



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

THESIS

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THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



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Presented to Fulfill One of the Requirements to Obtain S1 Degree at the English
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MOTTO

“Reading gives us someplace to go when we have to stay where we are”

(Mason Cooley)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: Cholis, Drs. and Lilik Supriyatin, Dra.
2. My lovely brothers: Muhammad Alfian and Fajar Nur Muhammad.
3. All my family that have supported me to finish my thesis.



STATEMENT OF THESIS AUTHENCITY

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

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CONSULTANTS' APPROVAL

**THE EFFECT OF USING RECIPROCAL TEACHING STRATEGY ON
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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated

Jember, May 21st, 2019

The Writer

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SUMMARY

The Effect of Using Reciprocal Teaching Strategy on Junior High School Students' Reading Comprehension Achievement; Muhammad Kholili, 140210401054; 2019; 67 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is concerned as the English language skill taken in this research because reading is considered as the significant language skill in English as a second or foreign language because English continues to spread as the language of science, technology, and advance research. In addition, the curriculum 2013 of Indonesia demands the students to face many types of text, and the most English skill tested in their examination is reading. Those indicate that the students need to be taught how specific reading strategy when they learn to read. One of those reading strategies is Reciprocal Teaching Strategy (RTS) that was developed by Palincsar and Brown in 1984. It is step by steps procedure and it emphasized on four reading strategies: predicting, clarifying, questioning, and summarizing, that teacher and group of students take turns leading discussion about specific segment of text.

Quasi experimental research with posttest only design was used to investigate whether or not there was a significant effect of using Reciprocal Teaching Strategy on Junior High School students' reading comprehension achievement at SMPN 2 Jember. The researcher chose SMPN 2 Jember as the research area using purposive method because there was no research conducted at this school and the English teachers have never used Reciprocal Teaching Strategy in teaching reading comprehension for the seventh grade students in the 2018/2019 academic year. The number of the research participants was 63 students in total. The experimental group consisted of 32 students and the control group was 31 students. The research participants were selected by using cluster random sampling with lottery based on the result of homogeneity test. The result of homogeneity test showed that the value of significance was 0.214 that was higher than 0.05 significant level with 95% confidence interval. Therefore, VII-C

class (32 students) was determined as the experimental group and VII-F (31 students) as the control group. The experimental group was taught reading by using Reciprocal Teaching Strategy; meanwhile the control group was taught reading by using Scientific Approach.

The data of this research were collected from the students' reading comprehension achievement tests, interview, and documentation. The result of reading comprehension achievement test was collected and analyzed by using independent sample t-test formula through SPSS computing system. Based on the SPSS output, the mean scores of the experimental group (84.69) was higher than that of the control group (79.84). The result showed that the significant value of t-test (Sig.2-tailed) was 0.005 that was lower than 0.05. it means the hypothesis of this research was accepted that there was a significant effect of using Reciprocal Teaching Strategy on junior high school students' reading comprehension.

The findings of this current research provide the pedagogical and empirical implications. Pedagogically, English teachers could consider using Reciprocal Teaching Strategy in teaching reading comprehension as it gave positive effect during the learning processes. Empirically, the findings will be useful as consideration or reference for future researchers who want to investigate or carry similar topic about reciprocal teaching.

CHAPTER I. INTRODUCTION

This chapter presents some aspects related to the topic of the research. It consists of three parts; those are research background, research problem, and contributions.

1.1 Research Background

There is a plethora of explanation why reading is considered as the most significant language skill in English as a second or foreign language. Several of those ones are: first, reading in the second or foreign language settings is increasingly important as English continues to spread, not only as an international language but also as a language of science, technology, and advanced research (Ahmadi & Ismail, 2012:155). Second, the implementation of Genre Based Approach in 2013 Curriculum in Indonesia will enhance students to deal with many types of texts (Kemendikbud, 2018:41), providing that reading is necessary. Finally, reading is one of English language skills tested in national final examination in secondary and high schools, indicating that reading skill needs to be mastered by the students (Ahmadi & Gilakjani, 2012:2053).

Referring to the importance of reading for students, teaching reading to the students is a necessity. In order that students master the skill optimally, students need to be taught how to use specific learning strategies to understand the text when they learn to read (Ahmadi and Ismail, 2012:155; Sahab, 2014:80; Raslie et al., 2015:133; Pilten, 2016:232; Rodli & Prastyo, 2017: 114). One of the learning strategies used in the teaching reading is Reciprocal Teaching Strategy (RTS) that was introduced by Palincsar and Brown in 1984. It is a step by step procedure and is emphasized on four reading strategies i.e. predicting, clarifying, questioning and summarizing that a teacher or tutor and a group of students take turns leading discussion about specific segment of text.

Reciprocal teaching has been proved as a successful teaching strategy in improving students' reading comprehension not only English as the first language (Palincsar & Brown, 1984; Oczkus, 2013) but also English as the second language

(Freihat & Al-Makhzoomi, 2012) and English as a foreign language (Sahab, 2014; Raslie, et al., 2015; Lestari, 2016; Pilten, 2016; Herlina, 2017). According to Sahab (2014:88), reciprocal teaching helps students comprehend the texts easier and motivate them to get involved and participated in the discussion, and to get more familiar with the strategies of reciprocal teaching. In line with this, Pilten (2016:245) confirms that the strategy increases students' achievement in comprehending texts by increasing their interests and motivations. Meanwhile, in Raslie et al. (2015:140), Reciprocal Teaching shows some positive effects on readers' comprehension of a text, as evidenced by their unguided recall of the gist of the text. Further, Herlina (2017:111) states that reciprocal teaching strategies give significant effect and develop the students' reading comprehension encompassing on the students' self-confidence for sharing their ideas including understanding and confusing of vocabularies, reading strategies and the content of the text. However, most of the researches were conducted at the university level (Palincsar & Brown, 1984; Meyer, 2010; Ahmadi & Gilakjani, 2012; Hou, 2015; Izadi & Nowrouzi, 2016; and Rodli & Prastyo, 2017). As far as the studies concern, there is still little attention paid to the effectiveness of reciprocal teaching on the students' reading comprehension at the secondary level. In addition, Sahab (2014:89), Raslie, et al. (2015:140), and (Pilten, 2016:245) suggest further research be conducted in the secondary school to investigate how each strategy in isolation or in various combinations impact reading comprehension growth in students. In addition, texts from other genres can also be explored; this might help to further determine the effectiveness of reciprocal teaching strategies in promoting and sustaining interest in literature study.

In conclusion, since the potential of reciprocal teaching on comprehension of texts in the secondary school level has only been a few explored, this research was aimed at investigating the effect of using Reciprocal Teaching Strategy on Junior High School students' reading comprehension achievement.

1.2 Research Problem

The problem of this research is formulated as follows: “Is there any significant effect of using Reciprocal Teaching Strategy on Junior High School Students’ reading comprehension achievement?”

1.3 Research Contribution

Based on the explanation above, the result of this study is expected to be useful for the following contributions.

1.3.1 Theoretical contribution

The findings of this study are expected to confirm the strength of reciprocal teaching in the field of learning strategies for reading comprehension.

1.3.2 Empirical contribution

It is expected that it can be useful for future researchers as a reference and information to conduct further research dealing with the use of language learning strategies in teaching.

1.3.3 Practical contribution

Hopefully, it can inspire the English teacher to use Reciprocal Teaching Strategy as variation of his teaching strategies in teaching reading comprehension to the students.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter deals with the underlying theories related to the teaching reading by using Reciprocal Teaching Strategies (Predicting, Clarifying, Questioning, and Summarizing). It covers the theoretical framework, conceptual framework, previous research reviews, and research hypothesis. Those are presented in the following sections respectively.

2.1 Theoretical Framework

2.1.2 The Foundations of Reciprocal Teaching

Reciprocal Teaching, developed by Palincsar and Brown in 1984, is a systematic teaching strategy which reinforces reading that involves strategies, namely predicting, clarifying, questioning, and summarizing. Its theoretical framework is based on three sociocultural theories i.e. the zone of proximal development, proleptic teaching, and expert scaffolding (Palincsar & Brown, 1984: 117). The zone of proximal development refers to a learner's potential ability to learn with the help from an expert or a more capable partner. It is Vygotsky (1978:57) who pointed out that all learners have two levels of thinking development: an actual development level and a potential development level. The actual development level refers to the thinking level in which learners are able to solve problems by themselves, and the potential development level refers to the thinking level at which learners need help from an expert or a more capable partner. The zone of proximal development (ZPD) is the distance between the actual development and the potential development. Learners can push themselves from the actual development level to the potential level or learn beyond their actual development level with explicit scaffolding through social interaction until they internalize the strategies (Rosenshine & Meister, 1994).

The second concept that forms the theoretical ground of the reciprocal teaching is called proleptic teaching and refers to procedures most often found during apprenticeship instruction in which a teacher shapes students until they are ready to perform the task independently (Palincsar & Brown, 1984). The

important feature of proleptic teaching is the transfer of responsibility from the teacher to students. The teacher explains and models the process for solving problems, and while decreasing his or her role, transfer the responsibility of solving problem to the students.

The last concept is called expert scaffolding. The expert acts as a guide, shaping the learning efforts of the students and providing support for the learning until the students do not need it (Rosenshine & Meister, 1994). Scaffolding procedures include limiting the tasks to make them manageable, motivating students, pointing out critical features, and demonstrating solutions to problems and explaining them to the students (Palincsar & Brown, 1984). These procedures help students to learn how to perform a task, how to solve problems, and they support them in their attempt to learn until they can perform the task independently. When the learners' skills are developed, the teacher's scaffolding is decreased, and if the text is difficult, greater assistance and feedback are given to the students in order to shape their understanding. However, the teacher acts as a facilitator after the students do not need much help. Scaffolding is eventually internalized and thus promotes the independent performance of reading skills.

These approaches provide the background theories to reciprocal teaching in which: (a) the teacher guides the students into the right use of the four key strategies and give them a chance to practice them: (b) the teacher acts as an expert model to the whole process of reciprocal teaching for students' benefit; (c) the students, supported by expert peers, work in cooperative groups as the teacher decreases support in order to develop learners become independent readers in reading comprehension.

