



**AN ANALYSIS ON TEACHER'S RECIPROCAL STRATEGY
IN TEACHING READING COMPREHENSION**

THESIS

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

2019



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
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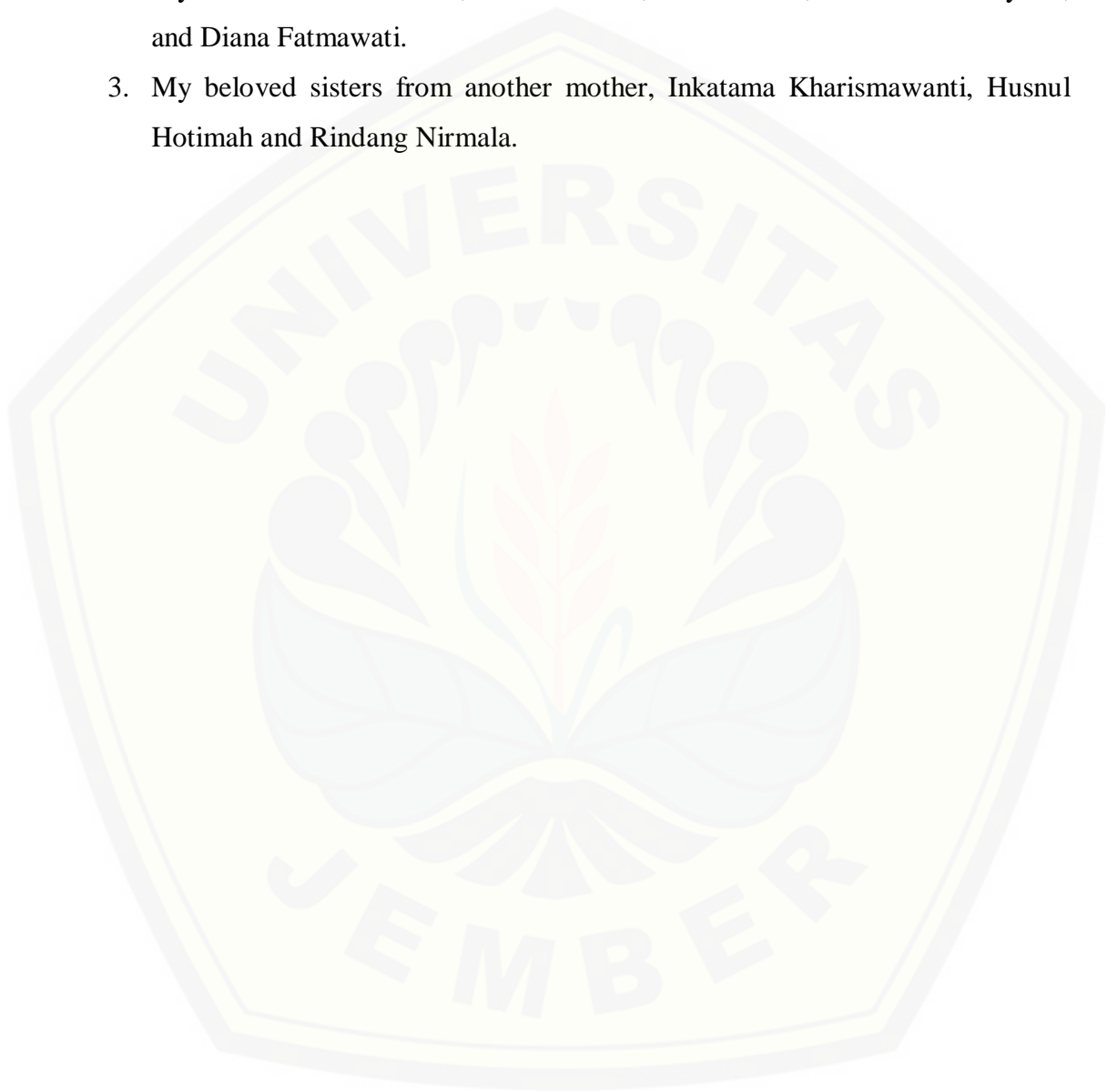
**ENGLISH EDUCATION STUDY PROGRAM
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JEMBER UNIVERSITY**

2019

DEDICATION

The thesis is dedicated to:

1. My beloved parents, Kaswadi and Misyati.
2. My beloved cousin sisters, Elmi Mufidah, Hana Afifah, Dinda Dwi Karyono, and Diana Fatmawati.
3. My beloved sisters from another mother, Inkatama Kharismawanti, Husnul Hotimah and Rindang Nirmala.



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I certify that this thesis is an original and authentic piece of work by myself. Hence, all the materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures, and guidelines of thesis writing from the university and the faculty has been followed.

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CONSULTANTS' APPROVAL

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

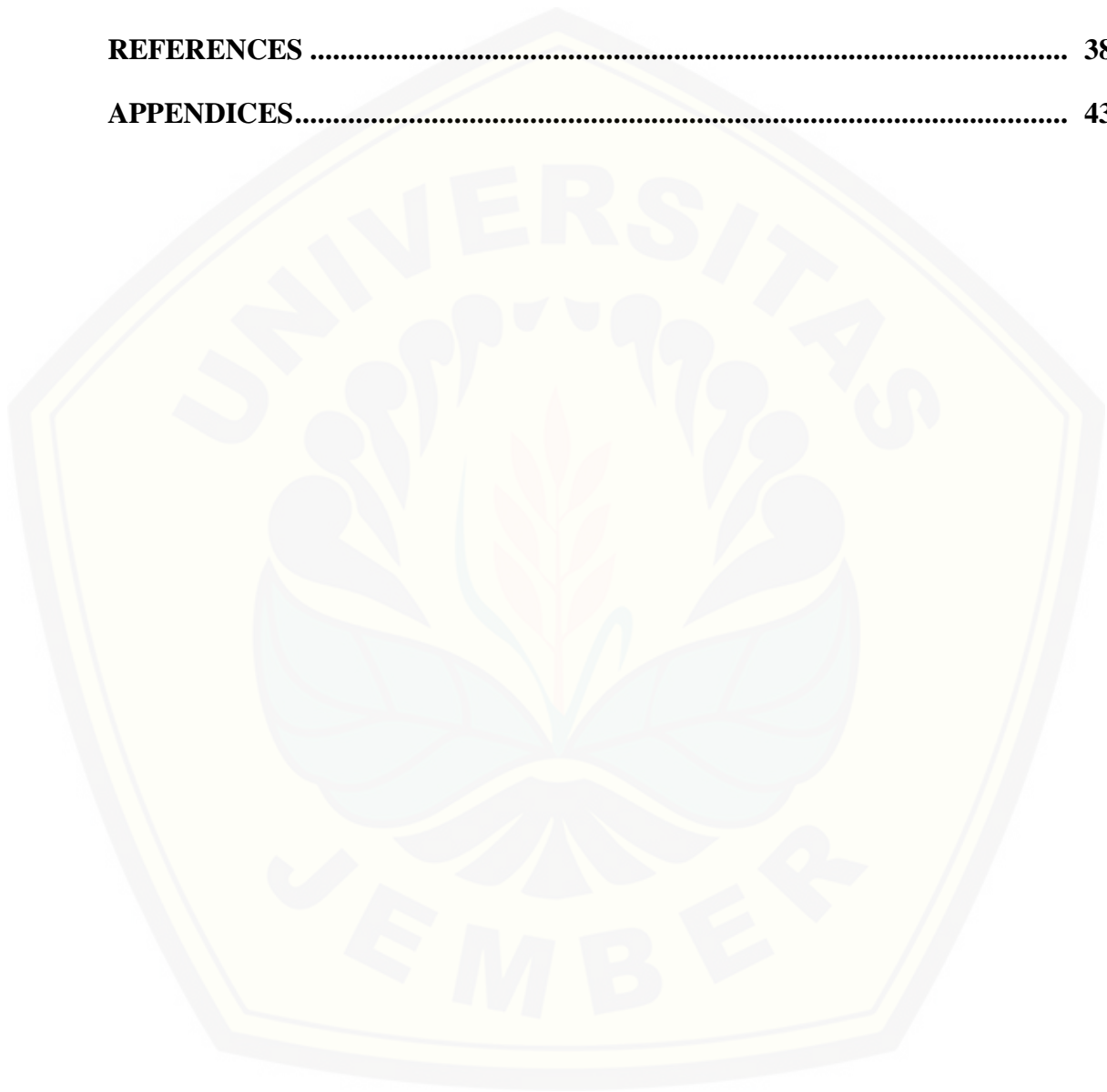
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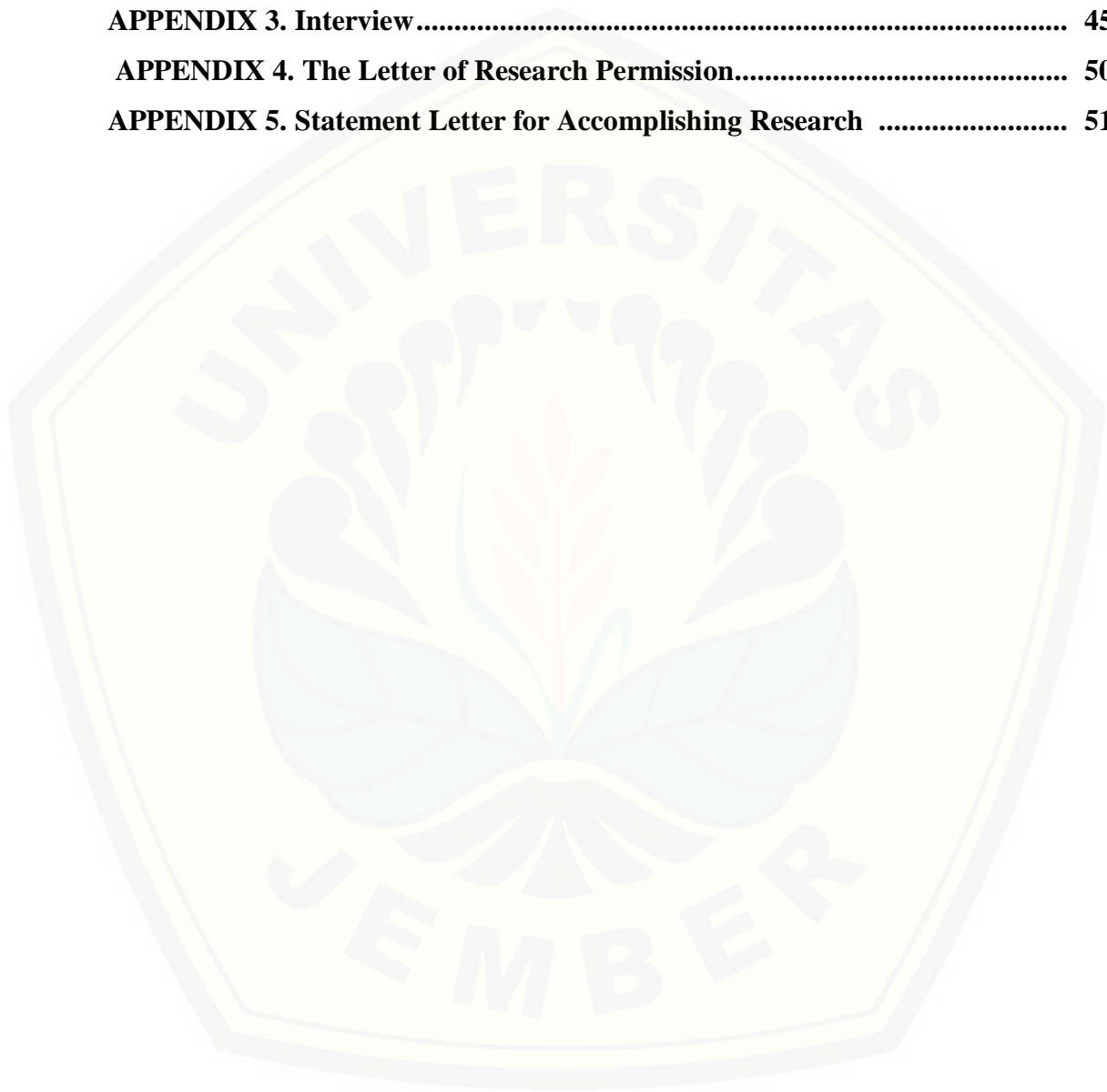
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SUMMARY

