IMPROVING THE STUDENTS READING COMPREHENSION BY USING RECIPROCAL TEACHING TECHNIQUE

(An Action Research at seconds Year Students in MTsN 2 Kepahiang Academic Year 2018 / 2019)

THESIS

This thesis is submitted to fulfill the requirement for 'sarjana' degree In English Language Education

By:

ELZA RAMADANI
NIM: 13551068

ENGLISH TADRIS STUDY PROGRAM
EDUCATION (TARBIYAH DEPARTMENT
INSTITUTE FOR ISLAMIC STUDIES
(IAIN) CURUP
2019

Hal : Pengajuan Skripsi

Kepada

Yth Bapak Ketua Jurusan Tarbiyah IAIN Curup

Di-

Curup

Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Elza Ramadani , 13551068** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **IMPROVING THE STUDENTS READING COMPREHENSION BY USING RECIPROCAL TEACHING TECHNIQUE(An Action Research at seconds Year Students in MTsN 2 Kepahiang Academic Year 2018 / 2019)** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih .

Wasaalam mu'alaikum, wr.wb

Curup , 2019

Advisor	**Co-Advisor**
Jumatul Hidayah. M.Pd	**Melli Kusmaningrum, M.Pd**
Nip. 19780224 200212 2 002	

ii

STATEMENT OF OWNERSHIP

The writer who sign below:

Name	:	Elza Ramadani
NIM	:	13551068
Fakultas	:	Tarbiyah
Prodi	:	TBI (Tadris Bahasa Inggris)

State the thesis under the title **"Improving The Students Reading Comprehension By Using Reciprocal Teaching Technique(An Action Research at Seconds Years Students in MTsN 2 Keahiang Academic Year 2018/2019)**. This statement is made truly, if in the next day there any mistake the writer ready to accept the punishment or the other criticism from IAIN suitable with its regulation.

Curup, 22 Agustus 2019

Researcher

METERAI TEMPEL 18ADC317528 20 6000 ENAM RIBU RUPIAH

Elza Ramadani
NIM. 13551068

iii

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp (0732) 21010-21759 Fax 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: 1437 /In.34/I/FT/PP.00.9/09/2019

Name	:	**ELZA RAMADANI**
NIM	:	**13551068**
Departement	:	**English Study Program**
Title	:	**IMPROVING THE STUDENTS READING COMPREHENSION BY USING RECIPROCAL TEACHING TECHNIQUE (An Action Research at seconds Year Students in MTsN 2 Kepahiang Academic Year 2018 / 2019)**

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date	:	**Monday Sept 2nd 2019**
Time	:	**03.00 p.m – 04.30 p.m**
At	:	**Room 2 Munaqosah IAIN CURUP**

Has been received to fulfill a partical requirements for the degree of strata I in English Study Program of Education Tarbiyah Faculty IAIN Curup

Curup, Sept th 2019

TIM PENGUJI

Head

Jumatul Hidayah, M. Pd
NIP. 19780224 200212 2 002

Secretary

Melli Kusmaningrum, M.Pd

Examiner I

Hadi Subermanto, M. Pd
NIP. 19741113 199903 1 003

Examiner II

Henny Septia Utami, M.Pd
NIK. 17102010

Dean

Dr. H. Ifnaldi, M. Pd
NIP. 19650627 200003 1 002

iv

PREFACE

The thesis is submited as a part of the completion for the sarjana degree in Institute For Islamic Studies (IAIN) Curup. The write realize that thesis is far from being perpect , thus , she really appreciates any sugesstions and criticism for the betterment of the thesis.

Finally yet importantly , the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup , 22 Agustust 2019

The writer

Elza Ramadani
Nim. 13551068

ACKNOWLEDGEMENT

بِسْـــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil'alamin, all praises be to Allah who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.

The researcher finished this thesis entitled *IMPROVING THE STUDENTS READING COMPREHENSION BY USING RECIPROCAL TEACHING TECHNIQUE (An Action Research at seconds Year Students in MTsN 2 Kepahiang Academic Year 2018 / 2019).* This thesis cannot be completed without a great deal help from many people, especially, Mam Jumatul Hidayah, M. Pd and Mam Melli Kusmaningrum, M.Pd, as advisors who have provided continuous direction, guidance, help, and correction in the accomplishment of this thesis.

This thesis is obtainable in partial fulfillment of the requirement for the degree of strata I in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express appreciation to:

1. Mr. Dr. Rahmad Hidayat, M.Ag.,M.Pd as the head in (IAIN) of Curup

2. Mr. Drs. Beni Azwar, M.Pd, Kons as the Head of Educational Faculty of State Collage for Islamic Studies (IAIN) of Curup.
3. Mam. Jumatul Hidayah, M.Pd as the head of English Tadris Study Program in (IAIN) Curup.
4. Mr Bayu Senjahari, M.Pd. M.Ed as my academic advisor who help me during study in IAIN Curup
5. Mam Jumatul Hidayah, M.Pd as my advisors, and Mam. Melli Kusmaningrum, M.Pd as my co-advisor of this thesis, who has given a lot of input like correction, great attention, suggestion, and guidance for the researcher in the process of writing this thesis.
6. My examiner, Mr. Hadi Suhermanto, M. Pd and Mrs. Henny Septia Utami, M.Pd, who had given a great chance for me in the examination.
7. All of the lectures and staff of IAIN Curup.
8. All of teacher in MtsN 2 Kepahiang, that helped me to finished this thesis.