2.1.2 Reciprocal Teaching in ELT

Reciprocal Teaching Strategy is a systematic teaching activity which reinforces reading that involves strategies, namely predicting, clarifying, questioning, and summarizing (Palincsar & Brown, 1984). They explain further that the purpose of reciprocal teaching is to promote the reader's ability to construct meaning from texts and facilitate the monitoring of their path to

comprehension. According to Oczkus (2003:22), reciprocal teaching is a discussion strategy in which think-aloud plays an integral part. In this case, think aloud deals with the activity that students verbalize their thoughts and say out loud about what they are thinking as they read. Thus, the teacher is able to see the reading processes the students use when students say aloud what they are thinking when reading. Likewise, Meyer (2010) defines reciprocal teaching as a dialogic instructional strategy to promote students' reading comprehension that supports students within the context of collaborative community of learners. In addition, reciprocal teaching was introduced by Oczkus (2010) as "the Fab Four" that good readers should employ when they read: predict, clarify, question, and summarize (Oczkus, 2013:34). Hence, the students play role as predictors, clarifiers, questioners, and summarizers in a group sequence with the implementation of cooperative learning (Ahmadi et al., 2013:28). Thus, it can be concluded that reciprocal teaching is intended to be a discussion strategy; cooperative learning plays an essential part of what makes the strategy work.

For these reasons, the readers who are taught through reciprocal teaching are more aware of their own thinking and reading process. Indeed, they build effective reading plans such as setting a purpose to the reading, hypothesizing on what is being read and drawing and testing hypotheses, interpretations, and predictions. Besides, they also monitor and control their thinking process and check whether they understand; evaluate their own reading process, problem solving skills, and comprehension. Reciprocal teaching builds the readers a metacognitive awareness of the active nature of reading, of task demands, and of self-regulating, in order to succeed in reading comprehension. In other word, reciprocal teaching provides vital reading strategy instruction that emphasizes on metacognitive awareness. Its goal is to improve readers' reading comprehension and to facilitate their becoming independent readers.

2.2 Conceptual Framework

2.2.1 The Procedure of Implementing Reciprocal Teaching Strategy

There are four steps in Reciprocal Teaching Strategy, namely *Predicting, Questioning, Clarifying, and Summarizing*. Palinscar and Brown used four discrete reading comprehension strategies within reciprocal teaching in their original research (1984): Predicting, Clarifying, Questioning, and Summarizing.

a. Predicting

At the beginning, the students and the teacher see the aspects of the text; the title, introduction, or headings. Then, the teacher asks to the students to predict the text and to write their prediction on the Reciprocal Teaching worksheet. According to Palinscar 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. The readers may use these expressions i.e. "I think ..., I wonder if ..., I imagine ..., I suppose ..., I predict ..., or I think the next section will be about ..." to predict what the text is about (Oczkus, 2018:74).

b. Questioning

According to Palinscar and Brown (1984), 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 when the students have read the text, they propose the question about the reading passage to make sure their understanding. Some useful question words are who, what, when, where, why, and how. For examples "Why do you think?" and "How do you think?" (Oczkus, 2018:25).

c. Clarifying

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of the 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 rereading the sentence to look for clues in order to figure out the word or phrase, breaking the word apart and look for smaller words that have already been known, looking for a prefix or suffix, looking at the text features, and the use of external resources (Oczkus, 2018:26-27).

d. Summarizing

Summarizing is the process of identifying the important information, themes, and ideas within the 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 the entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text. The reader may begin the summary with i.e. The most important ideas are ...; The main idea is ...; This part was about ..., first ..., second ..., then ..., finally ...; We can conclude the text is about ...; Based on the text, our summary is ... (Oczkus, 2018:29).

2.2.2 Reading Comprehension Achievement

Reading activity in this study was categorized as intensive reading or careful reading since the students focused on the linguistic details of the text. 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 readers employ to enhance understanding and overcome comprehension failure. Thus, reading comprehension has important roles in reading activities.

In addition, Hughes (2003) defines that achievement is related to test that is done to discover how successful students in achieving the objective of course. Reading comprehension achievement deals with the levels of the students' ability in understanding text in the form of test score. Gaining the students' reading comprehension achievement, this research followed comprehension sub skills described by McWhorter (1986). According to McWhorter (1989:106), there are four sub skills of reading comprehension that should be considered to gain the

2. "..., but he usually does what he is asked to do." (Line 3)

What does the writer's statement above mean?

- A. He does everything he wants. C. He is lazy.
B. He always asks. **D. He is diligent.**

c. Paragraph comprehension

According to McWhorter (1989:102), a paragraph is a group of sentences that has unity, coherence, and contains a topic sentence, supporting sentences, and a concluding sentence. Oshima and Hogue (1983:3-4) state that unity means that a paragraph discusses only one main idea. Meanwhile, coherence means that a paragraph is easy to read and understand because the supporting sentences are in logical order and the ideas are connected by using appropriate transition signal. It can be said that paragraph is a group of sentences that has a relation with one sentence into another to become a single topic. The students should connect one sentence into another to get the main topic of paragraph. The following is an example of paragraph comprehension in the reading comprehension achievement test.

1. What is the main idea of the third paragraph?
A. The writer's robot can be operated with two medium sized batteries.
B. The robot is difficult to move.
C. The robot can be operated without batteries.
D. The batteries must be out to make the robot strong.
2. Why does the writer love his new robot?
A. Because the robot can bend its feet.
B. Because the robot has a remote control.
C. Because the robot is big.
D. Because the robot has some good appearance.

d. Text comprehension

Text is a sequence of paragraphs that represents an extended unit of speech or meaning which is open to interpretation. Comprehending the whole text is the major goal of reading. According to McWhorter (1989:131), a whole text consists of words, sentences, and paragraphs. So, students can comprehend the whole text if they can find the messages of the text by combining and connecting the ideas in

every paragraph of the text. The following is an example of text comprehension in the reading comprehension achievement.

1. Which paragraph is the description of the text above?
A. **Paragraph 1**
B. Paragraph 2
C. Paragraph 2 and 3
D. Paragraph 3
2. What is the purpose of the text above?
A. to tell how the writer get a new robot.
B. **to describe the writer's new robot.**
C. to explain how to install batteries into robot.
D. to inform that the writer's uncle has sailed aboard.
3. What is the suitable title for the text above?
A. **My New Robot**
B. My Uncle
C. My Twenty Robot
D. My Strong Robot
4. Which statement is *true* based on the text?
A. The robot's hands are covered with blade.
B. The robot is given by his aunt.
C. The robot can bend its foot and moved forward only.
D. **The robot cannot be operated if there is no batteries.**

2.3 Review of Previous Researches

Sahab (2014) conducted a study aiming at investigating the implementation of Reciprocal Teaching Procedure (RTP) to improve students' reading comprehension of narrative text and finding out that the use of Reciprocal Teaching Procedure was effective in improving the students' reading comprehension. Furthermore, based on the findings of the questionnaire, Reciprocal Teaching Procedure had lots of benefit in teaching reading, such as helping the students to comprehend the text easily, encouraging the students to be more active and communicative in every activity, and improving students' interest in reading.

Hou (2015) conducted prediction research design to determine whether or not Reciprocal Teaching (RT) leads to greater metacognitive awareness and better reading comprehension and to investigate if RT and Metacognitive awareness can predict students' English reading comprehension. The Metacognitive Awareness Inventory (MAI) was used to identify metacognitive awareness, and the General

English Proficiency Test (GEPT) was used to evaluate reading comprehension. The research was conducted on three English department reading classes that the researcher taught at a private junior college in Southern Taiwan. The reading courses were taught for 2 hours a week for 16 weeks. There were 107 students, 77 students in the experimental group and 30 students in the control group based on valid samples obtained from surveys answered. The findings of the research found that reciprocal teaching enhance students' certain metacognitive awareness and English reading comprehension even though RT failed to provide significant evidence on the development of individual skill of metacognitive awareness. In short, RT was considered an effective strategic instruction method for developing cognitive skills and for enhancing academic performance because it involved comprehension fostering and monitoring activities. It required both capable and weak learners to respond to tasks by using RT strategies, and it offered teachers opportunity to monitor students' comprehension and to provide support when students faced difficulties in comprehending reading materials.

Lestari (2016) conducted a study that aimed at investigating the effectiveness of reciprocal teaching strategy embedding critical thinking for students' reading comprehension at the second grade of MIA at MAN 1 Kendari. Quantitative and qualitative approaches were employed to investigate the effectiveness of the method, as well as students' perception. There were 17 students of eleventh graders of MIA taken from purposive sampling among 97 students at the same grades and homogenized through pre-elementary observation and interview with the teachers. The instruments of the study were reading comprehension test and questionnaires. Reading comprehension test was administered prior to the end of the study. Paired sample t-test was employed to examine possible differences in students' pre and posttest scores. The pre-test score was 41,06 and post-test score was 57,29. The data showed that the value of sig. (2-tailed) was 0,000. It means that the value was $< \alpha$ (0,050). Therefore, it could be concluded that there was a significant effect of reciprocal teaching strategy on students' reading comprehension. In addition, sixteen from seventeen

students performed strongly positive perception and performed positive attitude toward reciprocal teaching strategy.

Pilten (2016) conducted a study that aimed at investigating the effects of reciprocal teaching in comprehending expository text. The study was designed with mixed method. The quantitative dimension of the study was designed in accordance with pretest posttest control group experiment model in the form of descriptive case study. The participants were 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 pretest and posttest on the work-group. Teacher or 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 the control group students, on who teaching process projected in the curriculum was implemented, at a statistically significant level.

Rodli and Prastyo (2017) conducted a Narrative research design entitled “Applying Reciprocal Teaching Method in Teaching Reading”. Based on the findings, reciprocal teaching provided explicit teaching through direct instruction that could make obvious what the students did in reading learning process. Besides, reciprocal teaching had proved to be effective in enhancing the students’ reading comprehension that it not only helped the students to comprehend a text but it was also used in a wide coverage of understanding. In short, reciprocal teaching method appeared to be appropriate for students because it provided high order thinking instructional strategy that made the students fully engaged in reading learning process.

2.4 Research Hypothesis

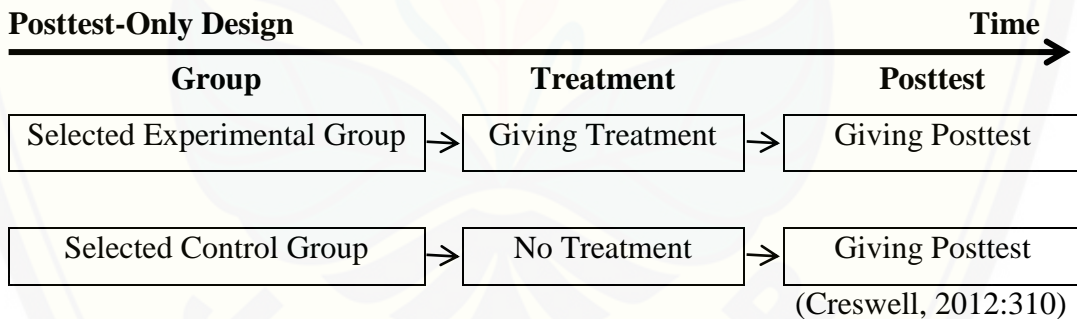
Based on the review of related literature and previous research results, the alternative hypothesis of this research is formulated as follows: “There is a significant effect of using Reciprocal Teaching Strategies on the students’ reading comprehension. “

CHAPTER 3. THE STUDY

This chapter presents the research methods that were applied in this research. They were research design, research context, research participants, and data collection methods.