An Analysis on Teacher's Reciprocal Strategy in Teaching Reading Comprehension; Citrawati; 150210401023; 47 pages; English Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This study analyzed teacher's reciprocal strategy in teaching reading comprehension. This study was conducted to give contribution to the English teachers in implementing reciprocal strategy in teaching reading comprehension. In addition it can also be used as references for the next researchers in conducting the same study.

The aim of this study is to know how the English teacher in SMPN 3 Rogojampi implements the reciprocal strategies in teaching reading comprehension. This study analyzed teacher's reciprocal strategy by using observation checklist provided by Palinscar & Brown (1984) which covered modeling and guiding students in applying strategies, dividing students into some groups, allocating a role to each student i.e. summarizer, questioner, clarifier and predictor, assigning the text and monitoring the students while applying strategy. In addition, this research also applied interview to make sure that the data is valid. The analysis was done through several steps adapted from the four stages of qualitative research (Ary, et.al, 2010), i.e Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation.

The finding shows that the English teacher in SMPN 3 Rogojampi implemented the reciprocal teaching strategy in line with the Palinscar & Brown (1984)'s theory. The teacher only skipped two steps of the six steps stated on the observation checklist. However, one of those steps that is ask students to rotate role skipped was not a problem, because this step depends on the length of the text and the text given did not fit to follow this step. It can be said that the teacher only missed one step from 6 steps on the observation checklist. The teacher did not use any modeling in starting the reciprocal teaching strategy in which it is necessary to the teacher to use modeling to make students have motivation in doing their task, help students to focus in achieving goal, and reduce students' frustration while doing the task.

CHAPTER 1 INTRODUCTION

This chapter presents some aspects dealing with the topic of the research. It covers background of the research, the problem of the research, the research question, the objective of the research and the significance of the research.

1.1 Research Background

Reading plays a significant role in students' academic life, because every activity in the classroom always has relationship with reading. According to Maxom (2009) reading has considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing. It means that reading affects the other skills of learning process. Therefore, when the students' reading skill is poor they are very likely to have difficulty in making progress or they will fail in their study.

Based on National of Educational Progress in reading it was revealed that 37% of the fourth graders and 26% of the eighth graders could not read at the basic level. This situation is worse than minorities with NAEP statistics indicating that over half cannot read at the basic level. These statistics indicate that most of adolescent students in the U.S. do not understand what they read (McNamara, O'Reilly, Best, & Ozuru, cited in Johnson & Zabrucky, 2011). It, thus, shows that reading is a hard skill. It is more than just a visual task. The students need to be able to understand and comprehend the text. They have to identify the symbols and main point of the text and also interpret what they read. Therefore, students need their background knowledge and combine it with experience.

The role of teacher is also needed to help students in learning reading. According to Harmer (2008) teacher has roles as a controller, organizer, assessor, prompter, participant, recourse, tutor and observer. A teacher must also facilitate students to learn reading to help them engaged with the text they read in a meaningful way. In this case, teachers have to be aware of comprehension strategies and select the strategies that make most sense on them. Then, they have to explain the strategies to their students, show them how to use them, and help

the students apply the strategies as part of in-school practice (Pressley cited in Barry, 2002).

Based on the preliminary study conducted by interviewing the English teacher of the eighth-grade students in SMP Negeri 3 Rogojampi, on January 15th, 2019 the writer found out that the teacher at this school used cooperative learning. The teacher explained that he divided students into some groups consist of four students and each students would have different role i.e. predictor, questioner, clarifier, and summarizer, in which that is a reciprocal teaching strategy. According to the teacher he used this strategy in order to make the students participate in class by giving a chance to the students to contribute a lot to share their knowledge in the learning process, so the teaching and learning process worked well. The teacher stated that he often used reciprocal teaching strategy in class VIII D because he found out some problems such as difficulty to get the information from the text, and the students did not show their enthusiasm during reading activity. The teacher added that reciprocal strategy can help students to have a better understanding of reading. It also helps them not to be passive during the learning process. Therefore, the writer conducted this research to know further about how the English teacher applied the strategy especially reciprocal strategy in teaching reading.

It is in line with the previous research conducted by Cakici (2016) who showed that the teachers generally believe the necessity of reading strategies and they prefer using reading strategies in almost all stages. In addition, Sattar & Salehi (2014) reported that teaching reading strategies i.e. Comprehension monitoring, Cooperative learning, Graphic organizer, Question answering, Question generation, Summarization, Multiple strategy instruction, Activating background knowledge, Vocabulary comprehension, and Psycholinguistic strategy can improve reading comprehension and those strategies were effective in helping the student to comprehend the text in reading. Meanwhile, Law (2007) reported that cooperative learning strategy affects students to be more motivated and performed better in reading comprehension as they have positive cooperative behavior and attitudes in which students' positive cooperative behavior and

attitudes were related to their motivation and reading comprehension. Stevens, et.al (2016) affirmed that cooperative learning with instructional treatment performed significantly better in identifying main ideas of the passage. McManus & Gettinger (2016) reported the result of evaluations of cooperative learning which showed that cooperative learning is applied in the classrooms almost every day, with many positive academic, social, and attitude outcomes. Students' interaction is also found out during the learning process and behaviors such as listening to another student or watching a student demonstrate how to complete a task occurred most frequently during group activities.

Meanwhile, Tarchi and Pinto (2016) stated that reciprocal teaching is one of the most successfully implemented cooperative learning practices. He added that reciprocal teaching is context independent and able to create interaction-rich and diverse environment. Pilten (2016) confirmed that although there were not any statistically significant differences between experiment and control group in quantitative data but in qualitative data, most of the students in the experiment groups thought that the strategy is more effective than comprehension activities they encountered in their past experiences. They believed it was easier due to peer support, constant guidance and extra time provided for comprehension; effective because it enables better and quicker comprehension and motivates students; and fun because it allows the students to move around during the activities and teacher also provides positive contributions.