Thank you very much for your support. Finally I hope that the result of this research may give useful contribution to the development of education in IAIN Curup to be able to provide useful information to the reader.

Curup , 2019
The Researcher

Elza Ramadani
NIM. 1355102

MOTTO AND DEDICATION

"You never know how strong you are until being strong is the only choice you have"

This research will never accomplish without many people helps. My best thanks to my advisor, Mam Jumatul Hidayah MPd and my co-advisor Mam Melli Kusmaningrum MPd who had given so many contribution for my thesis. Thanks for being my best advisors ever.

My special thanks are owed to the headmaster of Mtsn 2 Kepahiang Academic Year 2018 / 2019 Mr Nahdiyatul Hukmi Mpd And all of the students and the teachers

My heartfelt thanks go to my parents, Mr.Delvi Harmonis, who have been patient and work hard for my life and Mrs.Japina ,who always huge me, wiped my tears and always be with me.

My brothers Asbi Saputra and my sister in-law Yevi Tamala, my niece Sachio El-Khaliq.

In particular, special thanks for my best friends: Riri Susanda, Leri Septriarti, Suci Maryanti, Liza Elvita, Arsita, Widia Nengsih, Mitalia, Novita sari, Rubiatun Kamila, Putri Purnama Sari, Windy Ayuningtyas,Maya Silvi, Robiul Awaludin. Putri Wahyuni and Ulul.
My entire junior in Stage collage of STAIN curup .\

ABSTRACT

Elza Ramadani 2019. IMPROVING THE STUDENTS READING COMPREHENSION BY USING RECIPROCAL TEACHING TECHNIQUE (An Action Research at seconds Year Students in MTsN 2 Kepahiang Academic Year 2018 / 2019)

Advisor : Jumatul Hidayah, M.Pd
Co-advisor : Melli Kusmaningrum, M.Pd

This study is aimed to improve students' ability in reading text through reciprocal teaching technique at VIII grade of Mtsn 2 Kepahiang academic year 2018/2019 as the subject of the study. This study was conducted for two months. This research answers this main question: "Can reciprocal teaching technique improve the English reading comprehension ability of the seconds year students in MTsN 2 Kepahiang academic year 2018 / 2019?". This study is categorized as a classroom action research. The writer worked collaboratively with the English teacher in the class. The CAR was done based on Kurt Lewins' design. The writer did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the observation. Then, quantitative data were obtained from the students' reading score of pretest anposttest.The finding of this study showed that there was improvement on the students' ability in reading comprehension. It can be seen from the mean score of pretest was 64.5. Then, the mean score of posttest cycle 1was 71.71 and the mean score of posttest cycle 2 was 77.02 . In addition, there were 11 students who passed KKM in the pre test. Meanwhile, in the cycle 1, there were 17 students who passed KKM, and it gained which was in the posttest cycle 2 there were 32 students who passed KKM. So, the criteria of success was achieved. Then, from the result of questionnaire, it showed that there was improvement of positive responses in the teaching-learning process of reading text. Related to the result of observation and interview, it can be concluded that the students' ability in reading text improved and the students' were motivated in the teaching-learning process.

Key words: *Reading Comprehension, Reciprocal Teaching Technique.*

LIST OF CONTENTS

TITLE PAGE ..... **i**

PROPOSING OF THESIS TITLE ..... **ii**

STATEMENT OF OWNERSHIP ..... **iii**

SUPERVISOR'S APPROVAL ..... **iv**

PREFACE ..... **v**

ACKNOWLEDGEMENT ..... **vi**

MOTTO AND DEDICATION ..... **viii**

ABSTRACT ..... **ix**

LIST OF CONTENT ..... **x**

LIST OF APPENDIX ..... **xi**

LIST OF DIAGRAM ..... **xii**

CHAPTER 1 INTRODUCTION

A. Background of the Research 1

B. Research Question 5

C. Objective of the research 5

D. Delimitation of the Research 6

E. Significant of the research 6

F. Definition of Key Terms. 6

CHAPTER II REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories 8

1. Reading 10

a. Definition of Reading 10

b. The Definition of Reading Comprehension 10

2. Reciprocal Teaching Technique 11

a. Definition 11
b. Purpose 13
3. Reciprocal Teaching Strategi..... 15
a. Clarifying 15
b. Questioning..... 16
c. Summarizing 17
d. Predicting..... 17
B. Previous Related Study 23
CHAPTER III METHODOLOGY
A. Type of Research..... 25
B. Subject of the research..... 26
C. Instrument..... 28
D. Techniques of collecting data 29
E. Analyzing The Data. 29
CHAPTER IV FINDING AND DISSCUSION
A. Finding 34
1. The Result of Pre Observation 36
2. The Implementation of CAR..... 40
1. Cycle 1 40
2. Cycle 2 47
3.Interpretation of Data Result..... 56
4. Indicator of Successfulness..... 58
CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion..... 60
B. Suggestion 60

