90 minutes.
4.	How do you teach reading to the students?	I usually use the students' workbook and ask the students to find the difficult words and then find the meaning of the words. If no one knows, I will ask them to find the meaning from the dictionary
5.	Do the students have difficulties in learning reading?	Yes.
6.	What class has the most problem in learning reading?	X MMD 2
7.	Have you ever applied reciprocal teaching strategy in teaching reading?	No, I haven't.
8.	How is the students' participation during the reading class?	Some students are active and some students are passive

**b. Documentation Guide**

No.	Data Taken	Data resources
1.	The names of the research participants (Initials)	School Document
2.	The previous score of reading test	School Document



**Appendix 3****The Previous Score of X MMD 2 Reading Test**

<b>No.</b>	<b>Students' Name</b>	<b>KKM</b>	<b>Score</b>
1	AABP	75	82
2	AKFP	75	76
3	AZZ	75	78
4	ASP	75	60
5	AKY	75	76
6	BS	75	74
7	BAI	75	64
8	BMP	75	78
9	BK	75	64
10	CP	75	78
11	DYS	75	76
12	DAT	75	72
13	DFR	75	74
14	EZP	75	70
15	ESH	75	68
16	FRP	75	68
17	FJR	75	76
18	FD	75	70
19	FSN	75	68
20	JAJ	75	76
21	KAN	75	62
22	LC	75	78
23	MAF	75	70
24	MD	75	74
25	MIP	75	76
26	MAPF	75	74
27	MDP	75	66
28	MYS	75	76
29	OAL	75	78
30	RADM	75	74
31	RHP	75	72
32	TC	75	78
33	VF	75	68
34	VR	75	64

35	YN	70	66
The Average Score		$M = \frac{\sum x}{N}$	72,17



## Appendix 4

### LESSON PLAN 1

#### (Cycle 1)

School	: SMKN 5 Jember
Subject	: English
Class/Semester	: X/1
Language Skill	: Reading
Language Focus	: Descriptive text
Theme	: Tourism Place
Time Allocation	: 2 x 45 minutes

#### A. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Basic Competence and Indicators

Basic Competence	Indicators
4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis sederhana tentang orang, <b>tempat wisata</b> , dan bangunan bersejarah terkenal.	4.8.1 Identifying the social function of descriptive text. 4.8.2 Identifying the generic structures of descriptive text. 4.8.3 Identifying the language features of descriptive text. 4.8.4 Reading a descriptive text by using Reciprocal Teaching Strategy 4.8.5 Doing the reading exercise

**C. Learning Objectives**

- 4.8.1 The students are able to identify the social function of descriptive text correctly.
- 4.8.2 The students are able to identify the generic structures of descriptive text correctly.
- 4.8.3 The students are able to identify the language features of descriptive text correctly.
- 4.8.4 The students are able to read a descriptive text by using Reciprocal Teaching Strategy correctly.
- 4.8.5 The students are able to do the reading exercise correctly.

**D. Learning Material**

Enclosed

**E. Teaching Learning Technique**

Method : Group work, discussion, and questions & answers

Technique : Reciprocal Teaching Strategy

**F. Media/Learning Source**

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, the outline of Reciprocal Teaching Strategy, Students' answer sheets.

Source :Internet

<http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php>

**G. Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Time
<b>1</b>	<b>Set Induction Activities</b>		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Stating the learning objectives	1'
<b>2</b>	<b>Main Activities</b>		80'
	<b>Predicting</b>		
	2.1 Dividing the students into several groups (1 group consists of 4-5 students)	Making grup consists of 4-5 students	3
	2.2 Giving the example of descriptive text and asking the students to predict it	Receiving the example of a descriptive text and predicting it	10
<b>Questioning</b>			
2.3 Inviting the students to ask questions about the definition, the social function, the characteristics of descriptive text that tells about	Students ask questions about the definition, the social function and the characteristics of descriptive text that tells about tourism place	10	

	tourism place 2.4 Inviting the students to ask questions about the important information of a text <b>Clarifying</b> 2.5 Guiding the students to clarify the definition, the social function and the characteristics of descriptive text and the difficult word of a text <b>Summarizing</b> 2.6 Asking the students to summarize the content of a text 2.7 Asking the students to do the reading exercise 2.8 Asking the students to submit their Work	Students ask questions about the important information of a text  Clarifying the definition, the social function, the characteristics of descriptive text and the difficult word of a text  Summarizing the content of a text  Doing reading exercise  Submitting their work	10  15  10 20  2
<b>3</b>	<b>Closing Activities</b>		5'
	3.1 Asking the students to make a conclusion about the material that they have learned 3.2 Giving feedback to the students orally 3.3 Parting	Making a conclusion about the material that they have learned.  Paying attention  Responding teacher's parting	2'  2' 1'

## H. The Assessment/Evaluation

A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicators					Active	Passive
		1	2	3	4	5		

The indicators of students' active participation are as follows:

1. The students predict what the text is about (Predicting).
2. The students make some questions related to the important information or unclear part in the text (Questioning).
3. The students clarify the questions or unclear part in the text (Clarifying).
4. The students summarize the content of the text by using their own words. (Summarizing)
5. The students do the review process.

Notes:

1. The students are categorized active students if they can fulfill at least three indicators.
  2. The students are categorized passive students if they only fulfill less than three indicators.
- B. The product assessment will be conducted after the treatment given to the students. The questions are in the form of multiple choices and open ended questions. Each of the correct answer will be scored 5 for multiple choices and 10 for open ended questions.

Jember, October 2018

The Researcher

**Aprilinia Lestari**

### Enclosure

#### A. Leading question for set induction

1. What animal is it in this picture?
2. What place is it in this picture?
3. Do you know where it is?

#### B. Picture



#### C. Material

**Descriptive text:** is a text which says what a person or thing looks like.

**Purpose:** to describe and reveal a particular person, place, or thing.

#### Generic Structures of Descriptive Text

1. Identification : Identifying the thing that is going to be described. Usually, it is the general description of the object.
2. Description : Describing thing in the terms of characteristics, qualities and its parts, like size, colours, etc.

#### Language Features of Descriptive Text

- a. Focusing on the specific participant (*Tanjung Puting National Park*)
- b. Using simple present tense (*Tanjung Puting National Park offers impressive experience to its visitors*)
- c. Using adjectives (*famous*)
- d. Using adverbs (*amazingly, popularly*).

#### D. Student Activity Using Reciprocal Teaching Strategy

##### 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 years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

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 excaptive 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.

Taken from: <http://samuderabahasaingris.blogspot.com/2016/04/contoh-descriptive-text-of-popular.html>

## Reciprocal Teaching Strategy

### 1. Predicting

*Predict the text by guessing what the text is about from the title or scanning the text!*

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### 2. Questioning

*Ask any questions related to the text!*

- **Question:**

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- **Answer:**

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### 3. Clarifying

*Clarify any words/sentences that you do not understand from the text!*

- **Difficult words/sentences**

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- **Solutions**

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### 4. Summarizing

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## E. Exercise

*Please read the text carefully!*

### Dieng Plateau

Dieng Volcanic Complex (also called the Dieng Plateau) is a complex volcano. A complex volcano is an extensive assemblage 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 in the volcanic mountains and over 2,000 meters elevation.

The name "Dieng" means "abode of the gods." The visitor can find restored temples built 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. 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 hours from Semarang. The road to the Dieng Plateau passes through tobacco plantations and beautiful mountain scenery.

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

## Reciprocal Teaching Strategy

### 1. Predicting

*Predict the text by guessing what the text is about from the title or scanning the text!*

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### 2. Questioning

*Ask any questions related to the text!*

- **Question:**

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- **Answer:**

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### 3. Clarifying

*Clarify any words/sentences that you do not understand from the text!*

- **Difficult words/sentences**

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- **Solutions**

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### 4. Summarizing

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**I. Choose the correct answer by crossing (X) a, b, c or d based on the text!**

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 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. "...be golden because *its* sparkling golden..."(paragraph 2)  
The word *its* refers to...
  - a. Dieng Plateau
  - b. Golden sunrise
  - c. Golden sunset
  - d. Silver sunrise
  
5. "Locals call *it* the mirror lake..."(paragraph 3)  
What does the word *it* refers to?
  - a. Silver sunrise
  - b. Colorful Lake
  - c. Golden sunrise
  - d. Mirror Lake
  
6. "...panorama will soon vanish for good."( paragraph 3)  
The opposite meaning of the underlined word is...
  - a. clear
  - b. invisible
  - c. appear
  - d. fade away
  
7. What is the main idea of the second paragraph?
  - a. Hindu temples
  - b. A complex volcano
  - c. The Dieng Plateau offers two amazing sunrises
  - d. The colorful lake and the mirror lake

8. The following statements are TRUE according to the text, *except*...
  - a. The plateau is located 2,093 meters above sea level
  - b. There are also small monuments, which are more than 50 feet high
  - c. There is a beautiful morning panorama is slightly spoiled by the rampant felling of trees
  - d. The visitor can enjoy the beautiful scenery throughout the road to the Plateau
  
9. Which of the following statements is NOT TRUE according to the third paragraph?
  - a. The surface of the lake water reflects sunlight
  - b. Beside the colorful lake there is another lake with such a clear water
  - c. The temple is on the northeast of the colorful lake
  - d. The lake reflects a greenish yellow color the lake water contains Sulphur
  
10. The following statements are TRUE according to the last paragraph...
  - a. The area can be reached about four hours from Magelang
  - b. The road to the Dieng Plateau passes through tobacco farm
  - c. The monuments are more than 60 feet high
  - d. The visitors will see some of the oldest Buddha temples of Java

**II. Please answer the following questions based on the text you have read!**

11. What are the amazing natural phenomena offered by the plateau?

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12. What does the word "Dieng" mean?

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13. What makes the beautiful morning panorama slightly impaired?

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14. Why do locals call the lake with pristine water as the mirror lake?

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15. What is the main idea of the last paragraph?

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**Answer Key**

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

**Key Answer**

1. Golden Sunrise and Silver Sunrise
2. The name of “Dieng” means abode of the gods.
3. There are some felling of trees around the lakes.
4. Because the water is very clear and the surface of the lake water also reflects sunlight
5. Small monuments can be found in the Plateau.