3.1 Research Design

The purpose of this research was to investigate whether or not there was a significant effect of using reciprocal teaching strategy on Junior High School students’ reading comprehension achievement. The design of this research was a quasi-experimental design with post-test only design. The design was chosen because this research was conducted in a school where the research participants were already in intact group (classes). Creswell (2012:310) states that some designs may consider quasi experimental research because the investigator does not randomly assign the participants to condition. The design of this research is illustrated as follows.



Based on the design, there were three sessions in conducting the research. First, selected the experimental and control by using cluster random sampling with lottery based on the result of homogeneity test given to the population (the seventh grade students of SMPN 2 Jember in the 2018/2019 academic year) through Levene’s Statistic in One way ANOVA. The result of homogeneity showed that the significant value based on mean was 0.214 that was higher than 0.05 significant level with 95% confidence interval. Therefore, the experimental group (VII-C consisted of 32 students) and the control group (VII-F consisted of 31 students) were determined by using cluster random sampling with lottery. Then

on the second session, the experimental group was given treatment by using Reciprocal Teaching Strategy, while the control group was taught by using Scientific Approach. Those were conducted in two meetings for each group and each meeting took 80 minutes. At the end of session, post-test was administered to both groups to get the result of reading comprehension achievement scores after getting the treatment to compare the mean difference between the experimental and the control groups.

3.2 Research Context

This research was conducted in one of the junior high schools in Jember (SMPN 2 Jember) because of the easy access to this school. In addition, this school has applied the English 2013 curriculum by employing student-centered learning instruction. The English teachers teach reading to the students by using English course book both written by the government. This school also has complete facilities that could support the researcher in conducting the research. Further, there was no research applying Reciprocal Teaching Strategy in teaching reading comprehension at this school and the English teacher had never used reciprocal teaching in teaching reading comprehension as the language teaching strategy.

3.3 Research Participants

The participants of this research were taken by using cluster random sampling based on the result of the homogeneity test that was analyzed through Levene's Statistic in one way ANOVA. The participants were the students of two classes from the existing six classes of the seventh grade at SMPN 2 Jember: VII A, VII B, VII C, VII D, VII E, and VII F. The homogeneity test was conducted on February 7th, 2019. The homogeneity test consisted of 20 items in the form of multiple choices. The researcher took two classes as the research participants by using lottery as the result of the population was homogeneous. Those classes were VII C as the experimental group and VII F as the control group.

3.4 Research Instruments

The instruments used to collect the data consisted of interview, documentation, and reading comprehension test. The following is a detailed description of these research instruments.

3.4.1 Interview

The researcher used semi-structured interview in which a list of questions was prepared to gain the information and developed to obtain further specific information. The interview was done with the English teacher to collect information about the curriculum; the textbooks; the process and the learning material used in teaching reading; the information about the students' reading comprehension achievement; and the technique, method, or strategy used in teaching reading comprehension whether or not the English teacher has used Reciprocal Teaching strategy (see Appendix 2).

3.4.2 Documentation

In this research, the document concerned on the written data of the (initial) names of the seventh grade students of SMPN 2 Jember in the 2018/2019 academic year of the experimental group and the control group. (See Appendix 3). The data was used as the information who were the research participants in this research.

3.4.3 Reading Comprehension Achievement Tests

Reading comprehension achievement test was used to get the data on how successful the students were in fulfilling the objective of the reading comprehension achievement covering word comprehension, sentence comprehension, paragraph comprehension, and text comprehension (Hughes, 2003:12). According to McMillan (1992:114) and Arikunto (2006:150), test is a standard set of questions that require the completion of cognitive task used to measure skill, knowledge, intelligence, and attitude of an individual or groups. In addition, Hughes (2003:11) says that there are four types of test namely proficiency test, achievement test, diagnostic test, and placement test. The

researcher took an achievement test for this study since the researcher wanted to investigate the students' reading comprehension achievement. The test used was a teacher-made test and constructed by the researcher. All the test items were in the form of multiple choice with four options termed as an objective test (Hughes, 2003:22). It has some advantages such as easy to score, more practical, and highly reliable (Hughes, 2003:22).

This research used three kinds of reading comprehension achievement tests. The first is homogeneity test. It was given to the seventh grade students of SMPN 2 Jember to know the equality of the population before determining the experimental and control group. It consisted of three different texts with 20 items of the test that covered 6 word comprehensions, 5 sentence comprehensions, 4 paragraph comprehensions, and 5 text comprehensions. The total number of correct items was divided by the total number of test questions and the maximum score of the test was 100 points. The test was administered in 30 minutes. Thus, the result of homogeneity test can be seen on chapter 4.

Second, try-out test was given to a class which neither belonged to the experimental nor control groups in the population to know the validity, reliability coefficient, and difficulty index and time allocation of the reading comprehension achievement test. It consisted of three different texts with total number of 25 questions that covered 6 word comprehensions, 6 sentence comprehensions, 6 paragraph comprehensions, and 7 text comprehensions. The total number of correct items was divided by the total number of test questions and the maximum score of the test was 100 points.

Validity and reliability must be considered in constructing test. According to Hughes (2003:26), a test is said to be valid if it measures accurately what it is intended to measure. He also adds that there are four kinds of validity namely: content validity, criterion-related validity, construct validity, and face validity (Hughes, 2003:26). The researcher established content validity because the test items were constructed by considering the reading material stated in the institutional curriculum and the syllabus of teaching reading at junior high school. Meanwhile, the indicators of reading comprehension achievement followed the

intensive reading indicators adapted from Hughes (2003:139) and reading comprehension aspects adapted from McWhorter (1989:106). Then, in estimating the reliability of test, the researcher used split-half Spearman Brown's Formula in SPSS Computing System 25.0. The procedures are as follows:

1. Conducted the try out test material and giving score to each item achieved.
2. Entered the score of each item into table by using a dichotomy score or giving 1 for the correct items and 0 for the wrong ones.
3. Estimated the reliability coefficient of the whole test by using Spearman Brown's Formula in SPSS computing system, the procedures were as follows:
 - a. Selected Menu [**Analyze**] → [**Scale**] → [**Reliability Analysis**];
 - b. Moved the test items to table [**Items**];
 - c. Chose Split-half in menu [**Model**]
 - d. And then clicked on [**OK**].
4. Gave interpretation of the analysis result. The result was categorized based on the following criteria of reliability coefficient described by Djiwandono (1996:154).

Table 3.1 Reliability Coefficient

Reliability Coefficient	$0,90 < r_{xy} \leq 1,00$	$0,70 < r_{xy} \leq 0,90$	$0,50 < r_{xy} \leq 0,70$	$0,30 < r_{xy} \leq 0,50$	$r_{xy} < 0,30$
Interpretation	very high	High	fair	Low	very low

In order to have a good test, Djiwandono (1996:140) states that a test should have information about the difficulty index level of its test items whether the test items are categorized as difficult, sufficient or fair, or easy. Thus, the researcher analyzed the difficulty index of test items by using SPSS computing system through [Analyze → Descriptive Statistics → Frequencies → mean]. The result of the index of difficulty level of test items were consulted to the following criteria (See Table 3.2) described by Arikunto (2015:225) whether the test items need to be simplified, revised, or discarded before being used in the post test.

Table. 3.2 Index of Difficulty Level

Facility of Value	FV=0,00	$0,00 < FV \leq 0,30$	$0,30 < FV \leq 0,70$	$0,70 < FV \leq 1,00$	FV=1
Interpretation	very difficult	difficult	fair	Easy	very easy

The last reading comprehension achievement test was posttest. It was used to get the final result of the students' reading comprehension achievement of the experimental and the control groups after the treatments were given by the researcher. The posttest items, content, and scoring method were similar with those of the tryout, except the items that might have been simplified, revised, or discarded based on the result of validity, reliability, and difficulty index level on the tryout test. The total items used in posttest were 20 items out of 25 items in tryout test items. The test consisted of 5 word comprehensions, 5 sentence comprehensions, 5 paragraph comprehensions, and 5 text comprehensions. The total number of correct items was divided by the total number of test questions and the maximum score of the test was 100 points. Then, the researcher analyzed the result of post-test by using t-test formula on SPSS computing system. The procedures were explained further in data analysis method

3.5 Data Analysis Method

After giving post-test to the experimental and the control groups, the data was analyzed by using independent sample t-test through SPSS 25 computing system to compare the mean score of the experimental group that was taught reading comprehension through Reciprocal Teaching Strategy and the control group that was taught reading comprehension through Scientific Approach. The result of data analysis was consulted to 5% significance level (confidence interval 95%) to know whether the result was significant or not. The detailed analysis of the result of posttest is discussed in Chapter 4.

CHAPTER 4. RESEARCH FINDINGS

This chapter presents some aspects related to the result of the research. Those are: the description of the treatments, the result of interview and documentation, the result of homogeneity test, the analysis of tryout result, the analysis of posttest result, hypothesis verification, and discussion.

4.1 The Description of the Treatments

As stated in Chapter 3, there were two groups of the research participants, namely the experimental group (VII C) consisted of 32 students and the control group (VII F) consisted of 31 students. The experimental group was taught reading comprehension by using Reciprocal Teaching Strategy, meanwhile the control group was taught reading comprehension through Scientific Approach. The teaching and learning process was done in two meetings for each class that took 80 minutes for each meeting. The schedule of administering the treatments is presented as follows.

Table 4.1 The Schedule of Administering the Research Treatment

No.	Activities	Date
1	Interviewing the seventh grade English teachers	January 30 th – 31 st , 2019
2	Taking the documentation	January 31 st , 2019
3	Administering homogeneity test	February 7 th , 2019
4	Analyzing homogeneity test result	February 8 th , 2019
5	Administering tryout test	February 13 th , 2019
6	Analyzing Tryout test result	February 13 th , 2019
7	Giving the treatment a) Experimental group (VII C class) b) Control group (VII F class)	February 11 th , 2019 (Meeting one) February 13 th , 2019 (Meeting two) February 12 th , 2019 (Meeting one) February 14 th , 2019 (Meeting two)
8	Administering posttest	February 16 th , 2019
9	Analyzing Posttest result	February 16 th , 2019

4.2 The Result of Interview and Documentation

4.2.1 The Result of Interview

As a part of the preliminary study, the interview with the English teacher of the seventh grade students of SMPN 2 Jember was done on October 30th, 2018. According to the teacher, the English lesson for the seventh grade students was taught twice a week. The English curriculum used is curriculum 2013. The text books used are “When English Rings a Bell” for the seventh grade students published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*, and “Mandiri – Practice Your English Competence” for the seventh grade students published by *Erlangga*.