From the researches above, it is known that there was still little research on reciprocal strategy. Most of them did a research which was only focused on the general concept that was cooperative learning. Meanwhile, the researcher wanted to conduct a research on a more specific cooperative learning that was reciprocal strategy. The researcher was attracted to conduct a research about how the English teacher implemented reciprocal strategy in teaching reading.

1.2 Research Problem

Based on the background of the study above, the problem was formulated to answer a research question: “How does the English teacher implement the reciprocal strategies in teaching reading comprehension?”

1.3 Research Objectives

The study has a purpose to analyze how the English teacher implements the reciprocal teaching strategy in teaching reading.

1.4 Research Contribution

1. Practically, it is expected to be useful contribution for the teachers in implementing reciprocal teaching strategy in teaching reading comprehension.
2. Empirically, the next researchers can use this study as their references in conducting studies related reciprocal strategy in teaching reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents three main points that are theoretical framework, conceptual framework, and previous study.

2.1 Theoretical Framework

2.1.1 Reading Comprehension

Reading is how individual makes meaning through interactions with texts (Frankel et.al, 2016). It means that the readers integrate the words they have read into their knowledge. Moreover, Tankersley (2003) adds that reading is a complex process made up of several interlocking skills and processes. These skills and strategies are employed before, during, and after reading.

Reading comprehension is an interactive process that takes place between a reader and the text (Rumelhart, cited in Anastasiou & Griva, 2009). It means that during reading the reader brings their experiences, cognitive resources and world knowledge. Grellet (1996) defines that reading comprehension is a process of understanding the text. In other word, the readers are expected to get information from the text. Furthermore, Snow (2002) defines reading comprehension as simultaneous process of extracting and constructing meaning through interaction and involvement with written language. It can be said that reading comprehension belongs to the process of constructing meaning by interacting with the text. Based on those explanations, it can be concluded that comprehension is important to construct meaning in order to get the information from the text. In addition, the readers are expected to have the ability in comprehending word, sentence, paragraph, and text. It is in line with McWhorter's idea (McWhorter;1989) who mentions four aspects of reading comprehension namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

2.1.2 Teaching Strategy

Teaching strategy is regarded as providing opportunities for students to learn (Brown & Atkins, 2002). It means that students not passively accept knowledge given by teacher, but they have an opportunity to use their knowledge in their learning process. Effective teaching is concerned not only with success but also with appropriate values. Thus, successful teaching strategy is important to have an effective teaching.

According to Fayombo (2015), teaching strategy refers to structure, system, procedure and process that a teacher uses during instruction. The strategies the teacher uses are aimed at helping students become independent and strategic learners. He also add that teaching strategies can help students in learning process such as, motivate students and help them focus their attention, organize information for understanding and remembering, monitor and assess learning. From those explanation above it can be concluded that effective instructional strategies can be used across grade levels and subject areas, and a range of student's differences.

2.1.3 Strategy of Teaching Reading Comprehension

Comprehension strategies are procedures that guide students as they attempt to read and write (Mier, cited in National Reading Panel 2000). He affirms that instruction of strategies for comprehending during reading is a way for teachers to break the students from being passive and involve them in their own learning. Based on National Reading Panel (2000), it was found that 203 studies on instruction of text comprehension led to the identification of 16 different kinds of effective strategies, and 7 of them appear to have a firm scientific basis to improve comprehension in normal readers, they are;

1. Comprehension Monitoring. This strategy is concerned with reading experience. It teaches learners to be aware or conscious of his or her understanding during reading and learn the procedures to deal with problems appear in understanding the text (Cohen, cited in Yang, 2007). Predicting, clarifying, identifying, monitoring, engaging in self-questioning are list of

activity in comprehension monitoring (Baker and Brown, cited in Yang, 2007). It can be concluded that comprehension strategies is how the learners notice their thinking as they read by using their background knowledge. In other words, this strategy can help students to be aware of their understanding during reading.

2. **Graphic and Semantic Organizers.** It allows the reader to represent graphically (writing or drawing) the meanings and relationships of the ideas underlying the words in the text through organized knowledge (Patricia, 2010). According to Patricia (2010) this strategy will help the students identify, understand, and recall information when they read a text to have better comprehension. In conclusion, semantic organizer is a strategy that can help students to identify, understand, and recall the meaning of words they read by allowing them to write or draw the ideas in the text. Thereby, students can more comprehend the text easily.
3. **Question-Answer Relationship (QAR).** This strategy is used to teach students to be consciously aware of whether they are likely to find the answer to a comprehension question “right there” on the page, between the lines, or beyond the information provided in the text (Raphael & McKinney, 1983). There are four types of QAR’s questions, they are: (a) Right There, (b) Think and Search Question, (c) Author and Me Question and (d) On My Own. The benefit of QAR according to (Raphael & McKinney, 1983) is to help students to develop a strategic reading by monitoring their own thinking and making connections between text and their own experiences. In summary, the students are taught how to ask questions about their reading and where to find the answers, whether they are stated in the text or based on their knowledge. In other word, this strategy can help students to think creatively to use their higher-level thinking skills.
4. **Question Generation.** This strategy asks the students to ask and answer meaningful questions about the main ideas (National Institute of Child Health and Human Development [NICHD], cited in Look, 2014). The students are asked to combine the new information and their existing prior knowledge to

formulate a new understanding, then turn the important idea into questions and answer them. According to Look (2014) this strategy can help students to improve their understanding of the text and teach them to become independent self-questioners. It can be concluded that by asking question the students can actively interact with the text and they become aware of their ability to answer the question and eventually have a deeper understanding of the text.

5. **Story Structure.** It is a procedure used extensively in reading comprehension of narrative texts where the teacher gives the instructions to the students while they are reading the book, such as, ask the students to identify what the “problem” is in the beginning, then ask them to find the action from the character, and the last ask them about the solution of the problem (National Reading Panel 2000). According to Stevens (2010) the instruction of story structure will improve students’ comprehension of stories as measured by the reader’s ability to answer questions and recall what is read. In other words, story structure can help readers analyze stories, and use knowledge of text structure to support the constructive processes during recall.
6. **Summarization.** According to Mikulecky (2007) summarizing is especially useful for: (1) Reviewing and memorizing information in the text, (2) Preparing information or idea from different source so that the reader can include them in a report or paper. In doing summarizing, the reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole. In conclusion, summarization can help students enhance understanding of what is read by requiring students to rewrite or outline only an important part of passages. On the other hand, it can also improve students’ memory for what is read by encouraging students to look for the most important parts and determine what parts are less important and what should be ignored.
7. **Cooperative Learning.** According to Johnson & Johnson (1989) cooperative learning is the instructional use of small groups. The benefit of cooperative learning is allowing students to learn actively because it involves people working in teams to achieve a common goal. All members must cooperate to

complete the task and each member is responsible for the complete final result. In other word, it provides an opportunity for students to interact with other students and enable them to work together and arrive at the final solution on the basis of team work.

National Reading Panel (2000) affirms from all the seven strategies above there is one strategy that is highly effective that is cooperative learning with the "Reciprocal Teaching" model. It becomes an effective strategy because it covers four strategies at once; predicting, question generating/questioning, clarifying, and summarizing that help students comprehend their text (Rosenshine and Meister, 1994 cited in National Reading Panel 2000). Reciprocal Teaching is a strategy included in cooperative learning created by Palinscar & Brown (1984) to facilitate reader in developing their reading and teach them how to coordinate the use of four comprehension strategies; predicting, questioning, clarifying and summarizing. As it belongs to cooperative learning, reciprocal can not only help students' intellectual development but also their social interaction. Therefore, reciprocal is effective to be applied in teaching and learning process.

2.1.4 Reciprocal Teaching

Reciprocal teaching (Palinscar & Brown, 1984) is an interactive teaching strategy that supports students in improving reading comprehension. It uses four strategies that the teacher needs to model over a number of sessions and that demonstrate how an expert reader uses comprehension strategies to understand a text. It also requires collaboration and group thinking while emphasis is placed on students providing instructional support for each other (Oczkus, 2010). He added that an outcome of reciprocal teaching is a sense of community where students feel cared about and valued. It can be said that reciprocal teaching gives positive effect not only on students' academic but also on social interaction between students.

Reciprocal teaching strategy developed by Palinscar and Brown in (1984) is a systematic teaching activity that involves strategies that reinforce reading, such as predicting, clarifying, question generating/questioning and summarizing

(Palincsar & Brown, 1984). Each of the four strategies plays an important role in process discussion.

1) Predicting

Predicting is the first strategy used when engaging in reciprocal teaching. According to Gambrell and Morrow (2015) predicting consists of the readers' opinion about what will come next in the text. While reading, students revise their previous predictions and make new ones. Oczkus (2003) elaborates by explaining that readers use information from the text and their prior knowledge to make predictions during the reading process. While predicting, readers will interact with the text. This helps them to be more motivated to read the material in addition to improve their understanding of the text.

In modeling the role of the predictor for students, Oczkus (2003) suggests having a discussion of the text structure of stories with students. In fiction stories, this would include reviewing the characters, setting, problem and resolution. Then teacher can ask the students to preview the cover, illustrations and title to look for clues of events that may happen in the text. While reading nonfiction stories, students can discuss specific text features such as headings, maps or tables. This allows students to predict what they will be reading. Oczkus (2003) also recommends using a story map or graphic organizer to provide students with visual clues while making predictions. Additionally, the students' language while predicting consists of phrases that start with: *I think... I'll bet... I wonder if... I imagine... I suppose... I predict...* . By using these phrases, students are able to anticipate what will come next in the text. When the prediction strategy is modeled constantly, and teachers provide support, students are ultimately able to use this strategy independently while engaging in the reciprocal teaching process.