**The Distribution of the Exercise Item**

No.	Type of Comprehension	Number
1	Word Comprehension	2,4,5,6,12
2	Sentence Comprehension	3,11,13,14
3	Paragraph Comprehension	7,9,10,14
4	Text Comprehension	1,8
Total		15 numbers

## Appendix 5

## LESSON PLAN 2

## (Cycle 1)

School	: SMKN 5 Jember
Subject	: English
Class/Semester	: X/1
Language Skill	: Reading
Language Focus	: Descriptive text
Theme	: Tourism Place
Time	: 2 x 45 minutes

## A. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Basic Competence and Indicators

Basic Competence	Indicators
4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis sederhana tentang orang, <b>tempat wisata</b> , dan bangunan bersejarah terkenal.	4.8.1 Identifying the social function of descriptive text. 4.8.2 Identifying the generic structures of descriptive text. 4.8.3 Identifying the language features of descriptive text. 4.8.4 Reading a descriptive text by using Reciprocal Teaching Strategy 4.8.5 Doing the reading exercise

**C. Learning Objectives**

- 4.8.1 The students are able to identify the social function of descriptive text correctly.
- 4.8.2 The students are able to identify the generic structures of descriptive text correctly.
- 4.8.3 The students are able to identify the language features of descriptive text correctly.
- 4.8.4 The students are able to read a descriptive text by using Reciprocal Teaching Strategy correctly.
- 4.8.5 The students are able to do the reading exercise correctly.

**D. Learning Material**

Enclosed

**E. Teaching Learning Technique**

Method : Group work, discussion, and questions & answers  
 Technique : Reciprocal Teaching Strategy

**F. Media/Learning Source**

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, the outline of Reciprocal Teaching Strategy, Students' answer sheets.

Source :Internet  
<http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php>

**G. Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Time
<b>1</b>	<b>Set Induction Activities</b>		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Stating the learning objectives	1'
<b>2</b>	<b>Main Activities</b>		80'
	<b>Predicting</b>		
	2.1 Dividing the students into several groups (1 group consists of 4-5 students)	Making grup consists of 4-5 students	3
	2.2 Giving the example of descriptive text and asking the students to predict it	Receiving the example of a descriptive text and predicting it	10
<b>Questioning</b>			
2.3 Inviting the students to ask questions about the definition, the	Students ask questions about the definition, the social function and	10	

	social function, the characteristics of descriptive text that tells about tourism place	the characteristics of descriptive text that tells about tourism place	
	2.4 Inviting the students to ask questions about the important information of a text	Students ask questions about the important information of a text	10
	<b>Clarifying</b> 2.5 Guiding the students to clarify the definition, the social function and the characteristics of descriptive text and the difficult word of a text	Clarifying the definition, the social function, the characteristics of descriptive text and the difficult word of a text	15
	<b>Summarizing</b> 2.6 Asking the students to summarize the content of a text	Summarizing the content of a text	10
	2.7 Asking the students to do the reading exercise	Doing reading exercise	20
	2.8 Asking the students to submit their Work	Submitting their work	2
<b>3</b>	<b>Closing Activities</b>		5'
	3.1 Asking the students to make a conclusion about the material that they have learned	Making a conclusion about the material that they have learned.	2'
	3.2 Giving feedback to the students orally	Paying attention	2'
	3.3 Parting	Responding teacher's parting	1'

**I. The Assessment/Evaluation**

A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicators					Active	Passive
		1	2	3	4	5		

The indicators of students' active participation are as follows:

1. The students predict what the text is about (Predicting).
2. The students make some questions related to the important information or unclear part in the text (Questioning).
3. The students clarify the questions or unclear part in the text (Clarifying).
4. The students summarize the content of the text by using their own words. (Summarizing)
5. The students do the review process.

Notes:

1. The students are categorized active students if they can fulfill at least three indicators.
2. The students are categorized passive students if they only fulfill less than three indicators.

B. The product assessment will be conducted after the treatment given to the students. The questions are in the form of multiple choices and open ended questions. Each of the correct answer will be scored 5 for multiple choices and 10 for open ended questions.

Jember, October 2018

The Researcher

**Aprilinia Lestari**

## Enclosure

### A. Leading questions for set induction

1. Do you still remember what we have learned in the previous meeting?
2. What picture is it?
3. What do you call a text that describes about place?

### B. Picture



### C. Material

**Descriptive text:** is a text which says what a person or thing looks like.

**Purpose:** to describe and reveal a particular person, place, or thing.

#### Generic Structures of Descriptive Text

1. Identification : Identifying the thing that is going to be described. Usually, it is the general description of the object.
2. Description : Describing thing in the terms of characteristics, qualities and its parts, like size, colours, etc.

#### Language Features of Descriptive Text

- a. Focusing on the specific participant (Bengawan Solo).
- b. Using simple present tense (The longest river in Java flows along...).
- c. Using adjectives (longest, biggest).
- d. Using adverbs (clearly, quickly).

#### **D. Student Activity Using Reciprocal Teaching Strategy**

##### **Way Kambas National Park**

Way Kambas National Park is a national park for elephant sanctuary located in Lampung, precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center, but the last few years this name was changed into Elephant Conservation Center, which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this park has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepit. There are also some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

*Taken from: <http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>*

### Reciprocal Teaching Strategy

#### 1. Predicting

*Predict the text by guessing what the text is about from the title or scanning the text!*

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#### 2. Questioning

*Ask any questions related to the text!*

- **Question:**

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- **Answer:**

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#### 3. Clarifying

*Clarify any words/sentences that you do not understand from the text!*

- **Difficult words/sentences**

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- **Solutions**

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#### 4. Summarizing

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## E. Exercise

*Please read the text carefully!*

### Goa Tabuhan

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. What makes this unique is that they mix gamelan with the sounds of nature. The visitors dance, forgetting all problems.

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.

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. 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 *pesinden* (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt anything.

Gua Tabuhan did not use to welcome visitors. According to Kartowiryo (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, *Wedana* (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.

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 Pangeran Diponegoro uses to seclude himself in the cave. Some people now use that place for meditation.

There is a stream in the cave, in the east corner, which can only be seen outside. However, it can be heard from inside. Besides the cave, Watukarang, a beach nearby, is good 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.

(Adapted from: <http://andrianenglish.blogspot.com/2011/12/descriptive-go-tabuhan.html> )

### Reciprocal Teaching Strategy

#### 1. Predicting

*Predict the text by guessing what the text is about from the title or scanning the text!*

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#### 2. Questioning

*Ask any questions related to the text!*

- **Question:**

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- **Answer:**

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#### 3. Clarifying

*Clarify any words/sentences that you do not understand from the text!*

- **Difficult words/sentences**

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- **Solutions**

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#### 4. Summarizing

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**I. Choose the correct answer by crossing (X) a, b, c or d based on the text!**

1. What does the text tells about?
  - a. Kartowiryo
  - b. Pangeran Diponegoro
  - c. Tabuhan Cave
  - d. Nyi Kamiyem and Ki Padmo
  
2. What can we see along the road to Goa Tabuhan?
  - a. Rice fields, coconut palms, and birds
  - b. Rice fields, coconut palms, and deer
  - c. Wheat fields, mango, and coconut palm
  - d. Palm trees, wheat fields, and rice fields
  
3. Where can you find peddlers selling souvenirs?
  - a. The south of the cave
  - b. The east of the cave
  - c. The north of the rice fields
  - d. The west of the palm trees
  
4. "East of the cave peddlers sell souvenir."(line 11, paragraph 3)  
The synonym of the underlined word is...
  - a. buyer
  - b. vendor
  - c. client
  - d. lawyer
  
5. Why did anyone dare go inside the cave in the past?
  - a. because the cave was dark
  - b. because the cave was smell bad
  - c. because the cave was so noisy
  - d. because the cave used to be a hiding place for robbers
  
6. People *sell* agates on the cave terraces.(line 12, paragraph 3)  
What is the similar meaning of the italic word above?
  - a. vend
  - b. buy
  - c. bought
  - d. steal
  
7. Which paragraph tells about the use of Tabuhan cave?
  - a. The second paragraph
  - b. The third paragraph
  - c. The fourth paragraph
  - d. The fifth paragraph

8. “The cave is dark, so people need lights...”(paragraph 5)  
The antonym of the underlined word is...
- dusk
  - dim
  - bright
  - lightless
9. Which paragraph tells about the location of Tabuhan cave?
- The fifth paragraph
  - The fourth paragraph
  - The third paragraph
  - The second paragraph
10. Which statement below is stated in the text?
- Tabuhan cave used to welcome visitors in the past
  - A plain big stone is used as meditation place now
  - We can see Nyi Kamiyem and Ki Padmo stand on a big stone
  - Wedana Kartowiryo went to the cave to find out what was happen

**II. Please answer the following questions based on the text you have read!**

11. What does the second paragraph tell us about?  
\_\_\_\_\_
12. What does the third paragraph tell us about?  
\_\_\_\_\_
13. What does *pesinden* mean in the text?  
\_\_\_\_\_
14. What does the fifth paragraph tell us about?  
\_\_\_\_\_
15. What is the uniqueness of the Tabuhan cave mentioned in the first paragraph?  
\_\_\_\_\_

**Answer Key**

I.

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

**Key Answer**

II.

11. The location of Tabuhan cave.
12. People sell agates on the cave terraces.
13. Pesinden means traditional Javanese singer.
14. People need lights and a local guide when they enter the cave.
15. In the cave visitors can enjoy the sounds of gamelan mixed with the sounds of nature.

**The Distribution of the Exercise Item**

No.	Type of Comprehension	Number
1	Word Comprehension	4,6
2	Sentence Comprehension	2,3,5,8,9,11,14
3	Paragraph Comprehension	7,12
4	Text Comprehension	1,10,13,15
Total		15 numbers

**Appendix 6****POST TEST  
(READING TEST CYCLE 1)**

Subject	: English
Level/semester	: X/1
Skill	: Reading
Text type	: Descriptive text
Time	: 45 minutes

*Read the following texts carefully!*

**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 Ijen volcano 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.

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 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 because the thick smoke coming from the crater is poisonous.