Dealing with the reading strategies, the teachers said that they never used Reciprocal Teaching Strategy for teaching reading to the students. They used Scientific Approach in teaching reading comprehension to the students.

4.2.2 The Result of Documentation

Documentation was used to get the data about the number of the students in each class of the seventh grade in SMPN 2 Jember and also the initial names of the participants. The seventh grade at SMPN 2 Jember consisted of six classes. They were VII A, VII B, VII C, VII D, VII E, and VII F. Each class consisted of thirty one to thirty three students. So the total number of the seventh grade students was 189 students. The distribution of the students can be seen in table 4.2 below.

Table 4.2 The Total Number of the Seventh Grade Students

No.	Class	Male	Female	Total
1.	VII A	14	18	32
2.	VII B	14	18	32
3.	VII C	14	18	32
4.	VII D	14	17	31
5.	VII E	14	17	31
6.	VII F	12	19	31
Total				189

Source: *SMPN 2 Jember's Document*

Meanwhile, the (Initial) names of the research participants of experimental control groups can be seen in Appendix 3.

4.3 The Result of Homogeneity Test

The homogeneity test was conducted on February 1st – 8th, 2019. In this homogeneity test, there were 20 test items in the form of multiple choices. The homogeneity test was done to know whether the population was homogeneous or not. The result of the homogeneity test was analyzed by using Levene's statistics on One Way ANOVA. The descriptions and the result of homogeneity test are presented as follows.

Table 4.3 The Descriptive of Homogeneity Test Result

Score	Descriptives							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
VII A	32	72.34	7.618	1.347	69.60	75.09	55	90
VII B	32	74.69	14.024	2.479	69.63	79.74	35	100
VII C	32	77.25	10.869	1.921	73.33	81.17	40	90
VII D	31	82.26	10.942	1.965	78.24	86.27	40	95
VII E	31	81.45	10.424	1.872	77.63	85.28	60	95
VII F	31	79.35	9.376	1.684	75.92	82.79	60	100
Total	189	77.84	11.162	.812	76.24	79.44	35	100

Table 4.3 showed that the population consisted of 189 students. The mean score of VII A class was 72.34; VII B class was 74.69; VII C class was 77.25; VII D class was 82.86; VII E class was 79.35; VII F class was 79.35, and the total mean score of the whole population was 77.84. Further, the following table is the detailed information of the homogeneity test result whether the variances in the population were homogenous or not.

Table 4.4 Test Output of Homogeneity of Variances

Score	Levene Statistic	df1	df2	Sig.
Based on Mean	1.433	5	183	.214
Based on Median	1.325	5	183	.255
Based on Median and with adjusted df	1.325	5	153.257	.256
Based on trimmed mean	1.396	5	183	.228

Table 4.4 provides information about the result of homogeneity test. It showed that the value of Sig. based on mean was 0.214. Thus, it could be concluded that the variances of population was significantly homogenous since it was more than 0.05 significant level with 95% confidence interval. Therefore, the experimental (VII-C consisted of 32 students) and the control groups (VII-F consisted of 31 students) were chosen by cluster random sampling with lottery.

4.4 The Analysis of Try Out Test Result

The tryout test was conducted on February 13th, 2019 to VII D class which neither belonged to the experimental nor control group to have information about the validity, reliability coefficient, and facility value (Index of difficulty level) of the test items. The following is the detailed information of those.

a) Validity of Test

To establish the content validity, the reading test was constructed based on the Basic Competences of reading in Curriculum 2013 for the seventh grade no. 4.7.1.

“Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang dan benda”

Meanwhile, the indicators of reading comprehension achievement followed the intensive reading indicators adapted from Hughes (2003:139) and four reading comprehension aspects (Word Comprehension, Sentence Comprehension, Paragraph Comprehension, and Text Comprehension) adapted from McWhorter (1989:106).

b) The Reliability of Test

To know the reliability of the reading test and its level of difficulty, the reading test was tried out (Djiwandono, 2011:163) to VII D class which neither belonged to the experimental nor the control group. In estimating the reliability of test, the researcher used split-half Spearman Brown's Formula in SPSS

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestions. Each point is presented in the following sections.

5.1 Conclusion

Based on the result of data analysis, hypothesis verification, and discussion in the previous chapter, it could be concluded that there was a significant effect of using Reciprocal Teaching Strategy on Junior High School students' reading comprehension achievement.

5.2 Suggestions

Based on the result of this research, the researcher would like to give the following suggestions.

5.2.1 The English Teacher

The researcher suggests the English teacher to use Reciprocal Teaching Strategy (RTS) as an alternative teaching strategy since the result of the research showed that it brings the students' self-confidence and effectiveness in learning. Employing RTS needs a good classroom management to create an ideal learning atmosphere when the students are working in group. Further, the teacher should provide appropriate explanation especially on the steps of its application on modeling and on-going guidance to avoid unwanted problems that may be encountered by the teacher.

5.2.2 Future Researchers

The researcher suggests to future researchers to conduct a longer period of time especially in giving the treatment to gain a better result since this research only took 2 meetings. Furthermore, the researcher hopes that this research can be used as a consideration and reference for future researchers who want to investigate and to carry similar topic in their research either in a different research area, design, or other English language skills. For instance, a classroom action research to improve the students' reading comprehension achievement using Reciprocal Teaching Strategy or an experimental research to investigate the effectiveness of

using Reciprocal Teaching Strategy on the students' speaking or listening skill, by regarding the students' roles when they work together in group speaking and listening skills become the urgent skills in the process of Reciprocal Teaching Strategy.



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APPENDICES

APPENDIX 1

Research Matrix

Title	Research problem	Variables	Indicators	Data resources	Research method	Hypothesis
The Effect of Using Reciprocal Teaching Strategy on Junior High School Students' Reading Comprehension Achievement	Is there any significant effect of using reciprocal teaching strategy on junior high school students' reading comprehension achievement?	<p>1. Independent Variable The use of Reciprocal Teaching Strategies (Predicting, Clarifying, Questioning, and Summarizing) in the teaching and learning process of students' reading comprehension</p> <p>2. Dependent Variable The seventh grade students' scores of reading comprehension achievement</p>	<p>1. Predicting 2. Questioning 3. Clarifying 4. Summarizing Palincsar and Brown, (1984)</p> <p>The scores of reading comprehension test covering: 1. <i>Word comprehension</i> 2. <i>Sentence comprehension</i> 3. <i>Paragraph comprehension</i> 4. <i>Text comprehension</i> McWhorter (1989: 106)</p>	<p>1. Research participants: The seventh grade students of SMPN 2 Jember</p> <p>2. Informant: The English teacher of SMPN 2 Jember</p> <p>3. Documents: a. The total number of students. b. The initial names of the students in experimental and control groups. c. The students' worksheet d. The scores of reading comprehension test.</p>	<p>1. Research design: Quasi-experimental research with non-equivalent group post-test only design</p> <p>2. Research Area Determination Method: Purposive method</p> <p>3. Research Respondents Determination Method: Cluster random sampling using lottery</p> <p>4. Data collection method: Interview, documentation, reading comprehension achievement tests (homogeneity test, try-out test, and post-test)</p> <p>5. Data analysis method: The data analyzed by using SPSS computing system.</p>	There is a significant effect of using reciprocal teaching strategy on junior high school students' reading comprehension achievement

APPENDIX 2

The Result of Interview with the English Teacher

No.	Questions	Answers
1.	What curriculum do you use in teaching English at SMPN 2 Jember?	In this school, I use 2013 Curriculum for teaching English
2.	How often do you teach English in every week?	I teach English twice a week for each class. Each meeting consists of 2 x 40 minutes
3.	What are the students' difficulties in reading Comprehension?	I usually use the students' workbook. I ask the students to read the text, ask them to find the words that they don't understand and find them in dictionary, and then answer some types of questions such as multiple choices of comprehension questions.
4.	What textbook do you use to teach your students?	I usually use the book "When English Rings the Bell" and "Mandiri-Erlangga"
5.	Do you use any other source besides those textbooks? If yes, what are they?	No, I don't. I think the materials in the books are already complete for the students.
6.	Have you ever used Reciprocal Teaching strategies in teaching reading? Why?	No. I have not; I never used Reciprocal Teaching strategy before. I do not know about it before. Meanwhile, it needs some efforts to familiarize it to my students, it takes time.
7.	What teaching strategy do you use in teaching reading?	I use Scientific Approach with Question and Answer strategy.
8.	Do you teach reading integrated with the other language skill(s)?	Yes, I do. I usually teach reading integrated with one or more language skills.

APPENDIX 3

The (Initial) Names of The Research Participants

No.	VII C (Experimental Group)	VII F (Control Group)
1.	AA	AMA
2.	ANH	AHN
3.	AAP	ARN
4.	BMP	AMZ
5.	BAA	ARY
6.	DAW	AVA
7.	EYP	AVV
8.	FAN	AFJ
9.	GRD	ASS
10.	JIP	BNA
11.	KR	DDH
12.	KMP	ERD
13.	KMF	FAG
14.	KNI	FOF
15.	LFH	GKR
16.	MZA	GAR
17.	MQ	IAS
18.	MAB	JAC
19.	MNA	JEH
20.	MNF	JAP
21.	MTH	MRG
22.	NAM	MAF
23.	NDA	MND
24.	NNU	MAW
25.	NRP	MAS
26.	NCW	NRA
27.	N'S	NAH
28.	SCS	NZV
29.	THA	RMA
30.	YIH	ZAN
31.	ZZP	CAT
32.	ZRA	

APPENDIX 4

HOMOGENEITY TEST

(Reading Comprehension Achievement Test)

Level	:	Junior High School
Subject	:	English
Class/Semester	:	VII/Even
Text Type	:	Descriptive Text
Language Skill	:	Reading
Time Allocation	:	30 Minutes

Read the following texts carefully then answer questions by giving a Cross (X) on the letter A, B, C, or D based on the text.

The text below is for questions number 1 to 6.

.....

Peter is the youngest in our family. He is fourteen years old and four years younger than I am. He has long straight hair, bright eyes, and a friendly smile. Sometimes, he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Source: Pegangan Guru untuk SMP/Mts, Intan Pariwara

- What does the text above tell us about?
 - Peter
 - Peter's hobby
 - Peter's family
 - Peter's elder brother
- "He is fourteen years old and four years younger than **I am**"
What does the underlined word refer to?
 - Peter
 - The writer
 - The writer's brother
 - The writer's family
- How old is the writer?
 - Fourteen years old
 - Ten years old
 - Eighteen years old
 - Sixteen years old
- Which hair does Peter have?
 - Long and curly
 - Long and straight
 - Bald
 - Short and straight
- "Peter is **interested** in sports very much," (Line 4)
What is the synonym of the underlined word?
 - disinterested
 - enthusiastic
 - ignored
 - care
- ..., but he usually does what he is asked to do." (Line 3)
What does the writer's statement above mean?
 - He does everything he wants.
 - He always asks.
 - He is lazy.
 - He is diligent.