2) Questioning

Questioning is the second strategy used in reciprocal teaching lessons. Gambrell and Morrow (2015) assert that questioning occurs when readers ask questions about the text, the author's ideas, and their own thinking. Furthermore, Harvey and Goudvis (2007) suggest that when readers ask questions and seek

answers, they are monitoring their comprehension and constructing meaning from the text. In addition, good readers also formulate questions, which is a more difficult and complex tasks (Oczkus, 2003). She also argues that when readers know in advance that they are required to generate a question, they will read with a greater awareness of the text's important ideas.

While having reciprocal teaching discussions, Oczkus (2003) suggests assigning the students to "be the teacher" while they create questions that are based on essential parts of the story. Students will begin to take ownership and develop pride while creating questions and asking one another to answer them. Modeling how to generate questions is the key. Oczkus (2003) recommends starting the simple one by modeling how to write questions in which the answer is found within the text. Examples of question words students may use include: who, what, when, where, why, how, and what if. In summary, good readers use questioning to help construct meaning of the text. In reciprocal teaching lessons, students are able to create questions based on the main idea and important details, which in the end, increases their comprehension.

3) Clarifying

Clarifying is the third strategy that reciprocal teaching uses. For some students it is a challenge to recognize unclear sentences or words. According to Oczkus (2003) the difficulties may occur because sometimes students are able to read every word in the passage, but struggle to understand the main idea. In order to assist with this task, clarifying is used. Furthermore, Oczkus (2003) explains that clarifying helps students monitor their own comprehension as they identify problems that they are having in comprehending part of the text or figuring out difficult words. In other words, when students are taught to monitor their reading and use strategies to solve problems as they arise then their comprehension will improve.

Oczkus (2003) first suggested modeling how to figure out a difficult word. During this process, teacher and students discuss word parts or "chunks" and the context around the word. He also mentions that there are two parts of clarification;

identifying the problem and clarifying strategies. Identifying the problem may include the following prompts: *I didn't understand the part where... This sentence is not clear. This doesn't make sense. I can't figure out...* Clarifying strategies may include the following prompts: *I look for parts that I know. I reread. I try to blend the sounds together. I try another word that makes sense. I read on to look for clues. I think about what I know.* In summary, clarifying is an important step of reciprocal teaching because it directly gives students a strategy to use when they face problems while reading. When students learn how to clarify confusing parts or difficult words in the text, they become more capable and independent readers.

4) Summarizing

The final strategy that students use during reciprocal teaching is summarizing. Harvey and Goudvis (2007) define summarizing as pulling out the most important information and putting it in our own words to remember it. Whereas, Gambrell and Morrow (2015) state that summarizing is when readers think about what they have read or learned. They may focus on recalling the text, paragraphs, or sentences. Finally, Oczkus (2003) believes that to summarize effectively, students must recall and arrange in order only the important events in a text. In doing summarizing, the reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole. It can be said that summarization can help students enhance understanding of what is read by requiring students rewrite or outline only important part of passages. On the other hand, it can also improve students' memory for what is read by encouraging students to look for the most important parts and determine what parts are less important and what should be ignored.

The organization of the summary depends on the type of text, narrative or expository. When summarizing a narrative story, Oczkus (2003) suggests students to use the setting, characters, problems, events and resolution to help structure their summaries. Whereas, summarizing an expository text requires students to recall important events and arrange them in a logical order. The following prompts may be used to help students guide their summaries: *The most important*

ideas in this text are... This part was about... This book was about... First,...
Next,... *Then,...* *Finally,...* *The main characters are...* *The story takes place...* .
To conclude, when students summarize, they are able to construct an overall understanding of the text.

From the explanation above it can be said that the four strategies provide a function of enhancing comprehension. In addition, it also gives the chance for the student to check their reading abilities whether it is occurring.

Reciprocal teaching can be done in pairs and small group, but it will be more effective if it is conducted in group because in groups students will read and discuss a text with group member, each student will take a different role (predictor, questioner, clarifier, and summarizer), and they will learn to be responsible of his or her job for the entire reciprocal teaching discussion (Palinscar & Brown, 1984). The teacher should model the strategy at first to show students what they are supposed to do. Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies within the small group (Palinscar & Brown, 1984).

In conclusion, reciprocal teaching is a highly effective strategy to be taught in reading because it covers four strategies that can help students to have better comprehension. Moreover, it gives an opportunity to students to think about their own thinking process during reading. It also allows students to learn to be actively involved and monitor their comprehension as they read and it teaches students to ask questions during reading and helps them make the text easier to be understood.

2.1.4.1 Stages of Reciprocal Teaching

According to Palinscar & Brown (1984), the implementation of reciprocal teaching consists of five stages. They explained that the stages are used when the teacher introduces a reciprocal strategy to the students first time and students still do not know any idea about reciprocal strategy.

1. Teacher Demonstration. Here, the students see all five strategies on the first day, so that they can get the portrait of it and will not get difficulties in applying those strategies in the next step.
2. Direct Instruction and Guided Practice. The teacher explains how to carry out the reciprocal teaching strategy while students are reading. The teacher also supports the students with advice and motivation when they are doing the strategy. Then the teacher and students have small dialogue that makes them provide feedback.
3. Teacher-Students Group. The teacher constructs group working, leads a discussion about the text, gives advice to the students to use the reciprocal strategies and provides support and feedback as needed. Then, the teacher step by step lets students work by themselves.
4. Students-led Group Students. Students lead the discussion about the text and prompt their friends in a group to use the four strategies. Students give feedback to their friends on strategy implementation. Meanwhile, the teacher provides assistance as needed.
5. Students' Independent Use of the Strategy. Students use four strategies while they are reading the text and self regulates their implementation of the strategies. They monitor and give feedback on their friends' comprehension through the discussion.

Based on those stages above, it can be concluded that the teacher will guide the students from guided, semi-guided to become independent in applying reciprocal teaching strategies.

2.1.4.2 Steps of Reciprocal Teaching

According to Palinscar & Brown (1984), there are some steps which explicitly teach Reciprocal Teaching. The steps are used when the students have already known about reciprocal strategy so that the students can follow some steps given by the teacher.

- 1) Teacher gives modeling, guiding and applying the strategy while reading. In modeling the strategy, the teacher reads the text aloud and models the four steps; summarizing, clarifying, questioning and predicting. It is aimed to lead students to perform it independently, motivate students in doing their task, help students to focus in achieving goal, and reduce students' frustration while doing their task (Palinscar & Brown, 1984).
- 2) In groups of four, teacher allocates a role to each student i.e. summarizer, questioner, clarifier, and predictor.
- 3) Teacher distributes the text to the students.
- 4) The teacher asks students to do their role then suggests them to use note-taking strategies such as underlining, coding, etc.
 - a. The predictor helps the group predict what they will read by previewing the cover, illustration or title to look for clues of events that may happen in the text.
 - b. The questioner helps the group to ask and answer questions about the text and reminds the group to use all types of questions (higher and lower order).
 - c. The clarifier helps the group find parts of the reading that are not clear and finds ways to clear up these difficulties.
 - d. The summarizer restates the main ideas in the text and helps the group state the main idea or ideas in their own words.
- 5) The teacher asks students to rotate roles after everyone has presented and continued to the next passage. This process is then repeated with students in new roles each time until they have read the entire text.
- 6) Teacher monitors and provides support as needed.

2.1.4.3 Strengths of Reciprocal Teaching

The following are some strengths of Reciprocal teaching according to Hacker and Tenent (2002):

1. Reciprocal teaching strategy is easily understood and mastered by both teachers and students. It is because, the steps in implementing this strategy is not confusing. It is also easily understood to the students because the teacher will model and guide them during the process.
2. Making students enjoy learning. It is because the students can work in group, allows them to help each other in comprehending the text and reflect directly on their own and other performance.
3. Teaching students to ask questions during reading and help them make the text more comprehensible. It is because by asking question students can learn to concentrate on important ideas rather than translate meaning.
4. Build a positive social interaction. It is because during this strategy there is communication and interaction between students as they deliver their prediction, ask and answer question, give clarify and deliver their summarization, in which it can help build a positive social interaction between students.

2.1.4.4 Weaknesses of Reciprocal Teaching

Based on the strengths above, reciprocal teaching also has weaknesses. Teachers may still encounter some common problems when implementing the strategies in their classroom. According to Hacker and Tenent (2002) the weaknesses of the reciprocal teaching and how to overcome as follow:

1. Students will have trouble in using the four strategies in longer texts. To overcome this problem the teacher can start using small chunks of text, such as a few paragraphs, and try to gradually increase the chunks used during reciprocal teaching lessons to pages, lessons, and eventually entire chapters.
2. Can be time-consuming because it needs a longer time to implement the whole strategy instruction included in reciprocal teaching strategy. Especially, if the teacher does not give clear instruction. Hence, the teacher should manage time

effectively by giving instruction clearly so that students will know what they are supposed to be doing then time is not wasted.