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

**Choose the correct answer by crossing (X) a, b, c or d in your answer's sheet!**

1. What is the topic of the text above?
  - a. Bromo mount
  - b. Kawah Ijen
  - c. Volcanic mount
  - d. Volcanic eruption
  
2. "...in which sulfur-laden baskets are carried by hand..."(line 7, paragraph 1)  
The similar meaning of the underlined word is...
  - a. throw
  - b. bear
  - c. plant
  - d. dig
  
3. Where is Ijen Crater located?
  - a. 86km from the town center
  - b. Near Central Java's Merbabu mount
  - c. 68km from the town center
  - d. 68 minutes from the town center
  
4. Which paragraph tells that many beautiful species of plants in Ijen Crater?
  - a. paragraph 3
  - b. paragraph 4
  - c. paragraph 2
  - d. paragraph 1
  
5. What is the main idea of paragraph 3?
  - a. The facilities offered by Ijen Crater
  - b. The location of Ijen Crater
  - c. The beauty of Gunung Merapi
  - d. Various flora and fauna can be seen in the Ijen Crater
  
6. Why does Ijen Crater become a famous tourism object in Indonesia?
  - a. because it lies about 86km from the city
  - b. because it is located in the metropolitan towns
  - c. because it is a group of stratovolcanoes
  - d. because it has beautiful and charming nature

7. The following statements are TRUE according to the first paragraph, *except...*
  - a. Many craters are located within the caldera or along its edge
  - b. The Gunung Merapi stratovolcano is the highest point of that complex
  - c. The weight of caldera Ijen is about 20km
  - d. The Ijen volcano has a one-kilometer-wide crater lake
  
8. What facilities are offered by the Ijen Crater?
  - a. Campground, a shelter and Tourist Information Center (TIC)
  - b. Campground, a shelter and Tourist Information Counter (TIC)
  - c. Canteen, a shelter and Tourist Information Center (TIC)
  - d. Canteen, a shelter and Tourist Transformation Center (TTC)
  
9. Which paragraph tells us about facilities offered by Ijen Crater?
  - a. The first paragraph
  - b. The second paragraph
  - c. The third paragraph
  - d. The fourth paragraph
  
10. Why does people can not enter to the Ijen crater at 2 p.m?
  - a. because its temperature is getting colder
  - b. because the best time to enjoy the crater scenery on morning
  - c. because there is thick-poisonous smoke from the crater
  - d. because visitors cannot see various plants and animals

### **Text 2: Question for number 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 is 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 Karimunjawa. The vegetation consists

mainly of mangrove and beach forest, although there is some lowland rain forest on Karimunjawa. 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 Karimunjawa. 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 the gardens, with 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" boats, the only ferryboats 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. Beach forest
  - b. Mangrove forest
  - c. KM. Adison I & KM Kota Ukir
  - d. Karimunjawa
  
12. 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
  
13. "Only seven of the islands are inhabited" (line 3)  
The opposite meaning of the underlined word is...
  - a. settled
  - b. lived in
  - c. habited
  - d. abandoned
  
14. "secluded and tranquil white beaches sulfur..."(line 12).  
The similar meaning of the italic word is...
  - a. noisy
  - b. loud
  - c. peaceful
  - d. violent

15. Which paragraph tells us about the location of Karimunjawa?
- The first paragraph
  - The second paragraph
  - The third paragraph
  - The fourth paragraph
16. “Corals seem to blossom in the gardens with amazing *variety* of form.”(paragraph 4)  
The synonym of the italic word is...
- twin
  - kind
  - vacant
  - kine
17. What is the main idea of the second paragraph?
- The origin of Karimunjawa
  - The vegetation in The Marine National Park
  - The location of Karimunjawa
  - The facilities offered in the resorts
18. Which paragraph tells us about the facilities offered by the resorts in Karimunjawa?
- The first paragraph
  - The second paragraph
  - The third paragraph
  - The fourth paragraph
19. The following statements are TRUE according to the third paragraph, *except...*
- A number of endemic animals lived on the island
  - The vegetation consists mainly of mangrove and palm forest
  - The park is named before the largest island Karimun Jawa
  - Most of the islands are surrounded by sandy beaches and fringing coral reefs
20. “...make diving in Karimunjawa an *unforgettable* adventure”  
(The last paragraph). The similar meaning of the italic word is...
- comfortable
  - impossible
  - memorable
  - forgettable

**Answer Key**

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

**The Distribution of the Test Item**

No.	Type of Comprehension	Number
1	Word Comprehension	2,13,14,16,20
2	Sentence Comprehension	3,6,8,10,12
3	Paragraph Comprehension	4,5,7,9,15,17,18,19
4	Text Comprehension	1,11
Total		20 numbers

## Appendix 7

## LESSON PLAN 1

## (Cycle 2)

School	: SMKN 5 Jember
Subject	: English
Class/Semester	: X/1
Language Skill	: Reading
Language Focus	: Descriptive text
Theme	: Tourism Place
Time Allocation	: 2 x 45 minutes

## A. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Basic Competence and Indicators

Basic Competence	Indicators
4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis sederhana tentang orang, <b>tempat wisata</b> , dan bangunan bersejarah terkenal.	4.8.1 Identifying the social function of descriptive text. 4.8.2 Identifying the generic structures of descriptive text. 4.8.3 Identifying the language features of descriptive text. 4.8.4 Reading a descriptive text by using Reciprocal Teaching Strategy 4.8.5 Doing the reading exercise

**C. Learning Objectives**

- 4.8.1 The students are able to identify the social function of descriptive text correctly.
- 4.8.2 The students are able to identify the generic structures of descriptive text correctly.
- 4.8.3 The students are able to identify the language features of descriptive text correctly.
- 4.8.4 The students are able to read a descriptive text by using Reciprocal Teaching Strategy correctly.
- 4.8.5 The students are able to do the reading exercise correctly.

**D. Learning Material**

Enclosed

**E. Teaching Learning Technique**

Method : Group work, discussion, and questions & answers  
 Technique : Reciprocal Teaching Strategy

**F. Media/Learning Source**

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, the outline of Reciprocal Teaching Strategy, Students' answer sheets.

Source :Internet  
<http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php>

**G. Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Time
<b>1</b>	<b>Set Induction Activities</b>		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Stating the learning objectives	1'
<b>2</b>	<b>Main Activities</b>		80'
	<b>Predicting</b>		
	2.1 Dividing the students into several groups (1 group consists of 4-5 students)	Making grup consists of 4-5 students	3
	2.2 Giving the example of descriptive text and asking the students to predict it	Receiving the example of a descriptive text and predicting it	10
<b>Questioning</b>			
2.3 Inviting the students to ask questions about the important	Students ask questions about the definition, the social function and	10	

	information of a text <b>Clarifying</b> 2.4 Guiding the students to clarify the definition, the social function and the characteristics of descriptive text and the difficult word of a text <b>Summarizing</b> 2.5 Asking the students to summarize the content of a text 2.6 Asking the students to do the reading exercise 2.7 Asking the students to submit their Work	the characteristics of descriptive text that tells about tourism place Clarifying the definition, the social function, the characteristics of descriptive text and the difficult word of a text  Summarizing the content of a text  Doing reading exercise  Submitting their work	20  15 20 2
<b>3</b>	<b>Closing Activities</b>		5'
	3.1 Asking the students to make a conclusion about the material that they have learned	Making a conclusion about the material that they have learned.	2'
	3.2 Giving feedback to the students orally	Paying attention	2'
	3.3 Parting	Responding teacher's parting	1'

## H. The Assessment/Evaluation

A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicators					Active	Passive
		1	2	3	4	5		

The indicators of students' active participation are as follows:

1. The students predict what the text is about (Predicting).
2. The students make some questions related to the important information or unclear part in the text (Questioning).
3. The students clarify the questions or unclear part in the text (Clarifying).
4. The students summarize the content of the text by using their own words. (Summarizing)
5. The students do the review process.

Notes:

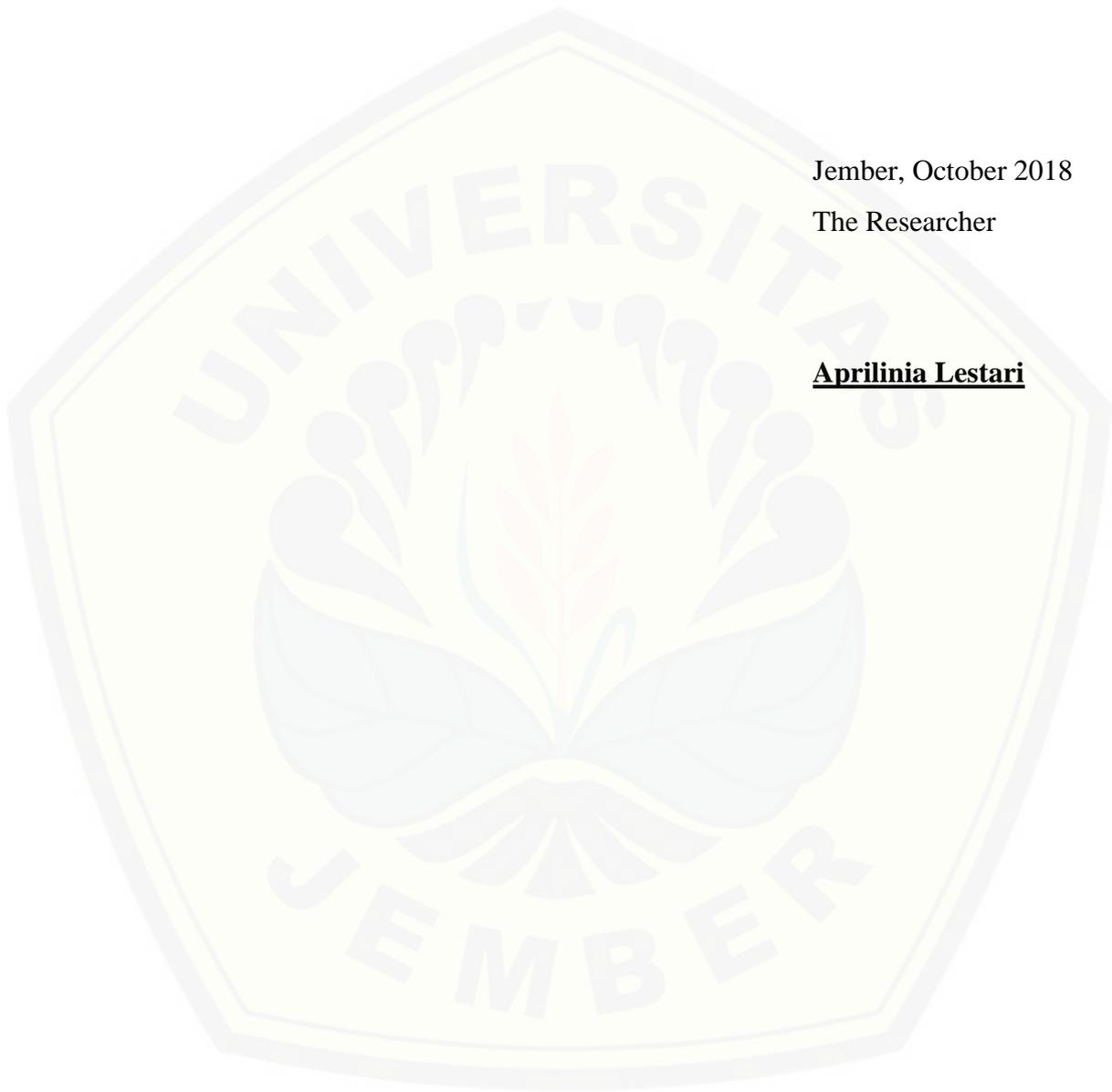
1. The students are categorized active students if they can fulfill at least three indicators.
2. The students are categorized passive students if they only fulfill less than three indicators.

B. The product assessment will be conducted after the treatment given to the students. The questions are in the form of multiple choices and open ended questions. Each of the correct answer will be scored 5 for multiple choices and 10 for open ended questions.