The text below is for questions number 7 to 13

.....
 I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot 1
 when he sailed abroad. I love this robot.

My robot is very nice. It is about twenty centimeters tall. The color of the
 robot is blue. The robot has a strong body. It has two big red eyes. It has two strong
 legs covered with blade boots. 5

My robot can be operated with two medium sized batteries. After inserting the
 batteries at the back of the robot body, we can make it move when we push the
 button behind its neck. The robot will move its left and right foot in turn. It will
 move its two arms in turn too. However, the robot could not bend its feet and it
 moves forward only. 10

Source: <http://www.englishindo.com>

7. What is the suitable title for the text above?
 - A. My New Robot
 - B. My Uncle
 - C. My Twenty Robot
 - D. My Strong Robot
8. Which paragraph is the description of the text above?
 - A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 2 and 3
 - D. Paragraph 3
9. What is the color of the robot's eyes?
 - A. red
 - B. black
 - C. blue
 - D. white
10. "The robot has a **strong** body" (Line 4)
 What is the opposite meaning of the underlined word?
 - A. weak
 - B. energetic
 - C. powerful
 - D. relax
11. "**It** has two big eyes." (Line 4)
 What does the underlined word refer to?
 - A. The writer
 - B. The robot
 - C. The body
 - D. The robot hands
12. What is the main idea of the third paragraph?
 - A. The writer's robot can be operated with two medium sized batteries.
 - B. The robot is difficult to move.
 - C. The robot can be operated without batteries.
 - D. The batteries must be out to make the robot strong.
13. What is the social function of the text above?
 - A. to tell the writer's new robot
 - B. to inform how the robot moves
 - C. to explain how the writer gets the robot
 - D. to describe the writer's new robot from his uncle

19. "I prefer reading a novel in this room." (Line 5)
What does the writer's statement mean?
- The room is the writer's favorite place to read a novel.
 - The room has some collections of novel.
 - The writer likes to keep her novel in that room.
 - The writer spends her time reading a novel in that room.
20. Which statement is **false** based on the text above?
- Between the writer's bedroom and the kitchen is living room.
 - The writer's computer has an internet connection.
 - The writer keeps her novels on a book shelf in the living room.
 - The two bedrooms are in the left side of living room.

THE DETAILED DISTRIBUTION OF HOMOGENEITY TEST ITEMS

No	Genre	Indicators	Item Number	Total
1	Descriptive	<i>Word Comprehension</i>	2, 5, 10, 11, 14, 17	6
		<i>Sentence Comprehension</i>	4, 6, 9, 16, 19	5
		<i>Paragraph Comprehension</i>	3, 12, 15, 18	4
		<i>Text Comprehension</i>	1, 7, 8, 13, 20	5
Total				20

Answer Key

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

APPENDIX 5

The Result of Homogeneity Test

No.	VII A	VII B	VII C	VII D	VII E	VII F
1.	75	80	85	70	80	80
2.	70	75	80	80	85	70
3.	60	80	85	85	85	65
4.	75	60	85	95	90	85
5.	75	95	85	90	60	90
6.	80	85	80	80	90	85
7.	75	70	80	85	90	85
8.	75	65	90	90	90	80
9.	65	70	80	80	60	80
10.	80	60	60	85	75	75
11.	65	70	70	70	90	80
12.	55	70	85	85	80	85
13.	70	75	55	90	95	75
14.	70	60	75	75	75	70
15.	70	85	90	80	90	70
16.	70	95	85	85	95	60
17.	65	95	75	95	85	85
18.	85	90	70	85	95	85
19.	75	100	80	80	80	60
20.	90	95	80	95	80	80
21.	65	75	85	70	90	85
22.	75	80	40	85	80	85
23.	80	75	85	95	95	80
24.	75	80	65	95	80	100
25.	65	75	80	90	70	60
26.	75	35	70	85	65	85
27.	70	60	75	85	65	85
28.	65	80	85	75	90	80
29.	80	75	65	75	70	85
30.	70	60	80	75	75	90
31.	85	55	85	40	75	80
32.	65	75	80			

APPENDIX 6

Division of Odd and Even Numbers (Data Input SPSS)

No.	Tryout Test Odd Numbers (X)													Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	
1.	1	1	1	1	1	1	0	1	1	1	1	1	0	11
2.	1	1	1	0	1	1	0	1	1	1	1	1	0	10
3.	1	1	0	0	1	1	0	1	1	1	1	1	0	9
4.	1	1	0	0	1	1	0	1	1	1	1	1	1	10
5.	1	1	0	0	1	1	1	1	1	1	1	1	0	10
6.	1	1	0	1	1	1	1	1	1	1	1	1	1	12
7.	1	0	0	0	0	1	1	1	1	1	0	1	1	8
8.	1	1	0	1	1	1	1	1	1	1	1	1	1	12
9.	1	0	0	0	0	1	1	1	1	1	0	1	1	8
10.	1	1	1	0	0	0	1	1	1	0	0	1	1	8
11.	1	1	0	0	1	1	0	1	0	1	1	1	1	9
12.	1	1	1	1	1	1	1	1	1	1	1	1	1	13
13.	1	1	0	1	1	1	1	1	1	1	1	1	0	11
14.	1	1	0	0	1	1	1	1	1	0	1	1	1	10
15.	1	1	0	1	1	1	1	1	1	1	1	1	1	12
16.	1	0	0	0	1	0	1	1	1	1	1	1	0	8
17.	1	0	0	0	1	1	1	1	1	1	1	1	1	10
18.	1	1	0	1	1	1	1	1	1	1	1	1	1	12
19.	1	1	0	0	1	1	1	1	1	1	1	1	0	10
20.	1	0	0	0	1	1	1	1	1	1	1	1	1	10
21.	1	1	0	0	1	1	1	1	1	1	1	1	0	10
22.	1	1	0	1	1	1	1	1	1	0	1	1	1	11
23.	1	1	0	1	1	1	1	1	1	1	1	1	1	12
24.	1	1	1	0	1	1	0	1	1	1	1	1	0	10
25.	1	0	0	0	0	1	0	1	1	1	1	1	1	8
26.	1	1	0	0	1	1	0	1	0	1	1	1	1	9
27.	1	1	1	0	1	1	0	1	1	1	1	1	0	10
28.	1	1	1	0	1	1	0	1	1	1	1	1	0	10
29.	1	1	0	0	1	1	1	1	1	0	1	1	1	10
30.	1	1	1	0	1	1	1	1	1	1	0	1	0	10

No.	Tryout Test Even Numbers (Y)												Total
	2	4	6	8	10	12	14	16	18	20	22	24	
1.	1	1	1	1	1	1	1	1	1	1	1	1	12
2.	0	0	1	1	0	1	1	1	0	1	1	1	8
3.	0	1	1	1	1	1	1	0	1	0	1	0	8
4.	1	1	1	1	1	1	1	1	1	1	1	1	12
5.	0	1	0	1	1	1	1	1	1	1	1	1	10
6.	1	1	1	1	0	1	1	1	1	1	1	1	11
7.	1	0	1	1	0	1	0	0	0	0	0	1	5
8.	1	0	1	1	1	1	1	1	1	1	1	1	11
9.	1	0	1	1	0	1	0	1	0	0	1	0	6
10.	1	0	0	1	0	1	0	0	0	1	0	0	4
11.	1	1	1	1	0	1	1	0	1	0	1	0	8
12.	0	1	1	1	1	1	1	1	1	1	1	0	10
13.	0	1	0	1	1	1	1	1	1	1	1	1	10
14.	0	1	1	1	1	1	1	1	1	1	0	1	10
15.	1	1	1	1	1	1	1	1	1	0	1	1	11
16.	1	1	1	1	1	1	1	1	0	1	1	1	11
17.	1	1	1	1	0	1	1	1	0	1	1	1	10
18.	1	1	1	1	1	1	1	1	1	1	1	0	11
19.	0	1	0	1	1	1	1	1	1	1	1	1	10
20.	1	1	1	1	0	1	1	1	0	1	1	1	10
21.	1	1	1	1	1	1	1	0	1	1	1	1	11
22.	1	1	1	1	1	1	1	0	1	1	1	1	11
23.	0	1	1	1	1	1	1	1	1	0	1	1	10
24.	0	1	0	1	1	1	1	1	0	1	0	1	8
25.	0	1	0	1	0	1	1	0	0	0	0	0	4
26.	1	1	1	1	0	1	1	0	1	0	1	1	9
27.	1	1	1	1	0	1	1	0	1	0	1	0	8
28.	0	1	0	1	1	1	1	0	1	1	1	0	8
29.	0	1	1	1	1	1	1	1	1	1	0	1	10
30.	0	1	1	1	1	1	1	1	0	0	1	0	8

APPENDIX 7

The Result of Tryout Test

No.	Initials	Scores
1.	AND	92
2.	AJ	72
3.	AS	68
4.	ANM	88
5.	CAW	80
6.	DNR	92
7.	ERA	52
8.	FJ	92
9.	HFZ	56
10.	INF	48
11.	JJA	68
12.	KFY	92
13.	KAS	84
14.	MJ	80
15.	MAA	-
16.	MFP	92
17.	MNU	76
18.	MRD	80
19.	NTY	92
20.	NDN	80
21.	RDD	80
22.	RFN	84
23.	RAK	88
24.	SRK	88
25.	SBR	72
26.	SRO	48
27.	TG	72
28.	TEI	72
29.	VF	72
30.	WCF	80
31.	YW	72

APPENDIX 8

LESSON PLAN 1

Level	: Junior High School
Subject	: English
Class/ Semester	: VII/ Even
Language Skill	: Reading
Text Type/Theme	: Descriptive text/Animal
Meeting	: I (One)
Time Allocation	: 2 x 40 minutes

A. Core Competence (KI)

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence		Indicators	
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang dan benda.	4.7.1.1	Stating the generic structure, social function, and the language features of the descriptive text.
		4.7.1.2	Predicting what the text is through the picture or the title of the descriptive text.
		4.7.1.3	Writing down and give the meaning of the unfamiliar words in the descriptive text.
		4.7.1.4	Answering the comprehension questions in the form of multiple questions
		4.7.1.5	Making a summary about the descriptive text.

C. LEARNING OBJECTIVES

Students are expected to be able to:

- 4.7.1.1 State the generic structure, social function, and the language features of the descriptive text.
- 4.7.1.2 Predict what the text is through the picture or the title of the descriptive text.
- 4.7.1.3 Write down and give the meaning of the unfamiliar words in the descriptive text.
- 4.7.1.4 Answer the comprehension questions in the form of multiple questions
- 4.7.1.5 Make a summary about the descriptive text.