3. The classroom is sometimes noisy during reciprocal teaching lessons. Since reciprocal teaching is cooperative learning in which students work in group to discuss a task, it can make class noisy. To handle this situation, the teacher can instruct students on how to work together quietly. For example, teach them "six-inch voices" whereby students speak at a level heard by a partner six inches away—but no farther.

2.2 Conceptual Framework

2.2.2 Reciprocal Teaching Strategy in Teaching Reading

According to Alshammari (2015) there are three stages of reading for comprehension, they are pre-reading, while-reading and post-reading. Rodli (2017) explained that a model of reciprocal teaching strategy can be developed into those three stages.

1) Pre-reading

The teacher starts the activity by activating the students' background knowledge and experiencing the topic to attract their interest in the subject of the text then introducing Reciprocal teaching strategy and its subject (Bradford & Day, cited in Alshammari, 2015 and Rodli (2017)). In pre-reading, predicting and questioning occurred (Rodli, 2017). There are some teacher's activities in predicting such as distributing the text to the students, asking the students predict what the text is about or what will happen in the text by observing the picture or the title, and asking the students to write their prediction on their worksheet. Meanwhile, in questioning the teacher may ask the students to make a list of questions they expect to be answered in the reading, give time to the students to make their questions, and ask them to write their questions on the reciprocal teaching worksheet. Activities in this stage are intended to avoid students' confusing in determining what is important in a text.

2) While-reading

In while reading, the students start reading the passage silently while the teacher ensures that the students are reading continuously without returning to previous words (Abu-Ghararah, cited in Alshammari, 2015). However, silent reading seems to be successful for students who have fluency in reading (National Reading Panel, 2000:3-5), so that before deciding to do silent reading teachers should make sure that their students have reached their fluency in reading by providing opportunities for the students to read aloud with some guidance and feedback. In addition, when the students can read fluently they will read the passage continuously without returning.

According to Rodli & Prastyo (2017) clarifying occurred in while reading. He also mentioned some teacher's activities in this stage, such as asking the students to read the text deeply to answer the questions they have made, asking the students to look for the meaning of the difficult words in dictionary, asking the students to clarify the questions based on their comprehension of the text by writing them on the reciprocal teaching worksheet and asking the students to write the meaning of the difficult words or sentences and write them on the reciprocal teaching worksheet. Clarifying in this stage is intended to help students monitor their own comprehension as they identify problems that they are having in comprehending part of the text or figuring out difficult words. In other words, when students are taught to monitor their reading and use strategies to solve problems as they arise then their comprehension will improve.

3) Post-reading

Post-reading exercise consists of checking students' comprehension and leading students to deeper analysis of the text (Deyuan and Yufen, 2006). Students have to know the purpose and the content of the reading text that they read. According to Rodli (2017) summarizing is included in post-reading. There are some teacher's activities in this stage such as asking the students to analyze their answers, asking the students to summarize the main point or the conclusion of the text with their own words, asking the students to write their summary on the

reciprocal teaching worksheet. Deyuan and Yufen (2006) affirmed that summarizing is intended to help students review what has been read and construct an overall understanding of the text.

2.3 Previous Study

The first study dealing with teaching strategy in reading comprehension is a study conducted by Cakici (2016) entitled “EFL Teacher’s Beliefs about the Use of Reading Strategies”. The data were collected by giving questionnaire developed by İlk (2012:8). Frequencies, percentage and Mann Withney U test were used to analyze the data obtained. The result showed that the teachers generally believe in the necessity of the reading strategies and they prefer using reading strategies almost in all stages.

The second study was conducted by Sattar & Salehi (2014) entitled “The Role of Teaching Reading Strategies in Enhancing Reading Comprehension”. The students were randomly assigned to two groups who were taught reading texts in two different ways. One group was taught by using traditional strategy. Meanwhile, teacher explicitly taught the strategies; Comprehension monitoring, Graphic organizer, Question answering, Question generation, Summarization, Cooperative learning, Multiple strategy instruction, Activating background knowledge, Vocabulary comprehension, and Psycholinguistic strategy to the other group. During the first week, before receiving any direct instruction of the strategy, students in both classes were given a reading comprehension test appropriate for their level of proficiency. No significant difference was observed regarding with the total scores obtained from the students in two groups. During the semester, several quizzes were administered by the teacher. The same tests were used for the control group. The difference was the absence of any direct instruction of reading strategies before taking the test of the latter group. The result indicated a significant difference in the performance of both groups. At the end of the semester, a similar final test was administered to both groups and again the results showed an advantage in the performance of the learners who received direct instruction of the strategies. There were 10 strategies used by the teacher,

they are; Comprehension monitoring, Graphic organizer, Question answering, Question generation, Summarization, Cooperative learning, Multiple strategy instruction, Activating background knowledge, Vocabulary comprehension, and Psycholinguistic strategy and those strategies proved to be effective in helping student to comprehend the text in reading.

The third research was conducted by McManus & Gettinger (2016) entitled “Teacher’s and Students’ Evaluations of Cooperative Learning and Observed Interactive Behavior”. Teachers' evaluation of cooperative group learning was examined in this study, along with students' reactions to working in groups and their verbal interactive behaviors during group activities. The researcher used three measurers across three phases of the study. In Phase 1, a questionnaire, Phase 2 Teacher survey, Phase 3: Observations during CL activities. The result of this research were; (1) Teachers and students reported that cooperative learning occurs in their classrooms almost every day, with many positive academic, social, and attitude outcomes. (2) Majority of student’s interactions were directly related to teaching and learning. Behaviors such as listening to another student or watching a student demonstrate how to complete a task occurred most frequently during group activities.

The next research was conducted by Law (2007) entitled “Effects of Cooperative Learning on Second Graders’ Learning from text”. Two studies were conducted to investigate the effects of cooperative learning on the second graders’ motivation and learning from text. Study 1 was aimed to investigate the effectiveness of SDLI for students’ learning from text. Students (n = 160) in cooperative learning groups were compared with their counterparts (n = 107) in traditional instruction groups. In this study, students had to follow 3 procedures, they are; pre-test, reading comprehension test, and questionnaire. The results revealed a statistically significant difference between the two groups, with more favorable perceptions of teachers’ instructional practices and better reading comprehension in the instructional intervention groups than in the traditional instruction groups. Study 2 specifically examined how cooperative learning activities were related to students’ motivation and higher-order reading

comprehension. 51 second-graders participated in the instructional intervention program. In this study students also had to follow 3 procedures, they are; reading comprehension test, questionnaire, and observation. The results showed that students' positive cooperative behavior and attitudes were related to their motivation and reading comprehension. When students perceived that their peers were willing to help each other and were committed to the group, they tended to be more motivated and performed better in reading comprehension.

Other research was conducted by Stevens et.al (2016) entitled "The effects of cooperative learning and direct instruction in reading comprehension strategies on main idea identification". An experimental study was conducted to investigate the impact of direct instruction on reading comprehension strategies and the degree to which cooperative learning processes enhance students' learning of strategies. Students were assigned to instructional treatments on strategies for identifying the main idea of passages. Treatments involved cooperative learning with direct instruction, direct instruction alone, and traditional instruction (control). All three treatment groups used the same basal reading series as part of their regular reading instruction. In pretest, teachers randomly assign to treatment groups, and there were no significant pretest differences among the treatment groups on class-level analyses of the pretest measures of students' ability to answer detail, main idea, or inference questions. The different result is showed in post test where students in the 2 instructional treatments which incorporated direct instruction on main idea strategies performed significantly better than control students in identifying main ideas of passage.

The next research was conducted by Tarchi and Pinto (2016) entitled "Reciprocal teaching: Analyzing interactive dynamics in the co-construction of a text's meaning". Reciprocal teaching is one of the most successfully implemented cooperative learning practices, yet many aspects of the process it follows are still unclear. The authors' aim was two-fold: to analyze whether reciprocal teaching activates diversity in discourse moves, communicative functions, and interaction sequences; and to determine whether reciprocal teaching needs to be based on prior work on student's collaboration and cooperation skills in order to be

effective (context dependency vs. context independency). Two groups with a different instructional background were compared: one with a teacher centered and one with a student-centered. Forty-three third-grade students were led through a reciprocal teaching reading activity. Video recordings of each group were transcribed and analyzed at the micro level. Frequencies for each category were described and interpreted. The two groups did not differ significantly in the processes followed, indicating that reciprocal teaching is context independent and able to create interaction-rich and diverse environment.