Jember, October 2018

The Researcher

**Aprilinia Lestari**



## Enclosure

### A. Leading question for set induction

1. What animal is it in this picture?
2. What place is it in this picture?
3. Do you know where it is?

### B. Picture



### C. Material

**Descriptive text:** is a text which says what a person or thing looks like.

**Purpose:** to describe and reveal a particular person, place, or thing.

#### Generic Structures of Descriptive Text

1. Identification : Identifying the thing that is going to be described. Usually, it is the general description of the object.
2. Description : Describing thing in the terms of characteristics, qualities and its parts, like size, colours, etc.

#### Language Features of Descriptive Text

- a. Focusing on the specific participant (*Way Kambas National Park*)
- b. Using simple present tense (*Way Kambas National Park is a national park for elepahnt sanctuary*)
- c. Using adjectives (*famous*)
- d. Using adverbs (*amazingly, popularly*).

#### **D. Student Activity Using Reciprocal Teaching Strategy**

##### **Bengawan Solo**

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.

The length is 600 km flowing in 2 provinces which are Central Java Province and East Java Province with the irrigation width 16.000 km<sup>2</sup>, 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.

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

## Reciprocal Teaching Strategy

### 1. Predicting

*Predict the text by guessing what the text is about from the title or scanning the text!*

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### 2. Questioning

*Ask any questions related to the text!*

- **Question:**

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- **Answer:**

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### 3. Clarifying

*Clarify any words/sentences that you do not understand from the text!*

- **Difficult words/sentences**

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- **Solutions**

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### 4. Summarizing

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### E. Exercise

*Please read the text carefully!*

#### Tanjung Setia Beach

Tanjung Setia Beach is one of the best tourist attractions of Lampung. This beach is located in the village of Tanjung Setia, West Lampung district, Lampung province. It is about 273 km or about six to seven hour driving from Bandar Lampung, the capital city of Lampung province.

This beach has not been well known by the citizens of Indonesia yet, but for the world surfers this beach is a hidden paradise for surfing. This beach is exactly laid on the track of large Indian Ocean currents that make this beach have waves which are quite perfect for surfing. The perfect wave of this beach usually lasts from June to August with the height which can reach up to six to seven meters with a 200 meters long.

In addition to perfect waves for surfing, the beach also has an ambience which is quite natural with white sand along the beach. Rows of palm trees which grow also adorn this beach. For local people, the beach area is also an ideal place for fishing. Some fish which are often obtained by the fisherman are blue marlin which is so big enough that its weight can reach up to 70 kilograms. By local residents this fish is known by the name of Iwa Tuhuk.

*Taken from: <http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>*

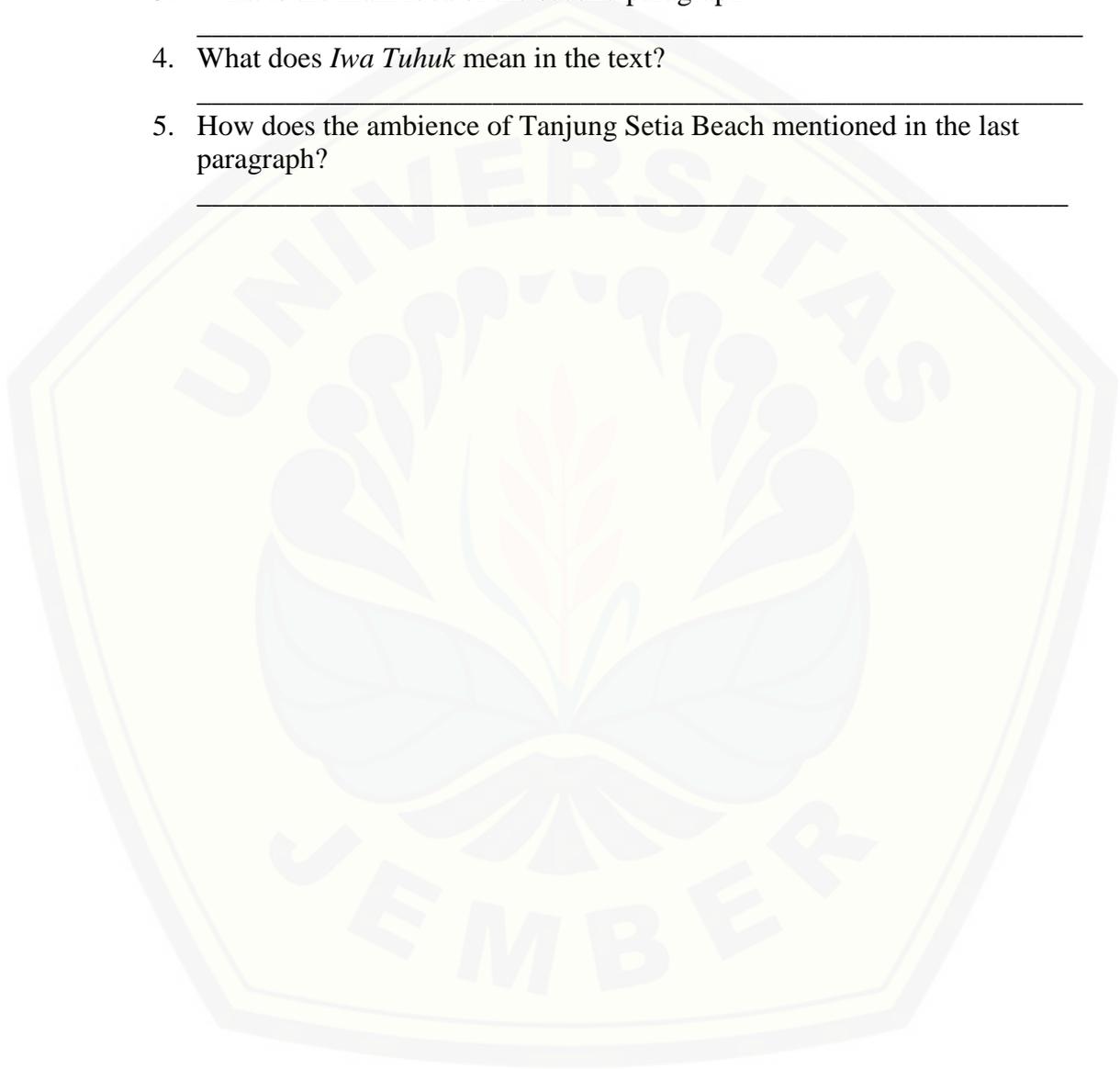
#### I. Choose the correct answer by crossing (X) a, b, c or d based on the text!

1. What does the text tells about?
  - a. West Lampung district
  - b. Tanjung Setia Beach
  - c. Lampung province
  - d. Capital city of Lampung
  
2. Where is Tanjung Setia Beach located?
  - a. It is located in the village of Tanjung Setia, Lampung.
  - b. It is located in Bandar Lampung.
  - c. It is located in the district of Tanjung.
  - d. It is located in the province of Tanjung.
  
3. It is about 273 km or about six to seven hour... (Line 2 paragraph 1)  
What does the underlined word above refer to?
  - a. Lampung village
  - b. Capital city of Lampung
  - c. District of Tanjung
  - d. Tanjung Setia Beach

4. "This beach has not been *well known* by the citizens..."  
(Line 1 paragraph 2)  
What is the closest meaning of the italic word above?
  - a. famous
  - b. unfamiliar
  - c. interest
  - d. occupy
  
5. How far is Tanjung Setia Beach from Bandar Lampung?
  - a. 237 hm
  - b. 2.73 km
  - c. 2.37 hm
  - d. 273 km
  
6. "This beach is exactly laid on the track of large Indian Ocean..." (Line 3 paragraph 2)  
What is the antonym of the underlined word above?
  - a. narrow
  - b. long
  - c. big
  - d. huge
  
7. Which paragraph tells that Tanjung Setia Beach is a hidden paradise for surfing?
  - a. paragraph 1
  - b. paragraph 2
  - c. paragraph 3
  - d. paragraph 4
  
8. When the perfect wave of Tanjung Setia Beach lasts?
  - a. usually from July to June
  - b. usually from July to August
  - c. usually from June to August
  - d. usually from August to July
  
9. Which statement is **TRUE** according to the text?
  - a. The perfect wave can reach up to six to seven meters.
  - b. Tanjung Setia Beach is located in the outside of Lampung.
  - c. The perfect wave can reach up to six to seventeen meters.
  - d. This beach is about 273 meters from Bandar Lampung.
  
10. Which statement is **FALSE** according to the text?
  - a. Some fish which are often obtained by the fisherman are blue marlin.
  - b. The Blue marlin has has weight up to 70 kilograms.
  - c. The beach area is also an ideal place for fishing.
  - d. Tanjung Setia Beach is a hidden paradise for sun bathing.

**II. Please answer the following questions based on the text you have read!**

1. Why do world surfers call the beach as a hidden paradise?  
\_\_\_\_\_
2. How does the perfect wave of this beach look like?  
\_\_\_\_\_
3. What is the main idea of the second paragraph?  
\_\_\_\_\_
4. What does *Iwa Tuhuk* mean in the text?  
\_\_\_\_\_
5. How does the ambience of Tanjung Setia Beach mentioned in the last paragraph?  
\_\_\_\_\_



**Answer Key**

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

**Key Answer**

1. Because the beach have waves which are quite perfect for surfing.
2. It usually lasts from June to August with the height about six to seven meters with 200 m length.
3. Tanjung Setia beach is a hidden paradise for world surfers.
4. Iwa Tuhuk means the blue marlin fish which is so big and the weight about 70 kg.
5. It is quite natural with white sand along the beach. Rows of palm tree also adorn this beach.

**The Distribution of the Exercise Item**

No.	Type of Comprehension	Number
1	Word Comprehension	3,4,6
2	Sentence Comprehension	2,5,8,11,12
3	Paragraph Comprehension	7,15
4	Text Comprehension	1,9,10,14
Total		15 numbers

## Appendix 8

## LESSON PLAN 2

## (Cycle 2)

School	: SMKN 5 Jember
Subject	: English
Class/Semester	: X/1
Language Skill	: Reading
Language Focus	: Descriptive text
Theme	: Tourism Place
Time Allocation	: 2 x 45 minutes

## A. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Basic Competence and Indicators

Basic Competence	Indicators
4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis sederhana tentang orang, <b>tempat wisata</b> , dan bangunan bersejarah terkenal.	4.8.1 Identifying the social function of descriptive text. 4.8.2 Identifying the generic structures of descriptive text. 4.8.3 Identifying the language features of descriptive text. 4.8.4 Reading a descriptive text by using Reciprocal Teaching Strategy 4.8.5 Doing the reading exercise

**C. Learning Objectives**

- 4.8.1 The students are able to identify the social function of descriptive text correctly.
- 4.8.2 The students are able to identify the generic structures of descriptive text correctly.
- 4.8.3 The students are able to identify the language features of descriptive text correctly.
- 4.8.4 The students are able to read a descriptive text by using Reciprocal Teaching Strategy correctly.
- 4.8.5 The students are able to do the reading exercise correctly.