D. LEARNING MATERIAL

Enclosed (*Attachment 1*)

E. LEARNING APPROACH

Method: - **Experimental group:** Reciprocal Teaching Strategy
 - **Control Group:** Scientific Approach

F. SOURCE AND MEDIA

Media: Text, Picture, Whiteboard

Source: English in Fokus SMP Kelas 7; <http://www.belajarbahasainggris.us/>

G. LEARNING ACTIVITIES

Experimental Group	Time	Control Group	Time
Pre-Activities	8'	Pre-Activities	8'
<ul style="list-style-type: none"> - Greeting the students and checking their attendance. - Asking the students to pray before starting the meeting. - Showing topic-related pictures to students (<i>Attachment 1</i>) and connecting the pictures to students' background knowledge by asking some questions to the students about the pictures. <i>Do you have a pet in your home? What is it?</i> <i>Can you guess what pet that has long ears, likes carrots, and usually has white fur?</i> <i>Who has rabbits at home?</i> - Stating the objective of the lesson 	2' 1' 4' 1'	<ul style="list-style-type: none"> - Greeting the students and checking their attendance. - Asking the students to pray before starting the meeting. - Showing topic-related pictures to students (<i>Attachment 1</i>) and connecting the pictures to students' background knowledge by asking some questions to the students about the pictures. <i>Do you have a pet in your home? What is it?</i> <i>Can you guess what pet that has long ears, likes carrots, and usually has white fur?</i> <i>Who has rabbits at home?</i> - Stating the objective of the lesson 	2' 1' 4' 1'
Main Activities	62'	Main Activities	62'
*Pre-Reading Predicting <ul style="list-style-type: none"> - Asking the students to make predictions what the text is about. Questioning <ul style="list-style-type: none"> - Asking the students to generate questions they expect to be answered while reading the text and write down them on the reciprocal teaching worksheet. 	(16') 8' 8'	Observing <ul style="list-style-type: none"> - Asking the students to read the descriptive text silently by concentrating their minds in terms of the social function, generic structure, and language features used. Questioning <ul style="list-style-type: none"> - Guiding the students to ask something about the text they read./ Asking the students what the text they are reading is. 	(12') 12' (10') 10' (10')

<p>*While Reading</p> <p>Clarifying</p> <ul style="list-style-type: none"> - Asking the students to clarify their questions while reading the text. - Asking the students to write down the unfamiliar words in the text and give the meaning of those on the reciprocal teaching worksheet. - Asking the students to answer the comprehension questions in the form of multiple choice individually <p>*Post Reading</p> <p>Summarizing</p> <ul style="list-style-type: none"> - Asking the students to summarize the text using their own words on the Reciprocal Teaching worksheet. - Asking the students to present their summary in front of the class. 	<p>(31')</p> <p>8'</p> <p>8'</p> <p>15'</p> <p>(14')</p> <p>9'</p> <p>6'</p>	<p>Associating</p> <ul style="list-style-type: none"> - Asking the students to write down the unfamiliar words in the text and give the meaning of those with their partner. <p>Experimenting</p> <ul style="list-style-type: none"> - Asking the students to answer the comprehension questions in the form of multiple choice individually - Asking the students to make a summary in two sentences about the text they have read. <p>Networking</p> <ul style="list-style-type: none"> - Asking the students to discuss their summary together with the teacher. 	<p>15'</p> <p>(15')</p> <p>15'</p> <p>(15')</p> <p>10'</p> <p>5'</p>
Post Activities	10'	Post Activities	10'
<ul style="list-style-type: none"> - Asking the students to draw a conclusion of what they have learned and discussed. - Asking the students to pray before closing the meeting and leaving the students. 	<p>8'</p> <p>2'</p>	<ul style="list-style-type: none"> - Asking the students to draw a conclusion of what they have learned and discussed. - Asking the students to pray before closing the meeting and leaving the students. 	<p>8'</p> <p>2'</p>

Jember, February 2019
The Researcher

Muhammad Kholili
NIM. 140210401054

ENCLOSURE

Attachment 1 Material for both Experimental and Control Groups)

1. Text Reading

Identification	{	
		I have a male rabbit named Boli. Boli is an angora rabbit given by my uncle as a birthday gift.	1
Description	{	He has a very fat body with very clear white fur. His weight is approximately 3 kg with for about 52 cm body length. Boli has beautiful blue eyes. Boli does not like being quiet. He likes running and jumping. He would be very happy if I let him out and play in the yard. Boli loves vegetables especially carrots. When it is time to eat, he will approach me. Although Boli loves carrots, I always give him additional foods such as multivitamins and minerals.	5
		In spite of being very active, Boli does not like water. When groom time arrives, I must try my best to groom him. Sometimes I have to chase him first and put him in a special tub.	10
Conclusion	{	Because of his very adorable body and behavior, I love Boli very much. I hope Boli can always accompany me every day.	

Source: <http://www.belajarbahasainggris.us/>

2. Related Pictures of the text



www.droidforums.net



www.weneedfun.com



www.petponder.com



www.hobibinatang.com

3. Learning Material

- a. *Definition of Descriptive Text* : Descriptive text is a text which says what a person or a thing is like.
- b. *The purpose of Descriptive Text* : Its purpose is to describe and reveal a particular person, place, or thing.
- c. *The Generic Structures of Descriptive Text*
1. Identification : Identifying the phenomenon to be described.
 2. Description : Describing the phenomenon in parts, qualities, or/and characteristics.
 3. Conclusion : It is optional. Stating personal comment to the phenomenon described.
- d. *The Language features of Descriptive Text*
1. Using present tense form: have/has, is, likes, loves, will, give, etc.
 2. Using various adjectives that are describing, numbering, or classifying such as: He has a very fat body with very clear white fur; Boli has beautiful blue eyes; Because of his very adorable body and behavior, etc.
 3. Using relative verbs to provide information about the subject such as: I have a male rabbit named Boli; Boli is an angora rabbit given by my uncle as a birthday gift.
 4. Using thinking and feeling verbs to express the writer's personal views about the subject such as: He likes running and jumping; I love Boli very much, etc.
 5. Using adverbs to provide additional information about the behavior or trait (Adjective) described such as: His weight is approximately 3 kg with for 52 cm body length.

3. Task

Answer these questions correctly based on the text have been discussed by giving a cross (X) on the letter A, B, C, or D!

1. What is the most suitable title of the text above?

A. My Rabbit	C. My Fat Body
B. My Uncle	D. A Clear White Fur
2. What is the purpose of the text above?
 - A. It tells the writer's birthday gift.
 - B. It describes the writer's rabbit.
 - C. It informs how the writer grooms her rabbit.
 - D. It describe that the writer's rabbit is an angora.
3. "He has a very fat body with ..."
What does the underlined word refer to?

A. The writer	C. The writer's cat
B. The writer's uncle	D. The writer's rabbit

4. What is the main idea of the third paragraph?
 - A. Boli does not like water.
 - B. The writer has to find Boli before taking groom of him.
 - C. Boli has a special tub.
 - D. The writer must have an extra effort to groom Boli.
5. What does Boli like to do?
 - A. He likes eating carrots.
 - B. He likes grooming in his special tub.
 - C. He likes running and jumping.
 - D. He likes being quite.
6. Why does the writer have to chase Boli before grooming him? Because ...
 - A. Boli likes running around the yard.
 - B. Boli goes out of the house.
 - C. Boli does not like water.
 - D. Boli is sleeping.
7. “Because of his very **adorable** body and behavior, ...”
What is the *similar* meaning of the underlined word?
 - A. lovable
 - B. nasty
 - C. strong
 - D. muscular
8. “When it is time to eat, he will approach me.”
What does the writer’s statement mean?
 - A. Boli always forgets the time for eating.
 - B. Boli always approaches the writer if he feels hungry.
 - C. The writer pampers Boli for eating.
 - D. The writer approaches Boli to give his meals.
9. What is the generic structure of the text above?
 - A. Identification – descriptions – conclusion
 - B. Orientation – events – reorientation
 - C. Identification – descriptions
 - D. Introduction – descriptions
10. Which statement is **false** according to the text?
 - A. Boli is an agora rabbit.
 - B. Boli has a big body
 - C. Boly has an adorable body
 - D. Boli likes being quiet

ANSWER KEY

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

Attachment 2 (Material for the Experimental Group)

1. Reciprocal Teaching Worksheet

RECIPROCAL TEACHING – THE FAB FOUR

Please complete the reciprocal teaching worksheet below based on the text above together with your group!

Name : / ____		GROUP _____
Class : Day/date : 2019		
Prediction	<p><i>(Predict the text by guessing what the text is about from the picture or title of the text!)</i></p> <p>I think/predict the text the will be about.....</p>	
Questions	<p><i>(Ask any questions going through your head about the text!)</i></p> <p>Question:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	
Clarification	<p><i>(Clarify your questions while reading the text!)</i></p> <p>Answer:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	
	<p><i>(Write down words that are difficult to understand from the text!)</i></p> <p>WORD</p> <p>1. 5.</p> <p>2. 6.</p> <p>3. 7.</p> <p>4. 8.</p>	<p><i>(How do you clarify?)</i></p> <p>WORD</p> <p>1. 5.</p> <p>2. 6.</p> <p>3. 7.</p> <p>4. 8.</p>
Summarization	<p><i>(Make summary in 1 or 2 sentences to capture what you read!)</i></p> <p>Based on the text, our summary is:</p> <p>.....</p> <p>.....</p>	

Adapted from Oczkus (2018:40)

ALTERNATIVE KEY ANSWER

Name : / ____		GROUP _____
Class :		
		Day/date : 2019
Prediction	<p><i>(Predict the text by guessing what the text is about from the picture or title of the text!)</i></p> <p>I think/predict the text the will be about <u>a description of special rabbit</u></p>	
Questions	<p><i>(Ask any questions going through your head about the text!)</i></p> <p>Question:</p> <ol style="list-style-type: none"> 1. What kind of rabbit is it? 2. What does the rabbit like to do? 3. What are the special characteristics of that rabbit? 4. Why is the rabbit being special? 5. What does the rabbit like? 	
Clarification	<p><i>(Clarify your questions while reading the text!)</i></p> <p>Answer:</p> <ol style="list-style-type: none"> 1. It is an Angora rabbit. 2. It likes to jump and run around the yard. 3. It has very clear white fur, 3 kg of its weight, and 52 cm of its body length. 4. Because it was given by the writer's uncle as her birthday gift. 5. It like vegetable especially carrots. 	
	<p><i>(Write down words that are difficult to understand from the text!)</i></p> <p>WORD</p> <ol style="list-style-type: none"> 1. <u>fur</u> 2. <u>weight</u> 3. <u>approximately</u> 4. <u>approach</u> 5. <u>groom</u> 6. <u>cashe</u> 7. <u>adorable</u> 	<p><i>(How do you clarify?)</i></p> <p>WORD</p> <ol style="list-style-type: none"> 1. <u>bulu</u> 2. <u>berat badan</u> 3. <u>for about/around</u> 4. <u>come closer</u> 5. <u>Mandi/memandikan</u> 6. <u>Seek and catch</u> 7. <u>Easy to love</u>
Summarization	<p><i>(Make summary in 1 or 2 sentences to capture what you read!)</i></p> <p>Based on the text, our summary is:</p> <p><u>A rabbit called Boli is an angora rabbit that the writer's uncle gives it as the birthday give for her. Boli is a rabbit that is very easy to be loved because it has wonderful appearance and behavior.</u></p>	

APPENDIX 9

LESSON PLAN 2

Level	: Junior High School
Subject	: English
Class/ Semester	: VII/ Even
Language Skill	: Reading
Text Type/Theme	: Descriptive text/Place
Meeting	: II (Two)
Time Allocation	: 2 x 40 minutes

A. Core Competence (KI)

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence		Indicators	
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang dan benda.	4.7.1.1	Stating the generic structure, social function, and the language features of the descriptive text.
		4.7.1.2	Predicting what the text is through the picture or the title of the descriptive text.
		4.7.1.3	Writing down and give the meaning of the unfamiliar words in the descriptive text.
		4.7.1.4	Answering the comprehension questions in the form of multiple questions
		4.7.1.5	Making a summary about the descriptive text.