The last research was conducted by Pilten (2016) entitled “The Evaluation of Effectiveness of Reciprocal Teaching Strategies on Comprehension of Expository Texts”. The purpose of this research is investigating the effects of reciprocal teaching in comprehending expository texts. The quantitative dimension of the present research was designed in accordance with pre-test-post-test control group experiment model. The quantitative dimension of the present research was designed in accordance with descriptive case study. The work group of the present research consists of 54 students of a primary school in the Konya province in 2014-2015. Reading Comprehension Evaluation Scale was developed by the researcher and implemented as pre-test and post-test on the work-group. Teacher / students interview forms were used for collecting qualitative data. At the end of 11-week teaching process, expository text comprehension skills of experiment group students, on who reciprocal teaching strategy was implemented, developed more than control group students, on who teaching process projected in the curriculum was implemented, at a statistically significant level. According to the findings obtained from quantitative data, (RCES) pre-test implementation, there are not any statistically significant differences between experiment and control group students in terms of scale dimensions (intratextual understanding, nontextual understanding, intertextual understanding) and scale total scores. In other words, control and experiment group students were equal in terms of comprehending expository texts skill, before the experimental procedure. Meanwhile, the findings obtained from qualitative data, (students’ statements on the effectiveness of the strategy on comprehending expository texts) revealed that

most of the students think that the strategy is more effective than comprehension activities they encountered in their past experiences (projected in the curriculum). Students think so because they believe that it is easier due to peer support, constant guidance and extra time provided for comprehension; effective because it enables better and quicker comprehension and motivates students; and fun because it allows moving around during the activities and also teacher provides positive contributions.

Based on the previous studies above we know that there is still little research on reciprocal strategy. Most of them did research focusing on the general cooperative learning. Meanwhile, this present researcher conducted a research on more specific cooperative learning that is a reciprocal strategy. On the other hand, most of them were conducted to primary and secondary students. Meanwhile, this research was conducted to secondary students or junior high school level. Therefore, the researcher conducted a research on how the English teacher of SMP Negeri 3 Rogojampi implemented the reciprocal strategy in teaching reading.

CHAPTER III

RESEARCH METHOD

This chapter describes methods including research design, research context, research participant, data collection method, a data analysis method.

3.1 Research Design

This study applies a descriptive qualitative research design because it describes teacher's strategy in teaching reading. This study focused on a certain phenomenon in school environment that is the activities of teaching and learning English. This study did not need to give treatment to the object of the study. The writer only observed and described the phenomena as clearly as possible without manipulating the fact.

Qualitative descriptive studies tend to draw from naturalistic inquiry to study something in its natural state (Lambert, 2012). He added that this type of study belongs to descriptive qualitative research because the presentation of data from this study involves a straightforward descriptive summary of the informational contents of the data that is organized in a logical manner.

According to Kothari (2004:37) there are some steps in doing descriptive design, they are: 1. Formulating the objective of the study; 2. Designing the methods of data collection; 3. Selecting the sample; 4. Collecting the data; 5. Processing and analyzing the data; 6. Reporting the findings.

3.2 Research Context

SMP Negeri 3 Rogojampi is one of junior high schools in Rogojampi. It is located at Ki Hajar Dewantara Street No. 18A. This school uses two curricula in which the 7th and 8th grade have used K-13 curriculum while the 9th still uses KTSP. This school has sufficient facilities to support the teaching learning process where there are three laboratories including science laboratory, art laboratory and computer laboratory, and one library. There are 23 teachers, 587 students and 15 classes in this school where each grade is divided into 5 classes (A, B, C, D, E).

This school is selected as the setting of the research because the writer was one of alumni of the school so it will make it easier for the writer to get data. The

second reason is that the headmaster has given a permission to do the research at SMP Negeri 3 Rogojampi. Finally, the school has never been chosen as the research area to conduct a research on teacher's strategies in teaching reading.

3.3 Research Participant

Purposeful sampling is applied to determine the research subject in this research. According to Creswell (2012:206) in applying purposeful sampling, a researcher selects individuals or sites on purpose to learn or understand the central phenomenon. The participant is selected if she or he has the particular knowledge and experience. In addition to knowledge and experience, Bernard (2002:107) notes the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. Creswell (2012:208) states that there are several types of purposive sampling and one of them is typical case sampling in which it is used when the researcher is interested in the typically similarity of units; people, cases, events, settings and places. It is selected by cooperation with key informant who can help identify what is typical. In this study, the writer chose typical case sampling because the teacher has got experiences about strategy in teaching reading.

The participant in this research is one of the English teachers in SMP Negeri 3 Rogojampi. There are two English teachers in this school and the writer chose the one who teaches the 8th-grade students. The sample is taken by interviewing the English teachers and the result of the interview showed a criterion that the English teacher of the eighth-grade students uses reciprocal teaching strategy in teaching reading. In addition, the teacher is willing to participate, and to communicate his experiences in using reciprocal teaching strategy in teaching reading. Therefore, the researcher chose the English teacher of the eighth-grade students as a participant in this study.

3.4 Data Collection Method

3.4.1 Interview

According to Creswell (2012) interview occurs when the researcher asks a participant and records the answers to be analyzed. It is done to gain some information by asking the participant and analyzing the answer. There are two kinds of interview; structured and unstructured. In this study, the writer used structured interview in which the writer as the interviewer prepared a list of questions to be asked to the informant (teacher). In the interview, the writer had a dialogue with the informant, asked some questions that had been prepared and then made a note on the answer given.

The researcher interviewed the English teacher twice. The first interview was done on January 15th, 2019. The result of this interview showed that the English teacher used reciprocal teaching strategy in teaching reading. The researcher also got an idea about how the English teacher applied that strategy. Meanwhile, the second interview was intended to get further information about the data of observation. (See Appendix 3, p.47)

3.4.2 Observation Checklist

Observation is the process of gathering information by observing people and places at a research site (Creswell, 2012). The information is sought by way of investigator's own direct observation without asking information from the respondent. Observation is classified into two types, participant and non-participant. In this study the writer used non-participant observation, which means that the writer observed the teaching learning process without taking an active part in the situation. In this case, the writer just sat down on the back row of the classroom and paid attention on the detail about the activities happened in the classroom.

The writer used an observation checklist to observe how the teacher taught reading comprehension by using a reciprocal strategy. The observation was done in one meeting. The writer observed teacher's reciprocal strategy based on the observation checklist provided by Palinscar & Brown (1984) which covered

modeling and guiding students in applying strategies, dividing students into some groups, allocating a role to each student i.e. summarizer, questioner, clarifier, and predictor, assigning the text and monitoring the students while applying strategy. (See Appendix 2, p.46)

3.4.3 Documentation

Arikunto (2013) states that documentation is a technique to collect data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, legends, agendas, and so on. In this case, the writer collected the data by taking a video on the situation in the classroom. The researcher was helped by her friend to take a video during teaching learning process while the writer did the observation. The usage of video is to help the researcher when the researcher felt doubtful during an observation. In this case, she can recheck it by playing the video.

3.5 Data Analysis Method

According to Moeleong (2001), data analysis is a process of gathering, modeling, and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decisions making. The writer used descriptive analysis in which the result of the data was described.

Ary et al (2010) stated that data analysis can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. However, in this study, the researcher only used two of them that are Data Display, and Drawing Conclusion. It is because the researcher only did an observation once, so it was not necessary for the researcher to use coding and data reduction in this study.