**D. Learning Material**

Enclosed

**E. Teaching Learning Technique**

Method : Group work, discussion, and questions & answers  
 Technique : Reciprocal Teaching Strategy

**F. Media/Learning Source**

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, the outline of Reciprocal Teaching Strategy, Students' answer sheets.

Source :Internet  
<http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php>

**G. Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Time
<b>1</b>	<b>Set Induction Activities</b>		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Stating the learning objectives	1'
<b>2</b>	<b>Main Activities</b>		80'
	<b>Predicting</b>		
	3.7 Dividing the students into several groups (1 group consists of 4-5 students)	Making grup consists of 4-5 students	3
	3.8 Giving the example of descriptive text and asking the students to predict it	Receiving the example of a descriptive text and predicting it	10
<b>Questioning</b>			
3.9 Inviting the students to ask questions about the important	Students ask questions about the important information of a text	10	

	information of a text <b>Clarifying</b> 2.4 Guiding the students to clarify the definition, the social function and the characteristics of descriptive text and the difficult word of a text <b>Summarizing</b> 2.5 Asking the students to summarize the content of a text 2.6 Asking the students to do the reading exercise 2.7 Asking the students to submit their Work	Clarifying the definition, the social function, the characteristics of descriptive text and the difficult word of a text  Summarizing the content of a text  Doing reading exercise  Submitting their work	20  15 20 2
<b>3</b>	<b>Closing Activities</b>		5'
	2.9 Asking the students to make a conclusion about the material that they have learned	Making a conclusion about the material that they have learned.	2'
	3.0 Giving feedback to the students orally	Paying attention	2'
	3.1 Parting	Responding teacher's parting	1'

## H. The Assessment/Evaluation

A. The process of assessment will be done during the teaching learning process.

Table Observation Checklist of Students Participation

No.	Names	Indicators					Active	Passive
		1	2	3	4	5		

The indicators of students' active participation are as follows:

1. The students predict what the text is about (Predicting).
2. The students make some questions related to the important information or unclear part in the text (Questioning).
3. The students clarify the questions or unclear part in the text (Clarifying).
4. The students summarize the content of the text by using their own words. (Summarizing)
5. The students do the review process.

Notes:

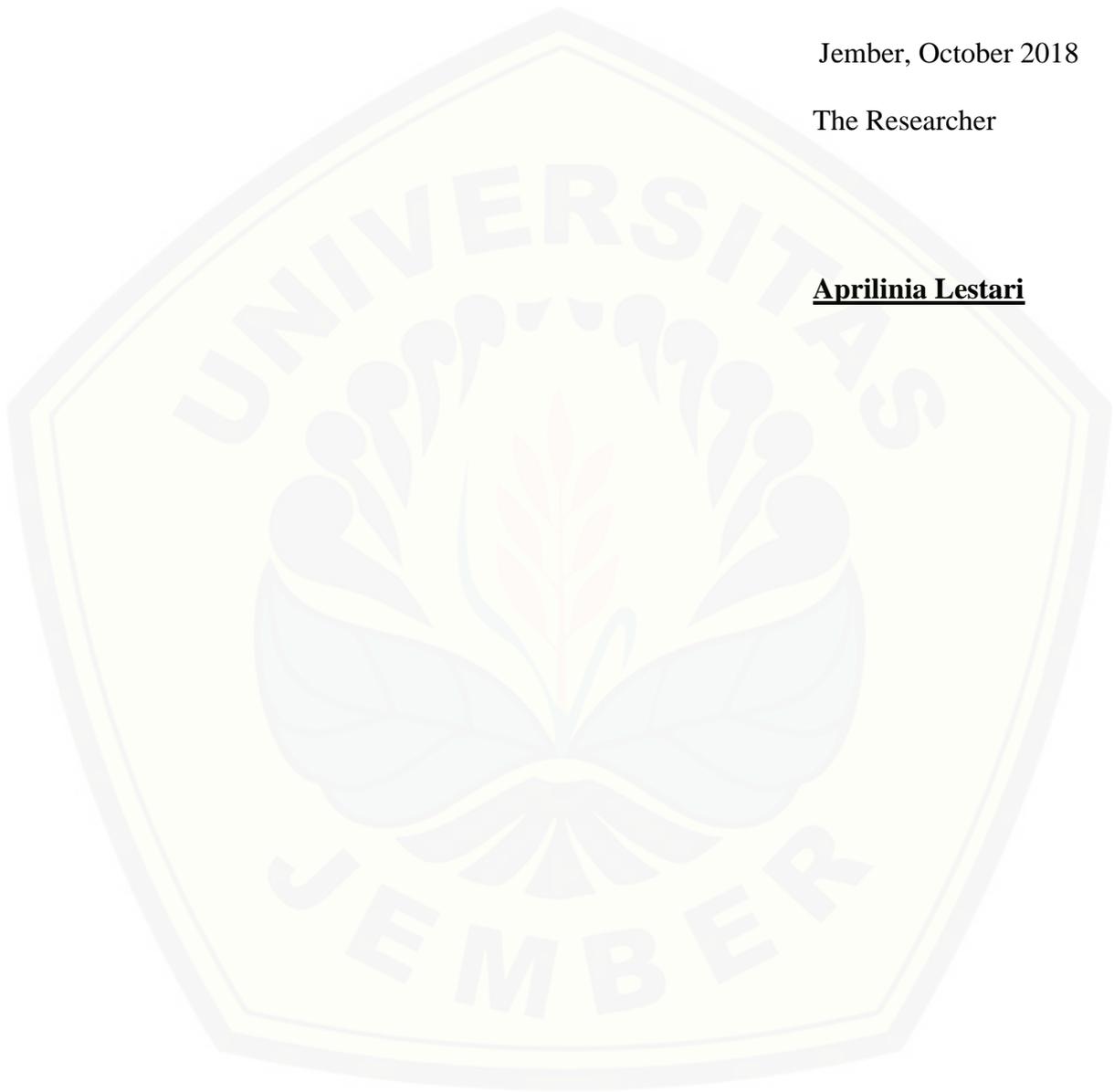
1. The students are categorized active students if they can fulfill at least three indicators.
2. The students are categorized passive students if they only fulfill less than three indicators.

B. The product assessment will be conducted after the treatment given to the students. The questions are in the form of multiple choices and open ended questions. Each of the correct answer will be scored 5 for multiple choices and 10 for open ended questions.

Jember, October 2018

The Researcher

**Aprilinia Lestari**



## Enclosure

### A. Leading question for set induction

1. What animal is it in this picture?
2. What place is it in this picture?
3. Do you know where it is?

### B. Picture



### C. Material

**Descriptive text:** is a text which says what a person or thing looks like.

**Purpose:** to describe and reveal a particular person, place, or thing.

#### Generic Structures of Descriptive Text

1. Identification : Identifying the thing that is going to be described. Usually, it is the general description of the object.
2. Description : Describing thing in the terms of characteristics, qualities and its parts, like size, colours, etc.

#### Language Features of Descriptive Text

- a. Focusing on the specific participant (*National Monument*)
- b. Using simple present tense (*The National Monument is one of the monuments built during the Soekarno era of fierce nationalism*)
- c. Using adjectives (*famous*)
- d. Using adverbs (*amazingly, popularly*).

## D. Student Activity Using Reciprocal Teaching Strategy

### National Monument

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Soekarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

*Taken from:* <https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>

## Reciprocal Teaching Strategy

### 1. Predicting

*Predict the text by guessing what the text is about from the title or scanning the text!*

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### 2. Questioning

*Ask any questions related to the text!*

- **Question:**

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- **Answer:**

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### 3. Clarifying

*Clarify any words/sentences that you do not understand from the text!*

- **Difficult words/sentences**

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- **Solutions**

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### 4. Summarizing

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### E. Exercise

Please read the text carefully!

#### Kiluan Bay

Kiluan Bay is a tourist attraction which is located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung. Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car. This is the place of migration for a bunch of mouth bottles dolphins.

This Bay has stunning natural landscape and coast. The sand beach which is spreading out there is white and soft. It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see the attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first rent a small boat or *Jukung*.

By using the small boat or *Jukung*, you will be brought into the middle of the sea where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim and even jump on the side of the coming boat as if they welcomed your coming.

Taken from: <https://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>

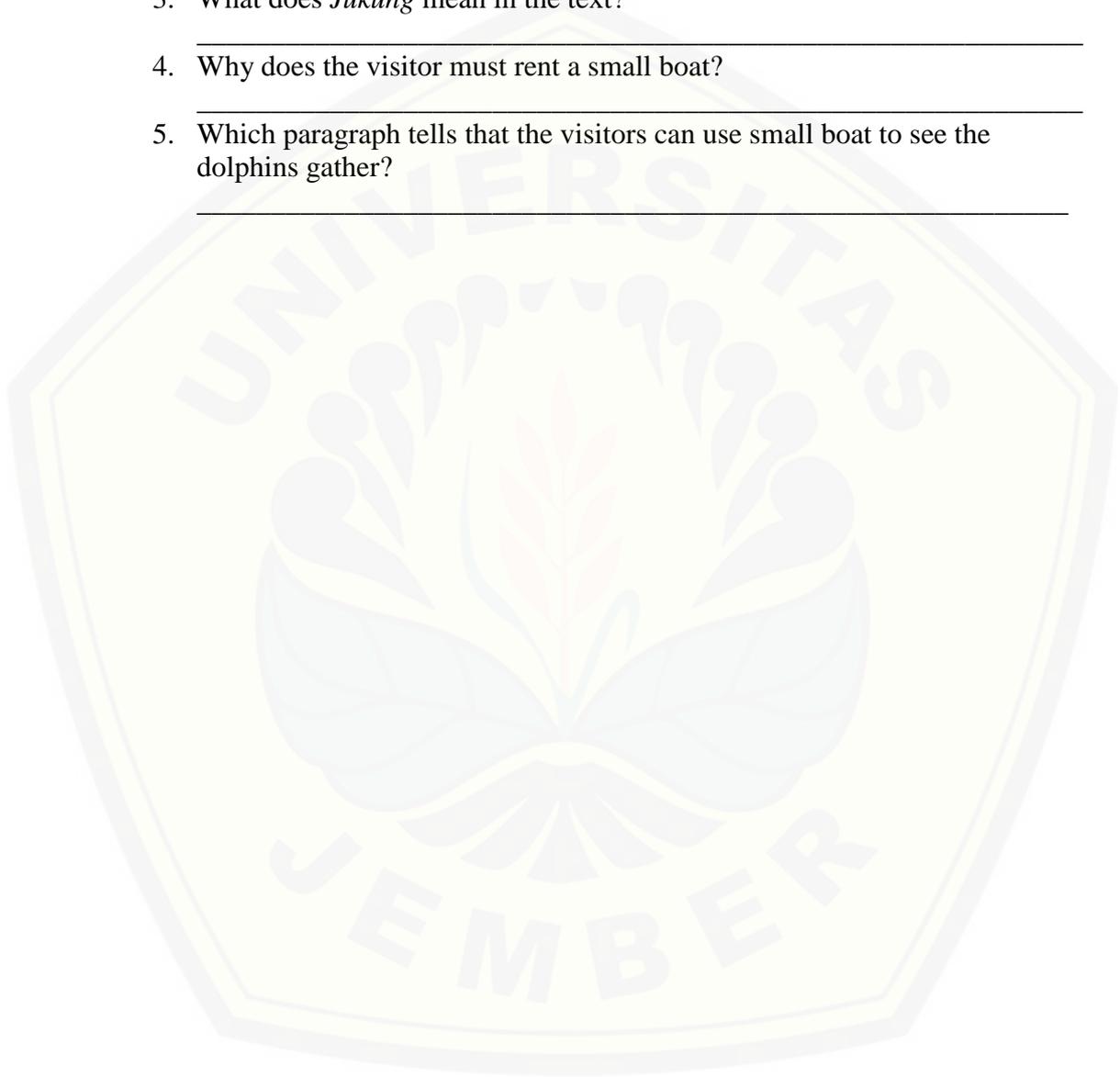
#### I. Choose the correct answer by crossing (X) a, b, c or d based on the text!