C. LEARNING OBJECTIVES

Students are expected to be able to:

- 4.7.1.1 State the generic structure, social function, and the language features of the descriptive text.
- 4.7.1.2 Predict what the text is through the picture or the title of the descriptive text.
- 4.7.1.3 Write down and give the meaning of the unfamiliar words in the descriptive text.
- 4.7.1.4 Answer the comprehension questions in the form of multiple questions
- 4.7.1.5 Make a summary about the descriptive text.

D. LEARNING MATERIAL

Enclosed (*Attachment 1*)

E. LEARNING APPROACH

Method: - **Experimental group:** Reciprocal Teaching Strategy
 - **Control Group:** Scientific Approach

F. SOURCE AND MEDIA

Media: Text, Picture, Whiteboard

Source: www.wordcliff.com

G. LEARNING ACTIVITIES

Experimental Group	Time	Control Group	Time
Pre-Activities	8'	Pre-Activities	8'
- Greeting the students and checking their attendance.	2'	- Greeting the students and checking their attendance.	2'
- Asking the students to pray before starting the meeting.	1'	- Asking the students to pray before starting the meeting.	1'
- Showing topic-related pictures to students (<i>Attachment 1</i>) and connecting the pictures to students' background knowledge by asking some questions to the students about the pictures.	4'	- Showing topic-related pictures to students (<i>Attachment 1</i>) and connecting the pictures to students' background knowledge by asking some questions to the students about the pictures.	4'
<i>Do you know what picture is this?(Showing the picture of Museum, Amphitheatre, and observation deck of Monas)</i>		<i>Do you know what picture is this?(Showing the picture of Museum, Amphitheatre, and observation deck of Monas)</i>	
<i>Where do we able to find those places?</i>		<i>Where do we able to find those places?</i>	
<i>This building is located near Gambir Train Station, most known as the landmark of Indonesia. What is it?</i>		<i>This building is located near Gambir Train Station, most known as the landmark of Indonesia. What is it?</i>	
- Stating the objective of the lesson	1'	- Stating the objective of the lesson	1'
Main Activities	62'	Main Activities	62'
*Pre-Reading	(16')	Observing	(12')
Predicting	8'	- Asking the students to read the descriptive text silently by concentrating their minds in terms of the social function, generic structure, and language features used.	12'
- Asking the students to make predictions what the text is about.			
Questioning	8'	Questioning	(10')
- Asking the students to generate questions they expect to be			

answered while reading the text and write down them on the reciprocal teaching worksheet.		- Guiding the students to ask something about the text they read.	10'
*While Reading	(31')	Associating	(10')
Clarifying		- Asking the students to write down the unfamiliar words, phrases, or sentences in the text and give the meaning of those with their partner.	15'
- Asking the students to clarify their questions while reading the text.	8'		
- Asking the students to write down the unfamiliar words in the text and give the meaning of those on the reciprocal teaching worksheet.	8'	Experimenting	(15')
- Asking the students to answer the comprehension questions in the form of multiple choice individually	15'	- Asking the students to answer the comprehension questions in the form of multiple choice individually	15'
*Post Reading	(14')	Networking	(15')
Summarizing		- Asking the students to make a summary in two sentences about the text they have read.	10'
- Asking the students to summarize the text using their own words on the Reciprocal Teaching worksheet.	9'	- Asking the students to discuss their summary together with the teacher.	5'
- Asking the students to present their summary in front of the class.	6'		
Post Activities	10'	Post Activities	10'
- Asking the students to draw a conclusion of what they have learned and discussed.	8'	- Asking the students to draw a conclusion of what they have learned and discussed.	8'
- Asking the students to pray before closing the meeting and leaving the students.	2'	- Asking the students to pray before closing the meeting and leaving the students.	2'

Jember, February 2019
The Researcher

Muhammad Kholili
NIM. 140210401054

ENCLOSURE

Attachment 1 (Material for the Experimental and Control Group)

1. Text Reading

.....

Identification	{	The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.	1 5
Description	{	The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this building called <i>Ruang Kemerdekaan</i> , it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be used to access the top platform where we will find the observation deck and also the flame of independence.	10

Source: www.wordcliff.com

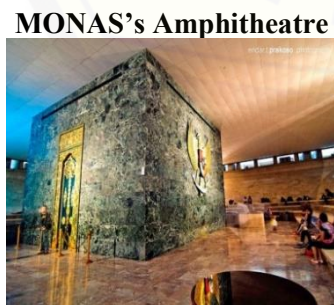
**2. Related Picture of Text
NATIONAL MONUMENT**



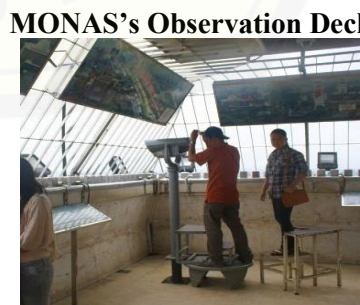
www.indonesia-tourism.com



www.rangkumanpengetahuan.blogspot.com



www.sejarahmula.blogspot.com



lifestly.okezone.com

3. Learning Material

- a. *Definition of Descriptive Text* : Descriptive text is a text which says what a person or a thing is like.
- b. *The purpose of Descriptive Text* : Its purpose is to describe and reveal a particular person, place, or thing.
- c. *The Generic Structures of Descriptive Text*
1. Identification : Identifying the phenomenon to be described.
 2. Description : Describing the phenomenon in parts, qualities, or/and characteristics.
 3. Conclusion : It is optional. Stating personal comment to the phenomenon described.
- d. *The Language features of Descriptive Text*
1. Using present tense forms: is, can, visit, go, will, find, etc.
 2. Using various adjectives that are describing, numbering, or classifying such as: there is museum at the base part of the tower, it can be reached by using spiral stairs, etc.
 3. Using relative verbs to provide information about the subject such as: The national monument is a rectangular tower.

4. Task

Answer these questions correctly based on the text have been discussed by giving a cross (X) on the letter A, B, C, or D!

1. What is the suitable title for the text above?

A. National Monument	C. The Gold Foil Flame
B. Indonesia Independence	D. The Flame of Independence
2. What is the main idea of the first paragraph?
 - A. The National Monument is called Monas.
 - B. The National Monument was built in 1961.
 - C. The National Monument was opened to the public in 1975.
 - D. The National Monument called Monas was built to commemorate the Indonesian struggle for independence.
3. “It was opened to the public in 1975.”
What does the writer’s statement mean?
 - A. The monument construction was finished in 1975.
 - B. People can visit Monas in 1975.
 - C. Monas was introduced to the public in 1975.
 - D. Monas was inaugurated to the public in 1975.
4. What kind of monument is Monas?

A. Gravestone	C. Obelisk
B. Monolith	D. Statue

5. "... and it can be reached by using spiral stairs ..." (Line 10)
What does the underlined word refer to?
A. The flame
B. The Amphitheatre
C. The observation desk
D. The museum
6. "The typical part of the building that became a special characteristic of it ..."
What is the *similar* meaning of the underlined word? (Line 6)
A. ordinary
B. general
C. standard
D. extraordinary
7. Why is the flame the most special part of Monas?
A. It is covered by gold foil.
B. It is imported from abroad.
C. It is very big.
D. It is on the top of Monas.
8. What is the generic structure of the text above?
A. Identification – descriptions – conclusion
B. Orientation – events – reorientation
C. Identification – descriptions
D. Introduction – descriptions
9. What is the purpose of the text above?
A. to tell the Indonesia independence
B. to explain how Monas is built
C. to describe Monas characteristics
D. to inform how to go to some spots in Monas
10. Which statement is false according to the text?
A. Monas is built to commemorate the Indonesian struggle for independence.
B. Monas has some spots in its parts, such as museum and amphitheater.
C. Monas takes fourteen years to its construction.
D. Monas is closed to public before 1975.

ANSWER KEY

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

Attachment 2 (Material for the Experimental Group)

1. Reciprocal Teaching Worksheet

RECIPROCAL TEACHING – THE FAB FOUR

Please complete the reciprocal teaching worksheet below based on the text above together with your group!