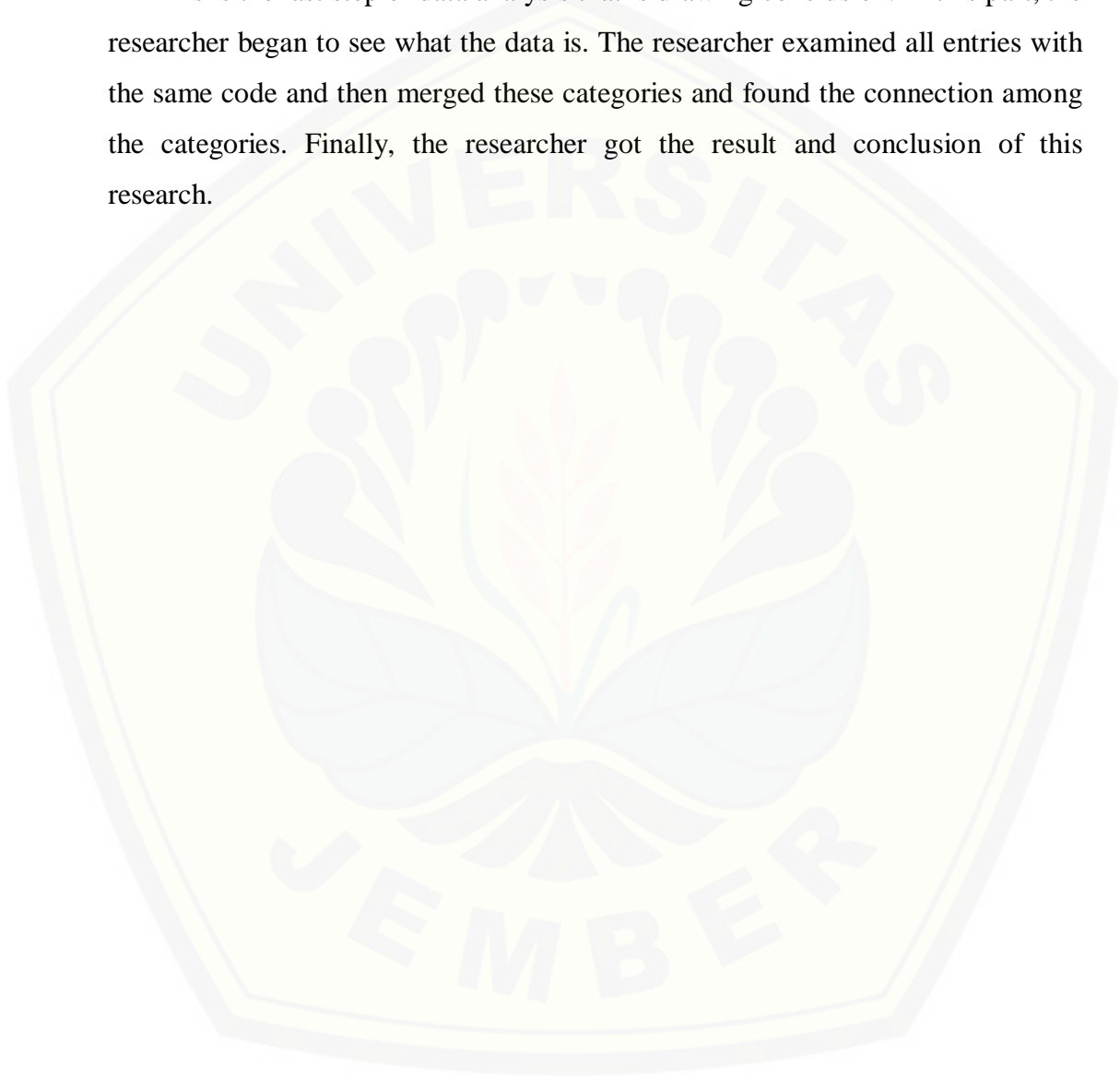
1. Data Display

This is the process of displaying data in the form of essay, so after the data was collected then the researcher processed by displaying data in the form of

essay, so the data are more understandable. By looking at displays will help us understand what is happening and what are going further from the subject.

2. Drawing Conclusion

This is the last step of data analysis that is drawing conclusion. In this part, the researcher began to see what the data is. The researcher examined all entries with the same code and then merged these categories and found the connection among the categories. Finally, the researcher got the result and conclusion of this research.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research result and suggestions. The researcher expects to be able to derive representative conclusion which concluded the fact to describe the teacher's reciprocal teaching strategy in teaching reading. The suggestions are proposed to the English teacher, the English trainee, and other researchers.

5.1 Conclusion

Based on the result of the data analysis and discussion, it could be concluded that:

1. How the teacher implemented the reciprocal teaching strategy was mostly in line with Palinscar & Brown (1984)'s theory. The teacher only skipped two steps of the six steps stated on the observation checklist. However, one of those steps (asks students to rotate role) skipped was not a problem. So, it can be said that the teacher only missed one step from the 6 steps on the observation checklist. The teacher did not use any modeling in starting the reciprocal teaching strategy in which it is necessary for the teacher to use modeling to make students have motivation in doing their task, help students to focus in achieving goal, and reduce students' frustration while doing the task.
2. The steps done by the teacher in applying reciprocal strategy as follows: 1. The teacher was asking the students to work in the group then started to divide the students into some groups; 2. The teacher asked the students to divide the role by themselves as summarizer, questioner, clarifier, and predictor; 3. The teacher asked students to open their textbook, gave them an assignment on the textbook and did a reading aloud to the students; 4. The teacher asked students to start the discussion and do their role along with their group, also asked them to write some difficult words that might be found while they are reading; 5. The teacher gave time to finish their work without giving any instruction to rotate their

role after everyone presented their work; 6. The teacher monitoring students.

5.2 Suggestion

Related to the finding toward the teacher's reciprocal teaching strategy in teaching reading, some suggestions are given to the following people:

1. The English teacher

Based on the result, the teacher is suggested to optimize implementing the reciprocal teaching strategy in teaching reading in order to get students become more motivated and more actively involved in the reading activities.

2. The other researchers

The result of this research can be used as a resource of information for future researchers who want to investigate teacher's reciprocal strategy in teaching reading comprehension. In this study the researcher only doing an observation in one meeting, so the next researchers are suggested to optimize in gathering data to get the deeper information about teacher's reciprocal strategy.

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APPENDIX 1

Research Matrix

Title	Problem	Variable	Indicators	Data resources	Research method
An analysis on teacher's reciprocal strategy in teaching reading comprehension .	1. How does the English teacher implement the reciprocal strategies in teaching reading comprehension?	Strategy which is used by the English teacher in teaching reading (Reciprocal Strategy).	The teacher's strategy in teaching reading (Reciprocal strategy): Steps in applying reciprocal strategy.	1. Participant English teacher of the eighth grade students at SMP Negeri 3 Rogojampi. 2. Documentation: a. Observation checklist b. Interview	1. Research Design: Qualitative Research Design 2. Research Area: Purposive Method 3. Research Participant: Purposive Sampling 4. Research Instrument: 1) Observation Checklist 2) Interview 3) Documentation 5. Data Analysis Method: The data of the observation checklist and interview are analyzed qualitatively to explain how the teacher implements the strategy (Reciprocal strategy).

APPENDIX 2

Strategy : Reciprocal Teaching Strategy by Palinscar & Brown (1984)

Day/Date/Time: Wednesday/July 24th 2019

Materials : Recount Text-Textbook

Observation Checklist

No	Steps	Yes	No	Note
1	The teacher gives modeling, and guiding in applying strategy		✓	The teacher only asked students to work in group without giving modeling
2	The teacher divides students into some groups	✓		The teacher divided students into some groups and asked them to organize their chairs
	The teacher allocates a role to each student i.e. summarizer, questioner, clarifier and predictor	✓		The teacher asked the students to divide the role by themselves as summarizer, questioner, clarifier and predictor
3	Teacher distributes the text to the students	✓		The teacher asked the students to open one of the pages on their textbook then the teacher read the text loudly to give an example of how to pronounce the words correctly. The teacher also asked students to repeat the sentence after him to check students' pronunciation.
4	Teacher asks the students to do their role	✓		The teacher asked them to start the discussion and did their role along with their group
	Teacher suggests them to use note taking strategies such as underlining, coding, etc.	✓		The teacher asked the students to make a note especially to write some difficult words they might find while they are reading
5	Teacher asks students rotate roles after everyone has presented and continue to the next passage		✓	The teacher only gave students time to finish their work without asking them to rotate roles with other members
6	The teacher monitors and provides support as needed	✓		The teacher went around the class to check the students' work and asked them if they had some difficulties or not

APPENDIX 3**Interview****First Interview**

Teacher's Name : A.Mustain Billah
School Year : 2018/2019
Grade : VIII
Day/Date/Time : Tuesday/January 15th, 2019/ 08.00

1. Strategy apa yang biasanya anda gunakan saat mengajar reading?
(*What strategy do you usually use in teaching reading?*)

Strategi yang biasanya saya gunakan adalah cooperative learning dan question answer. Tetapi saya lebih sering menggunakan cooperative learning. Dalam pengajaran cooperative learning saya membagi siswa berkelompok beranggotakan 4 siswa dan masing-masing siswa akan mendapat peran yang berbeda seperti predictor, questioner, clarifier, and summarizer. Dengan strategi ini diharapkan siswa dapat dengan mudah memahami teks bacaan dan juga dapat berperan aktif dalam proses belajar. (*The strategies I usually use are cooperative learning and question-answer. But I mostly use cooperative learning. In cooperative learning teaching, I divide students into groups of 4 students and each student will get a different role such as predictor, questioner, clarifier, and summarizer. With this strategy, students are expected to easily understand the reading text and can also play an active role in the learning process.*)

2. Kenapa anda menggunakan strategi tersebut?
(*Why do you choose that strategy?*)

Saya menggunakan cooperative learning (*Reciprocal Teaching Strategy*) karena selain membantu siswa di reading, strategi ini juga mengajarkan siswa untuk belajar bekerja sama dalam sebuah tim. Mereka diajarkan untuk tanggung jawab terhadap pekerjaan mereka, dan juga diajarkan untuk membantu satu sama lain bila ada anggotanya yang tidak bisa atau kesulitan. (*I use cooperative learning (Reciprocal Teaching Strategy) because besides helping students in reading, this strategy also teaches students to learn to work together on a team. They are taught to be responsible for their work and are also taught to help one another if there are members who have difficulties.*)

3. Menurut anda, apakah strategy tersebut efektif digunakan untuk mengajar reading?
(*Do you think that strategy is effective in teaching reading?*)

Iya, karena dalam strategi ini siswa-lah yang berperan aktif dalam prosesnya, siswa dapat berbagi pengetahuan atau ide kepada teman mereka. Mereka diminta untuk memprediksi, membuat pertanyaan, mengklarifikasi, dan merangkum hasil diskusi. Selain itu, guru tidak melakukan tehnik ceramah. Sebaliknya dalam proses belajar mengajar guru hanya berperan untuk mengawasi, memantau dan memberikan bantuan atau saran jika siswa mengalami kesulitan. *(Yes, because in this strategy students are the ones who play an active role in the process, students can share their knowledge or ideas with their friends. They are asked to predict, create some question, clarify, and summarize. Besides, the teacher does not conduct lecture techniques. Conversely, in the teaching and learning process, the teacher only plays a role to monitor and provide feedback).*

4. Bagaimana anda mengaplikasikan strategy tersebut?
(How do you apply that strategy?)

Karena strategi ini adalah kerja kelompok, jadi pertama-pertama saya akan membagi mereka dalam beberapa kelompok terlebih dahulu, lalu saya memberikan tugas dan biasanya saya memakai buku paket. Saya memberikan instruksi dan peran kepada siswa dan setelah itu memberikan waktu kepada mereka untuk memulai diskusi dengan anggota grupnya masing-masing. *(As this strategy applies group work, so first I will divide them into groups, then give them assignments on a textbook. I give instructions and roles to students then give them time to start discussions along with their group members.)*

5. Masalah apa yang biasanya siswa hadapi dalam belajar reading?
(What problems do the students usually have in reading?)