- Where is Kiluan Bay located?
  - West Lampung
  - North Lampung
  - South Lampung
  - East Lampung
- How far is Kiluan Bay from Bandar Lampung city center?
  - 80 m
  - 80 km
  - 8.0 km
  - 8.0 m
- "Kiluan Bay is a tourist *attraction* which is located in Kiluan village..."  
(Line 1 paragraph 1)  
What is the closest meaning of the italic word above?
  - unattractive
  - interest
  - worst
  - repulsion

4. Which paragraph tells that Kiluan Bay is the place of migration for dolphins?
  - a. paragraph 1
  - b. paragraph 2
  - c. paragraph 3
  - d. paragraph 4
  
5. What kind of dolphins that migrate to the Kiluan Bay?
  - a. A kind of striped dolphins
  - b. A bunch of amazon river dolphins
  - c. A kind of spinner dolphins
  - d. A bunch of mouth bottles dolphins
  
6. "It is quite harmonious with the blue color of the sea." (Line 2 paragraph 2)  
What does the underlined word above refer to?
  - a. The beach
  - b. The sea
  - c. The river
  - d. The lake
  
7. How does sand beach of Kiluan Bay looks like?
  - a. The color beach out there is green and gentle.
  - b. The sand beach which is spreading in Kiluan Bay is blue and rough.
  - c. The sand beach which is spreading out there is white and soft.
  - d. The color of beach in Kiluan Bay is white and coarse.
  
8. What does the synonym of the underlined word above?
  - a. comfortable
  - b. memorable
  - c. unforgettable
  - d. compatible
  
9. Which statement is **TRUE** according to the text?
  - a. Kiluan Bay is the place of migration for a bunch of whales.
  - b. Kiluan Bay is about 80 km from Bandar Lampung city center.
  - c. This Bay has dark sand beach.
  - d. This Bay has stunning natural and river.
  
10. Which statement is **FALSE** according to the text?
  - a. Kiluan Bay is located in South Lampung.
  - b. The attractions of dolphins can be seen around 06.00 to 10.00 in the morning.
  - c. Besides swimming and snorkeling, the visitors can see the attractions of dolphins.
  - d. The sand beach in Kiluan Bay is black and soft.

**II. Please answer the following questions based on the text you have read!**

1. When does visitor can see the attractions of dolphins?  
\_\_\_\_\_
2. What is the main idea of the second paragraph?  
\_\_\_\_\_
3. What does *Jukung* mean in the text?  
\_\_\_\_\_
4. Why does the visitor must rent a small boat?  
\_\_\_\_\_
5. Which paragraph tells that the visitors can use small boat to see the dolphins gather?  
\_\_\_\_\_



**Answer Key**

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

**Key Answer**

1. It can be seen around 06:00 to 10:00 in the morning.
2. Kiluan Bay has stunning natural landscape and coast.
3. The small boat
4. Because by using the small boat, the visitor can see the attraction of dolphins.
5. The third paragraph.

**The Distribution of the Exercise Item**

No.	Type of Comprehension	Number
1	Word Comprehension	3,6,13
2	Sentence Comprehension	1,2,5,7,11,14
3	Paragraph Comprehension	4,8,12,15
4	Text Comprehension	9,10
Total		15 numbers

**Appendix 9****POST TEST  
(READING TEST CYCLE 2)**

Subject	: English
Level/semester	: X/1
Skill	: Reading
Text type	: Descriptive text
Time	: 45 minutes

*Read the following text carefully!*

**Text 1: Question for number 1-10****Borobudur Temple**

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

*(Taken from: <http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>)*

**Choose the correct answer by crossing (X) a, b, c or d in your answer's sheet!**

1. It was built in the ninth century.... (Line 1 paragraph 1)  
What does the underlined word above refer to?
  - a. Mataram kingdom
  - b. Borobudur temple
  - c. Magelang
  - d. Sailendra dynasty
  
2. Where is Borobudur temple located?
  - a. Magetan, Central Java
  - b. Mataram, Central Java
  - c. Magelang, Central Java
  - d. Madiun, Central Java
  
3. Which paragraph tells that Borobudur temple is well-known all over the world?
  - a. paragraph 1
  - b. paragraph 2
  - c. paragraph 3
  - d. paragraph 4
  
4. How many terraces are in Borobudur temple?
  - a. eight
  - b. seven
  - c. six
  - d. five
  
5. Where is Borobudur temple constructed?
  - a. It builds on a hill 46 kilometer high
  - b. It constructs on a hill 4.6 kilogram high
  - c. It builds on a hill 0.46 meter high
  - d. It constructs on a hill 46 meter high
  
6. How do the visitors go to the top of Borobudur temple?
  - a. By passing through 48 km of stairways
  - b. Through 4.8 km of passage and stairways
  - c. By passing through 48 meters of passage
  - d. Through 4.8 meters of stairways

7. The first five terraces are square and surrounded by walls adorned with... (Line 3 paragraph 2)  
What is the closest meaning of the underlined word above?
- garnished
  - pieced
  - blended
  - adopted
8. Which statement is **TRUE** according to the text?
- The first five terraces are circle and surrounded by carpets
  - The first five terraces are rectangle and surrounded by walls
  - The first five terraces are square and surrounded by walls
  - The first five terraces are square and surrounded by carpets
9. How many spiritual spheres of universe in Buddhist cosmology?
- One
  - Two
  - Three
  - Four
10. Which paragraph tells that Borobudur Temple includes 7 wonders of the world?
- Four
  - Three
  - Two
  - One

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

**Safari Park**

Safari Park, which is largely known as “Taman Safari” by local people, is a fairly unique zoo. It is about 90 km from the capital city of Indonesia, Jakarta and 2 km from Puncak. It is precisely located in Cisarua, Bogor, West Java.

This zoo is similar to a park which is located in Kenya, Africa. Even though it isn't as large as Kenya Safari Park, just about 100 acres, but it still gives much enjoyment to the visitors. In most conventional zoos, the animals are put in cage, while Safari Park has the visitors in “cage”. They aren't allowed to get off their vehicles because animals wander freely. Visitors who do not have car may use the exploring buses that has been provided by the park management.

The animals actually don't wander freely to all over the zoo area, but they are just grouped into several different blocks. The first block is used for the wild carnivorous animals such as tigers and lions. The second block is used for big herbivorous animals such as elephants, rhinoceros, hippopotamuses, zebras, and

giraffes. The third block is inhabited by primates like orang utans and gorillas. There are also many kinds of sheep and deer in it. There are bears, ostriches, and llamas in the last block. Each animal roams freely inside their own blocks.

The rest blocks are like in the conventional zoo that the animals are in cage, such as rare species of Indian white tigers, several kinds of monkeys, birds, and crocodiles. There are also some tame animals such as monkeys, bears, and baby tigers. The visitor can take pictures together with those animals. This park also provides a playground. In this area, visitors are able to enjoy a circus show and buy some stuff from souvenir shop as memento. They are also able to enjoy wonderful small waterfall. Safari Park is not only a recreational park but also a research park. It has succeeded in conserving some species especially the rare ones, such as white tigers, giraffes, and hippopotamuses. It is one of the most valuable national assets.

11. *It* is about 90 km from the capital city of Indonesia... (Line 2 paragraph 1)  
What does the italic word above refer to?
  - a. Jakarta
  - b. Puncak
  - c. Safari Park
  - d. Bogor
12. Where is Safari park located?
  - a. Cisarua, Bogor
  - b. Jakarta
  - c. Bekasi
  - d. Cileungsi, Bogor
13. They aren't allowed to get off their vehicles... (Line 4 paragraph 2)  
What does the underlined word above refer to?
  - a. Safari Park
  - b. Animals
  - c. Cage
  - d. Visitors
14. What is the main idea of the first paragraph?
  - a. Safari park is a largest zoo in the world
  - b. Safari park is a unique zoo
  - c. It is a biggest zoo in Cisarua, Bogor
  - d. It is a widest zoo in Jakarta
15. Which statement is **NOT TRUE** according to the text?
  - a. Safari park has the area about 100 meters.
  - b. Safari park is similar to a park which is located in Kenya, Africa.
  - c. In Safari park, the visitors are put in the vehicles.
  - d. Visitors who do not have car may use the exploring buses.

16. "...but they are just grouped into several different blocks." (Line 1 paragraph 3)  
What does the underlined word above refer to?
- visitors
  - zoos
  - animals
  - buses
17. Which paragraph tells that animals are grouped into several different blocks?
- Four
  - Three
  - Two
  - One
18. "*It* has succeeded in conserving some species..." (Line 7 paragraph 4)  
What does the italic word above refer to?
- Safari park
  - Animals
  - Visitors
  - People
19. What is the main idea of the third paragraph?
- The animals are grouped into several different blocks.
  - The visitors are put together into several blocks.
  - The animals are moved into another place.
  - The visitors are guided into some places.
20. What does the last paragraph tell us about?
- Safari Park is not only a recreational park but also a research park.
  - Safari Park is the biggest park in the world.
  - Safari Park is one of the beautiful park in Bogor.
  - Safari Park is the most attractive park in the world.