Name : / ____		GROUP _____
Class : Day/date : 2019		
Prediction	<p><i>(Predict the text by guessing what the text is about from the picture or title of the text!)</i></p> <p>I think/predict the text the will be about.....</p>	
Questions	<p><i>(Ask any questions going through your head about the text!)</i></p> <p>Question:</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	
Clarification	<p><i>(Clarify your questions while reading the text!)</i></p> <p>Answer:</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	
	<p><i>(Write down words that are difficult to understand from the text!)</i></p> <p>WORD</p> <p>1. 5.</p> <p>2. 6.</p> <p>3. 7.</p> <p>4. 8.</p>	<p><i>(How do you clarify?)</i></p> <p>WORD</p> <p>1. 5.</p> <p>2. 6.</p> <p>3. 7.</p> <p>4. 8.</p>
Summarization	<p><i>(Make summary in 1 or 2 sentences to capture what you read!)</i></p> <p>Based on the text, our summary is:</p> <p>.....</p> <p>.....</p>	

Adapted from Oczkus (2018:40)

ALTERNATIVE KEY ANSWER

Name : / ____		GROUP _____
Class : Day/date : 2019		
Prediction	<p><i>(Predict the text by guessing what the text is about from the picture or title of the text!)</i> I think/predict the text the will be about <u>the description of Indonesia National Monument</u></p>	
Questions	<p><i>(Ask any questions going through your head about the text!)</i> Question:</p> <ol style="list-style-type: none"> 1. What was national monument built for? 2. What are in the national monument? 3. When was the national monument built? 4. Where is the location of Indonesia National Monument? 5. Why is national monument known as the landmark of Indonesia? 6. How is the way to go on the top of National Monument? 	
Clarification	<p><i>(Clarify your questions while reading the text!)</i> Answer:</p> <ol style="list-style-type: none"> 1. <u>for commemorating the struggle and fight of Indonesian people to achieve their independence.</u> 2. <u>Amphitheatre, museum and etc.</u> 3. <u>In 1961</u> 4. <u>Central Jakarta</u> 5. <u>Because it is built in Jakarta which is the capital city of Indonesia.</u> 6. <u>We can go to the southern side of the building, and find an elevator that can be used to access the top platform</u> 	
	<p><i>(Write down words that are difficult to understand from the text!)</i></p> <p>WORD</p> <ol style="list-style-type: none"> 1. commemorate. 5. 2. obelisk 6. 3. amphitheatre 7. 4. platform 8. 	<p><i>(How do you clarify?)</i></p> <p>WORD</p> <ol style="list-style-type: none"> 1. remember 5. 2. tugu 6. 3. gelanggang teater 7. 4. peron 8.
Summarization	<p><i>(Make summary in 1 or 2 sentences to capture what you read!)</i> Based on the text, our summary is: <u>The national monument with the height of 132 meters was built in 1961 to remember the struggle and fight of Indonesian people for their independence. It has Amphitheatre, museums, observation desk, and the flame of independence.</u></p>	

APPENDIX 10

POST TEST
(Reading Comprehension Achievement Test)

Level	:	Junior High School
Subject	:	English
Class/Semester	:	VII/Even
Text Type	:	Descriptive Text
Language Skill	:	Reading
Time Allocation	:	30 Minutes

Read the following texts carefully then answer questions by giving a Cross (X) on the letter A, B, C, or D based on the text.

The text below is for questions number 1 to 6.

.....
Kartikasari was born on December 15, 2004 in Jember. Her friends call her Ika. 1
She lives at Jl. Jenderal Soedirman 12A, Jember. She is Junior High School student.
She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark
eyes. She looks beautiful with long hair. She will not have haircut, because she prefers
it that way. 5

Everyone knows she is a very serious person and very discipline with her main
duty as a student. That is why she always does well in her class. She is also
sympathetic, honest, kind and friendly. Her parent must be proud of her

Source: <https://demiurфина.blogspot.com>

- What does the text above describe about?
A. Kartikasari's appearances C. Kartikasari's house
B. Kartikasari's achievement D. Kartikasari
- "Everyone knows she is very serious person and very **discipline** with"
What is the *opposite* meaning of the underlined word?
A. Diligent C. messy
B. Disorder D. serious
- Which hair does Kartikasari have?
A. Long and straight C. Short and curly
B. Long and wavy D. Short and wavy
- "She will not have haircut, because she prefers **it** that way."
What does the underlined word refer to?
A. The hair style C. The haircut
B. The hairstylist D. The hairpiece
- "....she always does well in her class."
What does the writer's statement mean?
A. She is a diligent student. C. She gets a good score.
B. She does her homework. D. She comes early.

6. Why must Kartikasari's parent be proud of her?
- Because she is honest to every people.
 - Because she is very serious person.
 - Because she is praiseworthy student.
 - Because she is beautiful.

The text below is for questions number 7 to 13.

.....

I have a favorite doll. It is an original Teddy Bear from U.S.A. Aunt Lily gave it to me last year when she returned from her business trip in New York. I was very happy. I put it on a cabinet next to my bed. Sometimes I use it as a pillow. 1

My teddy Bear is very big, and the color is brown. It is about 150 centimeters tall and the width is about 50 centimeters. When I put it on my bed it occupies half of it. 5

It is almost as big as my body. It is made of typical kind of fabric called *rasfur*. The head is round with the size of 25 centimeters. It has two ears located on the top of its head. The shape of the ear is half circle and the size is half of my palm. The color of its eyes is dark brown. I think it is made of glass since I can see through it. It has a light brown ribbon encircling its neck. On the sole of each foot, there is a paw pattern made of smooth fabric. 10

Source: www.wordcliff.com

7. Which paragraph is the **Identification** of the text above?
- Paragraph 1
 - Paragraph 2
 - Paragraph 1 & 2
 - No Identification
8. What is the main idea of the second paragraph?
- The writer's Teddy Bear has some amazing parts.
 - The writer's Teddy Bear is big.
 - The writer's Teddy Bear has the same size with the writer.
 - The writer's Teddy Bear is put on a cabinet.
9. "When I put it on my bed it occupies half of it."
What does the underlined word refer to?
- The cabinet
 - The teddy bear
 - The pillow
 - The bed
10. "It is an original Teddy Bear from U.S.A."
What is the *similar* meaning of the underlined word?
- Fake
 - Authentic
 - illegal
 - imitation
11. What color is the Teddy Bear's eye?
- Brown
 - light brown
 - blue
 - dark brown
12. What are the teddy bear' eyes made of?
- Glasses
 - fabrics
 - rasfurs*
 - ribbons

13. Which statement is **true** based on the text above?
- The writer's aunt has toy store in New York.
 - The Teddy Bear's claws are not harsh.
 - The writer body is less than 150 centimetres tall.
 - The Teddy Bear's ears are bigger than the writer's palm.

The text below is for questions number 14 to 20.

.....

I live with my parents and two brothers in a nice little house on Suburban area of Bogor. I really love our house. It is not large, but very shady and pretty since my parents grow many fruits and flowers in our yard. 1

My house is a two-storey building. It has a living room, family room, and a large kitchen on the first floor. All bedrooms are located on the second floor. There is also another family room on it. We spend our time together there every evening. 5

My favorite room in the house is the kitchen. It is very clean and everything is arranged nicely. As you enter the kitchen, you will see a table in front of you. It is on the right sight of the room. Behind the table is a window. There is sink, refrigerator, and cabinets. There is a long counter and beautiful bouquet of flowers. 10

Besides the kitchen, I also like my bedroom. But unlike the kitchen, my bedroom is quite messy. I like it because I can do a lot of things there.

Source: 9 in 1 Sukses Lulus UN SMP/MTs 2016

14. What is the generic structure of the text above?
- Identification – description – conclusion
 - Identification – description
 - Orientation – events – reorientation
 - Introduction – description
15. “I live with my parents and two brothers in a nice little house ...” (Line 1)
What does the writer's statement mean?
- The writer has two brothers.
 - There are five people living in that house.
 - The writer lives in a nice little house.
 - A nice little house is the writer's house.
16. Where do the writer and her family spend their time together every evening?
- | | |
|---------------------------------------|-------------------|
| A. at family room in the second floor | C. at yard |
| B. at family room in the first floor | D. at living room |
17. “But unlike the kitchen, my bedroom is quite **messy**.”
What is the *opposite* meaning of the underlined word?
- | | |
|-------------|------------------|
| A. Chaos | C. well arranged |
| B. disorder | D. disarray |
18. Why is the kitchen the writer's favorite room? Because ...
- It is the cleanest room in the writer's house.
 - It has some writer's favorite foods.
 - It has some sophisticated cooking tools.
 - It is very large.

19. What is the main idea of the *last* paragraph?
- The writer likes her bedroom very much.
 - The writer likes doing anything in her bedroom.
 - The writer's bedroom is quite messy.
 - The writer's bedroom is larger than that of the kitchen.
20. Which statement is *false* based on the text above?
- A table in the kitchen is on the left side of the room.
 - A window in the kitchen is behind the table.
 - A window in the kitchen is on the right side of the room.
 - Everything in the kitchen is arranged nicely.

THE DETAILED DISTRIBUTION OF POST TEST ITEMS

No	Genre	Indicators	Item Number	Total
1	Descriptive	<i>Word Comprehension</i>	2, 4, 9, 10, 17	5
		<i>Sentence Comprehension</i>	3, 5, 11, 12, 16	5
		<i>Paragraph Comprehension</i>	6, 7, 15, 18, 19	5
		<i>Text Comprehension</i>	1, 8, 13, 14, 20	5
Total				20

Answer Key

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

APPENDIX 11

The Result of Post Test

NO	VII C (Experimental Group)
1.	90
2.	85
3.	90
4.	90
5.	90
6.	85
7.	85
8.	100
9.	85
10.	75
11.	80
12.	90
13.	75
14.	80
15.	100
16.	85
17.	80
18.	80
19.	85
20.	85
21.	90
22.	70
23.	90
24.	80
25.	90
26.	80
27.	80
28.	85
29.	75
30.	85
31.	85
32.	85

NO	VII F (Control Group)
1.	90
2.	80
3.	85
4.	80
5.	80
6.	75
7.	80
8.	75
9.	85
10.	60
11.	85
12.	85
13.	80
14.	75
15.	85
16.	80
17.	75
18.	90
19.	70
20.	80
21.	85
22.	80
23.	90
24.	80
25.	80
26.	75
27.	85
28.	85
29.	75
30.	75
31.	70

APPENDIX 12

Permission Letter of Conducting Research



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

29 JAN 2019

Nomor : 0800 / UN25.1.5 / LT / 2019
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 2 Jember
Jember

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

Nama : Muhammad Kholili
NIM : 140210401054
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: "The Effect of Using Reciprocal Teaching Strategy on Junior High School Students' Reading Comprehension Achievement". 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.



Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si
NIP. 196706251992031003

APPENDIX 13.

Statement Letter for Accomplishing the Research from SMPN 2 Jember

	PEMERINTAH KABUPATEN JEMBER DINAS PENDIDIKAN SMP NEGERI 2 JEMBER JL. PB. SUDIRMAN NO. 26 TELP (0331) 484878 JEMBER	
---	--	---

Nomor : 415.42/185/067/413.01.20523857/2019
Lampiran : -
Perihal : Laporan Hasil Penelitian

Kepada Yth.
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Negeri Jember
Di. Jember

Yang bertanda dibawah ini Kepala SMP Negeri 2 Jember menerangkan bahwa :

Nama : Muhammad Kholili
NIM : 140210401054
Program Studi : Pendidikan Bahasa Inggris

Yang tersebut diatas telah melaksanakan Penelitian dengan judul “The Effect of Using Reciporcal Teaching Strategy on Junior High School Students, Reading Comprehension Achievement” di SMP Negeri 2 Jember, yang dilaksanakan Tanggal 01 s/d 16 Pebruari 2019, dengan hasil baik.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya .

Jember, 18 Pebruari 2019
Kepala Sekolah,


M Subarno, S.Pd, M.Pd
NIP. 19630813 198602 1 006