Masalah yang sering terjadi pada siswa dalam belajar reading adalah mereka kesulitan memahami bacaan karena mereka tidak mengerti artinya. Ini terjadi karena kurangnya kosa kata yang mereka miliki. *(Students' problem in learning reading is that they have difficulty in understanding the text because they do not understand its meaning. This happens because they lack of vocabulary).*

6. Bagaimana Anda mengatasi masalah tersebut?
(How do you overcome the problems?)

Untuk hal ini saya meminta siswa untuk mencatat kata-kata sulit yang mereka temui dalam teks, lalu meminta mereka untuk mendiskusikannya bersama dengan anggota kelompok mereka. Namun jika mereka masih merasa kebingungan, saya meminta mereka untuk menanyakan langsung kepada saya dan saya akan membantu mereka untuk mengartikan kata tersebut. *(I ask the students to make a note on the difficult words they find in the text then ask them to discuss it together with their group members. If they are still confused, I ask them to ask me directly and I will help them interpret the word).*

Second Interview

Teacher's Name : A.Mustain Billah
School Year : 2018/2019
Grade : VIII
Day/Date/Time : Wednesday/July 24th, 2019/ 09.00 (After the observation)

1. Apakah menurut anda perlu adanya *modelling* sebelum mengaplikasikan *Reciprocal Teaching Strategy*?
(*Do you think you need modeling before applying Reciprocal Teaching Strategy?*)

Sangat perlu, karena dengan modeling dapat membantu siswa untuk mengetahui apa itu reciprocal teaching strategy dan mengerti bagaimana mengaplikasikannya. Namun karena sekarang siswa sudah mengerti dan saya sering mengaplikasikan reciprocal teaching strategy, saya sudah tidak menggunakan modeling lagi. (*Yes, because modeling can help students know what reciprocal teaching strategy is and understand how to apply it. But because now students have understood and often applied reciprocal teaching strategy, I no longer use modeling.*)

2. Bagaimana cara anda melatih siswa mengaplikasikan *Reciprocal Teaching Strategy*? Apakah dengan menggunakan *guiding*?
(*How do you train students to apply Reciprocal Teaching Strategy? Do you use guiding?*)

Tentu saya meng-*guide* siswa dalam mengaplikasikan strategy ini. Karena akan sangat menyulitkan siswa ketika saya tiba-tiba meminta mereka untuk mempratekkan strategy ini tanpa adanya *guiding* terlebih dahulu. Saya meng-*guide* siswa dan mengajarkan mereka bagaimana menggunakan keempat strategy yang ada pada reciprocal teaching strategy dan secara perlahan meminta siswa untuk mencoba mempratekkannya. (*Yes, I guide students in applying this strategy, because it will be very difficult for students when I suddenly ask them to practice this strategy without guiding. I guide students and teach them how to use the four strategies in the reciprocal teaching strategy and step by step let the students practice it by themselves*)

3. Terdapat 4 strategy yang harus siswa kuasai dalam *Reciprocal Teaching Strategy*. Bagaimana cara anda agar siswa mampu menguasai keempat strategy tersebut? (*There are 4 strategies that students must master in the Reciprocal Teaching Strategy. How do you make students able to master the four strategies?*)

Selain modeling dan *guiding*, saya biasanya meminta siswa untuk bertukar peran dengan anggota yang lain dalam satu kelompok Tapi ini tergantung dengan teksnya, jika bacaannya lumayan panjang dan terdiri dari beberapa paragraf saya meminta mereka untuk bertukar peran agar mereka tidak hanya

menguasai satu peran saja tetapi menguasai semua peran. Namun jika teks bacaannya pendek mereka tidak perlu bertukar peran dengan anggota kelompok. (*Besides modeling and guiding, I usually ask students to switch the role with other members in a group. But this depends on the text if the reading text is quite long and consists of several paragraphs I ask them to switch the role so that they not only master one role but master all roles. But if the reading text is short it is not necessary for them to change roles*).

4. Adakah masalah yang anda hadapi dalam mengaplikasikan *Reciprocal Teaching Strategy*? (*Is there any problem you have in applying Reciprocal Teaching Strategy and how you overcome the problem?*)

Sejauh ini tidak ada, hanya saja biasanya siswa cenderung ramai. (*So far there is no problem, it is just students tend to be noisy sometimes. To overcome the problem I usually reprimanded the students who always talked with their friends in a group by calling his name and giving them advice not to be crowded.*)

5. Adakah kesulitan yang dihadapi siswa dalam mengaplikasikan *Reciprocal Teaching Strategy*? (*Are there any difficulties faced by students in applying Reciprocal Teaching Strategy*)

Biasanya siswa mengalami sedikit kesulitan saat mengklarifikasi kata-kata sulit, karena terkadang arti atau makna kata yang mereka temukan dikamus tidak sesuai dengan konteks bacaan. Jadi untuk hal ini saya meminta mereka untuk menanyakan langsung kepada saya. Saya meminta mereka untuk mengacungkan tangan dan menyebutkan dengan keras kata yang mereka bingungkan, sehingga jika anggota grup lain yang mungkin mempunyai masalah yang sama dapat terbantu dan tidak menanyakannya lagi. (*Usually, students have a little difficulty when clarifying difficult words, because sometimes the meanings of the words they find in the dictionary do not fit the reading context. So, I ask them to ask me directly. I ask them to raise their hands and say out loud the words they are confused about, so that if other group members have the same problem they will not ask the same question*).

6. Menurut anda apa manfaat bagi siswa dengan membagi mereka dengan peran yang berbeda? (*What do you think are the benefits of dividing students into different roles?*)

Dengan membagi siswa dengan peran yang berbeda, secara tidak langsung siswa diajarkan bagaimana untuk bertanggung jawab. Mereka diminta dan dituntut untuk melaksanakan tugasnya dengan baik. Hal ini juga dapat mencegah siswa untuk tidak passive dan malas-malasan, karena biasanya siswa akan mengandalkan temannya saat mereka bekerja dalam kelompok. (*By dividing students into different roles, students are taught how to take*

responsibility. They are asked and demanded to carry out their work properly. It can also prevent students from being passive and lazy because students tend to rely on their friends when they are working in groups).

7. Bagaimana jika salah satu anggota mengalami kesulitan dalam menjalankan perannya?

(What happens if one member has difficulty in carrying out his role?)

Saya akan membantunya dengan menjelaskan ulang dan mencontohkan bagaimana untuk mengaplikasikan peran tersebut. Dengan pengarahan, saran dan motivasi maka akan membantu siswa untuk lebih mudah mengerti. *(I will help him by explaining again and giving examples of how to apply for this role. Advice and motivation it will help students to understand more easily)*

8. Bagaimana cara anda memonitoring siswa dalam mengaplikasikan *Reciprocal Teaching Strategy*?

(How do you monitor students in applying strategy?)

Sesekali saya berkeliling kelas, memantau, dan bertanya kepada mereka untuk memastikan apakah mereka mengalami kesulitan atau tidak. *(Occasionally I'm going around the class, monitored, and asked them to ascertain whether they have difficulties or not).*

APPENDIX 4

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
<hr/>	
Nomor	0282/JN25.1.5/LT/2019
Lampiran	: -
Hal	: Permohonan Izin Penelitian
<p>10 JAN 2019</p>	
Yth. Kepala SMPN 3 ROGOJAMPI Banyuwangi	
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.	
Nama	: Citrawati
NIM	: 150210401023
Jurusan	: Bahasa Inggris
Program Studi	: Pendidikan Bahasa Inggris
Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "An Analysis on Teacher's Reciprocal Strategy in Teaching Reading Comprehension". 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.	
 F. Suratno, M. Ed. NIP. 1967062519992031003	

APPENDIX 5

Statement Letter for Accomplishing Research



PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN

SMP NEGERI 3 ROGOJAMPI

NSS : 201052512162 NIS : 200790 NPSN : 20525680

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SURAT KETERANGAN

Nomor : 421.3 / 254 / 429.245.200790 / 2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Rogojampi, menerangkan bahwa :

Nama : CITRAWATI
NIM : 150210401023
Jurusan / Angkatan : Pendidikan Bahasa Inggris / 2015
Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember
Judul Skripsi : An Analysis on Teacher's Reciprocal Strategy in Teaching Reading
Comprehension

Yang bersangkutan benar-benar telah melaksanakan Penelitian Skripsi dengan tema/judul di atas,
mulai tanggal 24 Juli 2019 sampai dengan 27 Juli 2019.

Demikian surat keterangan ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Rogojampi, 27 Juli 2019

Kepala SMP Negeri 3 Rogojampi



Dra. SULIS NURWIDAYANTI

Pembina Tingkat I
NIP. 19610810 198902 2 001