**Answer Key**

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

**The Distribution of the Test Item**

No.	Type of Comprehension	Number
1	Word Comprehension	1,7,11,13,16,18
2	Sentence Comprehension	2,4,5,6,9,12
3	Paragraph Comprehension	3,10,14,17,19,20
4	Text Comprehension	8,15
Total		20 numbers

## Appendix 10

## THE RESULT OF THE STUDENTS' PARTICIPATION

## The Result of Observation in Cycle 1

No.	Name of the student	Meeting 1							
		Indicators					Total	Category	
		1	2	3	4	5		Active	Passive
1	AAS	✓	✓	✓	✓	✓	5	Active	
2	ADS	✓		✓		✓	3	Active	
3	BBP	✓	✓	✓		✓	4	Active	
4	DWH	✓				✓	2		Passive
5	DZN	✓		✓		✓	3	Active	
6	DAIN			✓	✓	✓	3	Active	
7	EMH		✓	✓		✓	3	Active	
8	EVFK	✓	✓	✓	✓	✓	5	Active	
9	FATES	✓			✓		2		Passive
10	GDNW	✓	✓		✓		3	Active	
11	GRF	✓		✓	✓	✓	4	Active	
12	HBS	✓	✓	✓		✓	4	Active	
13	HM	✓			✓	✓	3	Active	
14	HAK	✓	✓				2	Active	Passive
15	HH		✓	✓	✓		3	Active	
16	LAS	✓	✓		✓		3	Active	
17	MAA	✓		✓	✓	✓	4	Active	
18	MPNP	✓	✓	✓		✓	4	Active	
19	MRIP	✓		✓		✓	3	Active	
20	NA	✓			✓	✓	3	Active	

21	OPA	✓				✓	2		Passive
22	RODR	✓		✓	✓	✓	4	Active	
23	RFS		✓	✓	✓	✓	4	Active	
24	RP	✓	✓				2		Passive
25	RR			✓	✓	✓	3	Active	
26	RM	✓			✓	✓	3	Active	
27	SEA	✓	✓				2		Passive
28	SAR	✓		✓		✓	3	Active	
29	SA	✓	✓	✓	✓	✓	5	Active	
30	SUHP	✓	✓		✓		3	Active	
31	WDPR	✓	✓		✓	✓	4	Active	
32	WRM	✓		✓	✓	✓	4	Active	
33	WP	✓	✓				2		Passive
34	YRD	✓	✓	✓		✓	3	Active	
35	YNH	✓		✓			2		Passive
	<b>Total</b>							27	8

No.	Name of the student	Meeting 2							
		Indicators					Total	Category	
		1	2	3	4	5		Active	Passive
1	AAS	✓		✓	✓	✓	4	Active	
2	ADS	✓	✓		✓		3	Active	
3	BBP	✓	✓	✓	✓	✓	5	Active	
4	DWH	✓	✓		✓	✓	4	Active	
5	DZN		✓	✓		✓	3	Active	
6	DAIN			✓	✓	✓	3	Active	

7	EMH	✓	✓	✓	✓	✓	5	Active	
8	EVFK	✓	✓	✓	✓	✓	5	Active	
9	FATES		✓	✓			2		Passive
10	GDNW	✓		✓	✓	✓	4	Active	
11	GRF	✓	✓	✓	✓	✓	5	Active	
12	HBS	✓				✓	2		Passive
13	HM	✓		✓	✓	✓	4	Active	
14	HAK	✓	✓			✓	3	Active	
15	HH		✓	✓	✓	✓	4	Active	
16	LAS	✓	✓		✓		3	Active	
17	MAA	✓	✓				2		Passive
18	MPNP	✓	✓	✓		✓	4	Active	
19	MRIP	✓	✓	✓	✓	✓	5	Active	
20	NA		✓	✓		✓	3	Active	
21	OPA		✓		✓		2		Passive
22	RODR	✓		✓		✓	3	Active	
23	RFS	✓	✓	✓	✓	✓	5	Active	
24	RP	✓	✓			✓	3	Active	
25	RR		✓			✓	2		Passive
26	RM	✓	✓	✓	✓	✓	5	Active	
27	SEA	✓	✓				2		Passive
28	SAR	✓		✓		✓	3	Active	
29	SA	✓	✓	✓	✓	✓	5	Active	
30	SUHP	✓	✓	✓			3	Active	
31	WDPR	✓		✓	✓	✓	4	Active	
32	WRM	✓	✓	✓	✓	✓	5	Active	

33	WP	✓				✓	2		Passive
34	YRD	✓		✓		✓	3	Active	
35	YNH	✓	✓	✓	✓	✓	5	Active	
<b>Total</b>								28	7

### The Result of Observation in Cycle 2

No.	Name of the student	Meeting 1							
		Indicators					Total	Category	
		1	2	3	4	5		Active	Passive
1	AAS	✓		✓	✓	✓	4	Active	
2	ADS		✓	✓	✓	✓	4	Active	
3	BBP		✓	✓		✓	3	Active	
4	DWH	✓	✓	✓		✓	4	Active	
5	DZN		✓	✓	✓		3	Active	
6	DAIN			✓	✓	✓	3	Active	
7	EMH	✓	✓	✓	✓	✓	5	Active	
8	EVFK	✓		✓	✓	✓	4	Active	
9	FATES	✓	✓				2		Passive
10	GDNW	✓	✓	✓			3	Active	
11	GRF	✓		✓	✓	✓	4	Active	
12	HBS			✓	✓	✓	3	Active	
13	HM	✓		✓			2		Passive
14	HAK	✓	✓	✓	✓	✓	5	Active	
15	HH		✓	✓	✓	✓	4	Active	
16	LAS	✓				✓	2	Active	Passive
17	MAA	✓		✓			2		Passive

18	MPNP	✓		✓	✓	✓	4	Active	
19	MRIP	✓		✓		✓	3	Active	
20	NA			✓	✓	✓	3	Active	
21	OPA	✓	✓				2		Passive
22	RODR			✓	✓	✓	3	Active	
23	RFS		✓	✓	✓	✓	4	Active	
24	RP	✓	✓	✓	✓	✓	5	Active	
25	RR	✓		✓			2		Passive
26	RM	✓		✓		✓	3	Active	
27	SEA	✓	✓				2		Passive
28	SAR	✓		✓		✓	3	Active	
29	SA	✓			✓	✓	3	Active	
30	SUHP	✓	✓	✓	✓		4	Active	
31	WDPR	✓		✓	✓	✓	4	Active	
32	WRM	✓	✓	✓	✓	✓	5	Active	
33	WP	✓		✓		✓	3	Active	
34	YRD		✓	✓		✓	3	Active	
35	YNH			✓	✓	✓	3	Active	
	<b>Total</b>							28	7

No.	Name of the student	Meeting 2							
		Indicators					Total	Category	
		1	2	3	4	5		Active	Passive
1	AAS	✓	✓	✓	✓	✓	5	Active	
2	ADS		✓		✓	✓	3	Active	
3	BBP	✓	✓	✓		✓	4	Active	

4	DWH	✓	✓			✓	3	Active	
5	DZN		✓	✓		✓	3	Active	
6	DAIN			✓	✓	✓	3	Active	
7	EMH	✓	✓	✓		✓	4	Active	
8	EVFK	✓	✓	✓	✓	✓	5	Active	
9	FATES		✓			✓	2		Passive
10	GDNW	✓		✓	✓	✓	4	Active	
11	GRF	✓	✓	✓	✓	✓	5	Active	
12	HBS	✓			✓	✓	3	Active	
13	HM	✓		✓	✓	✓	4	Active	
14	HAK	✓		✓		✓	3	Active	
15	HH		✓	✓	✓	✓	4	Active	
16	LAS	✓				✓	2		Passive
17	MAA			✓	✓	✓	3	Active	
18	MPNP		✓			✓	2		Passive
19	MRIP	✓		✓	✓	✓	4	Active	
20	NA		✓	✓	✓	✓	4	Active	
21	OPA				✓	✓	2		Passive
22	RODR			✓	✓	✓	3	Active	
23	RFS		✓	✓	✓	✓	4	Active	
24	RP	✓	✓	✓		✓	4	Active	
25	RR			✓		✓			Passive
26	RM	✓		✓	✓	✓	4	Active	
27	SEA	✓				✓	2		Passive
28	SAR	✓	✓	✓	✓	✓	5	Active	
29	SA			✓	✓	✓	3	Active	

30	SUHP	✓	✓	✓			3	Active		
31	WDPR	✓		✓	✓	✓	4	Active		
32	WRM	✓	✓	✓	✓	✓	5	Active		
33	WP	✓	✓	✓		✓	4	Active		
34	YRD	✓		✓		✓	3	Active		
35	YNH			✓	✓	✓	3	Active		
		<b>Total</b>						29		6



**Appendix 11****THE RESULT OF STUDENTS' READING COMPREHENSION TEST****Cycle 1**

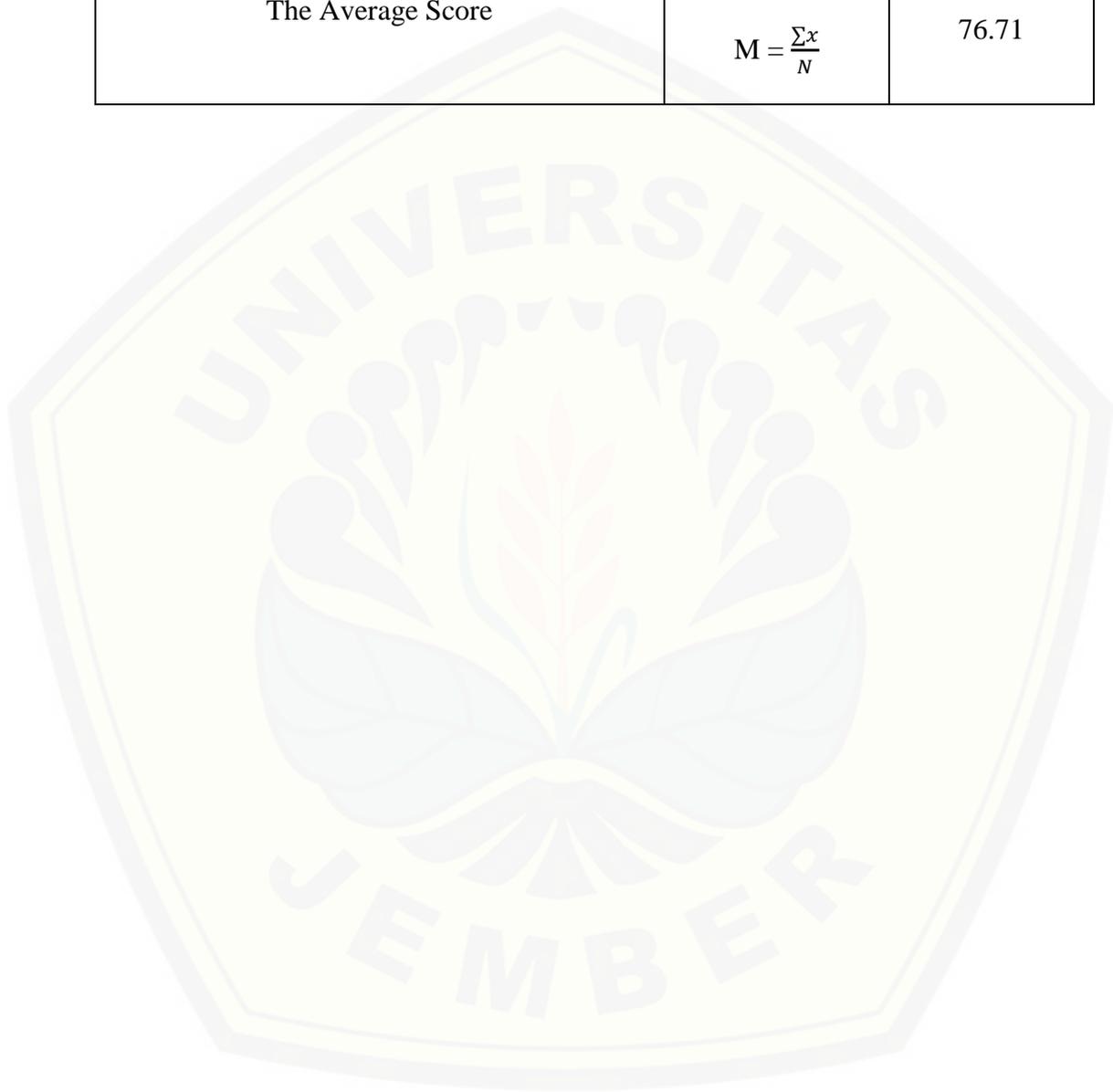
<b>No.</b>	<b>Students' Name</b>	<b>KKM</b>	<b>Score</b>
1	AAS	75	85
2	ADS	75	75
3	BBP	75	80
4	DWH	75	70
5	DZN	75	75
6	DAIN	75	80
7	EMH	75	75
8	EVFK	75	80
9	FATES	75	70
10	GDNW	75	75
11	GRF	75	75
12	HBS	75	80
13	HM	75	75
14	HAK	75	70
15	HH	75	75
16	LAS	75	70
17	MAA	75	75
18	MPNP	75	70
19	MRIP	75	75
20	NA	75	75
21	OPA	75	70
22	RUDR	75	80
23	RFS	75	80
24	RP	75	70
25	RR	75	75
26	RM	75	75
27	SEA	75	70
28	SAR	75	75
29	SA	75	85
30	SUHP	75	75
31	WDPR	75	80
32	WRM	75	80
33	WP	75	75
34	YRD	75	80

35	YNH	75	75
The Average Score		$M = \frac{\sum x}{N}$	75.57

## Cycle 2

No.	Students' Name	KKM	Score
1	AAS	75	85
2	ADS	75	75
3	BBP	75	85
4	DWH	75	80
5	DZN	75	75
6	DAIN	75	75
7	EMH	75	80
8	EVFK	75	85
9	FATES	75	75
10	GDNW	75	75
11	GRF	75	80
12	HBS	75	70
13	HM	75	85
14	HAK	75	75
15	HH	75	80
16	LAS	75	75
17	MAA	75	70
18	MPNP	75	75
19	MRIP	75	80
20	NA	75	75
21	OPA	75	70
22	RUDR	75	75
23	RFS	75	80
24	RP	75	75
25	RR	75	70
26	RM	75	85
27	SEA	75	70
28	SAR	75	75
29	SA	75	80
30	SUHP	75	75
31	WDPR	75	75

32	WRM	75	85
33	WP	75	70
34	YRD	75	75
35	YNH	75	70
The Average Score		$M = \frac{\sum x}{N}$	76.71



## Appendix 12

## THE SAMPLES OF THE STUDENTS' WORKSHEET IN CYCLE 1

Group	: 1
Members	: 1. Salsa Elga A. (27)      3. Husnul Hekmah (15) 2. Yulia Rarita D. (34)    4. Yunita Nurhasanah (35)

**Reciprocal Teaching Strategy**

**1. Predicting**  
*Predict the text by guessing what the text to be going about!*  
 I think that the text will be about Tanjung Puting National Park.

---



---

**2. Questioning**  
*Ask any questions related to the text!*

- **Question:**
  - ▶ What is inside the Tanjung Puting National Park?
  - ▶ Where is the Tanjung Puting National Park?

---



---

- **Answer:**
  - ▶ Tanjung Puting National Park is a home for the orang utans and proboscis monkey.
  - ▶ The place of Tanjung Puting National Park is in the southwest of Central Kalimantan peninsula.

---



---

**3. Clarifying**  
*Clarify any words that you do not understand from the text!*  
 to reach : untuk mencapai  
 on your way : jalan mu.  
 clear sky : langit yang bersih.

---



---

**4. Summarizing**  
 Tanjung Puting National Park in the Central Kalimantan peninsula. This is the one of the internationally famous eco tourism destinations which is home to the most incredible animals in the world: orang utans and proboscis monkeys.  
 To see orang utans we should go to Camp Leaky. This is a rehabilitation place for exaptive orang utans & also a preservation site.

Group : 3  
 Members : Moh. Pradya Nanda, Hairawan Bayu S.  
 Arun Dharma S., Excel Vayo F.K.  
 Oktavia Putra P

### Reciprocal Teaching Strategy

#### 1. Predicting

*Predict the text by guessing what the text to be going about!*

we think this text will be about Tanjung Puting National Park

#### 2. Questioning

*Ask any questions related to the text!*

##### • Question:

1. What kind of the text?
2. Where is Tanjung Puting National Park?

##### • Answer:

1. Tanjung Puting National Park.
2. in the southwest of Central Kalimantan Peninsula.

#### 3. Clarifying

*Clarify any words that you do not understand from the text!*

proboscis monkey, enormous, along, prominent buildings,  
 camp teak, captive preservation, established, sekonyer,  
 river, daylight.

#### 4. Summarizing

Tanjung Puting National is a tourist spot that offers the impression that we are in the ~~for~~ jungle

## Appendix 13

## THE SAMPLES OF THE STUDENTS' WORKSHEET IN CYCLE 2

Group	: 1
Members	: - Salsa Elga A. - Husnul Hotimah. - Yulia Rosita D. - Yunita Nur H.

**Reciprocal Teaching Strategy**

**1. Predicting**  
*Predict the text by guessing what the text is going to be about!*  
 I predict the text will be about Bengawan Solo.

---

**2. Questioning**  
*Ask any questions related to the text!*

• **Question:**

1. Where is the location of Bengawan Solo?
2. What is the function of Bengawan Solo?

---

• **Answer:**

1. Bengawan Solo flows along the eastern edge of the town from its source in the limestone hills of the south, near East Java border to its mouth nearby Surabaya, on the Java Sea.
2. The function of Bengawan Solo is for reservoir, dam, dike, irrigation, rest, and others.

---

**3. Clarifying**  
*Clarify any words that you do not understand from the text!*

- navigable : navigasi = di navigasikan
- limestone : dataran = batu gamping
- discharge : lepasan = melepaskan

---

**4. Summarizing**  
 Bengawan Solo is the longest river in Java. The length is 600 km, flowing in 2 provinces which are Central Java Province and East Java Province with the irrigation width 16.000 km<sup>2</sup>, was the biggest and the main river basin area. This was marked by the completed of Irrigation building.

Group : 3  
 Members :  
 -> Ariel Anggoro S. (01) • Lidia Artika S (16)  
 -> Dhea Z. N (05) • Siti Azzah (29)  
 -> Febriananda T.E.-S(09) • Setyo A.R (28)

### Reciprocal Teaching Strategy

#### 1. Predicting

Predict the text by guessing what the text is going to be about!

We predict that the text will be about Bengawan Solo.

#### 2. Questioning

Ask any questions related to the text!

##### • Question:

-> How long is the river?  
 -> Who is the creator of the song Bengawan Solo

##### • Answer:

-> The length is 60 km  
 -> Mr. Besang

#### 3. Clarifying

Clarify any words that you do not understand from the text!

Discharge : berhenti  
 Slope : lereng  
 range : jatak

#### 4. Summarizing

Bengawan solo is the longest river in Java.  
 Solo is reservoir, reservoir, dam, dike, irrigation net, and others

## Appendix 14

## THE LETTER OF RESEARCH PERMISSION



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

---

Nomor : 6590 / UN25.1.5 / LT / 2018 27 SEP 2018  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMKN 5 Jember  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Aprilinia Lestari  
NIM : 140210401012  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing Students' Reading Comprehension Achievement by Using Reciprocal Teaching Strategy". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

  
Prof. Dr. Suratno, M.Si.  
NIP. 19670625 199203 1 003

## Appendix 15

**THE STATEMENT LETTER OF ACCOMPLISHING THE RESEARCH  
FROM SMKN 5 JEMBER**

 <p><b>PEMERINTAH PROVINSI JAWA TIMUR</b> <b>DINAS PENDIDIKAN</b> <b>SEKOLAH MENENGAH KEJURUAN NEGERI 5 JEMBER</b> Jl. Brawijaya 55 ☎ (0331) 487535, ✉ (0331) 422695 Jember e-mail : <a href="mailto:smk5jember@yahoo.co.id">smk5jember@yahoo.co.id</a> website : <a href="http://www.smkn5jember.sch.id">http://www.smkn5jember.sch.id</a> <b>JEMBER</b> 68151</p>	
<p><u>SURAT KETERANGAN</u> Nomor : 421.4/0707/101.6.5.23/2018</p>	
Yang bertanda tangan dibawah ini :	
Nama	: Sofyan Hadi Purwanto, SE, MT
NIP	: 19700317 199303 1 008
Pangkat/Golongan	: Pembina, IV/a
Jabatan	: Kepala Sekolah
Instansi	: SMK Negeri 5 Jember
Dengan ini menerangkan bahwa:	
Nama	: <b>Aprilinia Lestari</b>
NIM	: 140210401012
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: FKIP
Perguruan Tinggi	: Universitas Jember
<p>Telah selesai melaksanakan penelitian guna penyusunan skripsi dengan judul "ENHENCING STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING RECIPROCAL TEACHING STRATEGY" pada tanggal 9 S/D 25 Oktober 2018 di SMK Negeri 5 Jember. Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.</p>	
<p>Jember, 13 November 2018 Kepala Sekolah,</p>  <p><b>Sofyan Hadi Purwanto, SE, MT</b> 00317 199303 1 008</p>	