REFERENCES
APPENDIX

LIST OF DIAGRAM

Diagram 1.Reciprocal Teaching Strategies..... 18
Diagram 2.Basic Stages of Reciprocal Teaching..... 20
Diagram 3. Model of CAR 26

LIST OF FIGURE

Figure 1. The result of students' score before implementation..... 39

Figure 2. The Result Of Students' Score In Post-Test 1..... 47

Figure3. The Result of Students' Score in Post-Test II 54

Figure 4 Score Improvement from Pre Test, Post Test I and Post..... 56

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is a prominent aspect in educational area. It is also one of the skills that should be mastered by the students in learning English subject. Harmer divided these skills into two kinds, the productive and receptive skill. The productive skills are speaking and writing, meanwhile the receptive skills are listening and reading.[1] In mastering the reading skill, English teacher has big responsibility. They should make the students reach good score. Through reading activity, students can earn much information. They can read and comprehend text in book, magazine, newspaper, novel etc.

Nevertheless, among the four skills (listening, speaking, reading and writing), reading is the most important skill for most students of English throughout the world. It is reasonable since the greatest importance of English for most people is to read English textbooks for getting information in many kinds of fields. In every subject, students learning activities involve reading. Moreover, in the world of education, all books and handouts are in the written form. It means that students should read them so that they can absorb the contained knowledge. Aebersold and Lee Field review in general sense that reading is what happens when people look at a text and assign meaning to the

[1] Jeremy Harmer , *The Practice of English Language Teaching* (New Edition) , (New York Logman.1991) p. 181.

written symbols in that text.[2] Related to the fact, reading is one of the four major skills that students have to master. In fact, many students of Junior High School find it difficult to understand English texts. They are still poor at reading English texts. Normally, they get stuck because of some problems, such as unfamiliar words, inability in understanding the context, being reluctant, and so forth. Apparently, reading is a simple activity which all English learners can do easily. However, it is not an easy skill to master. It is a complex process which requires specialized skill of the reader and needs a comprehension.

The problem also happens to the students of MTsN 2 Kepahiang. The researcher observed on the reading activity of students grade VIII of MTsN 2 Kepahiang. The researcher found a fact that students' reading comprehension is low. The teacher said that the students still need guidance while they were reading a text. Some of students have difficulties in comprehending texts. The teacher often helped students by discussing the text together before the students read the text. However, the effort was not enough to improve students' reading comprehension.

The researcher also found some problems related to students' reading comprehension ability. First, students could not get the main idea of the text without translating the text. In this case, students only could read the text if they

[2] Aebersold and Lee Field (1997) , *From reader to reading teacher issues and strategies for second language classrooms* , Cambridge University Press in Cambridge, New York. P. 15

were facilitated by a dictionary while they were reading a text. It would become a problem when students do the reading test in their final exam because they were not allowed to use dictionary. Furthermore, although students could get the translation of the text, they still got difficulties in comprehending the text. Second, students did not have motivation to practice reading. The students were not interested in the reading activity. They did not have many activities. They just did exercise and translated the text, then discuss it. Third, students were not confident and afraid to ask about what they have not understood yet. Students were lack of confidence. As the conclusion, students had problems dealing with their learning strategy and motivation. Students only could read and translate the text. They rarely practise reading strategies that is usually used to comprehend a text. Students also still depended on the teacher‘s guide and a dictionary. The problem should be solved because in the examination students have to work independently without the help of the teacher and using a dictionary.

Based on some problems that have been discussed, it is very important to conduct a study as an effort to improve students' reading comprehension. For that reason, the researcher conducts a study using the reciprocal teaching to improve the reading comprehension of Grade VIII students of MTsN 2 Kepahiang. This teaching technique was developed by Palincsar and Brown to improve students' reading comprehension for students who could decode the text but get difficulties in comprehending the text. This teaching technique also

encourages students to work independently. The researcher believes that this technique can improve students' reading comprehension. The reciprocal teaching facilitates students with reading strategies and reading activities in the form of discussion or dialogue. Students learn reading using some strategies, therefore they do not need to translate each word in the text. Moreover, students have a chance to interact with their friends and the teacher.

To overcome such problem, especially students' reading comprehension, there are many teaching techniques that are needed to put into practice, and one of the techniques is Reciprocal Teaching Techniques. Students involved in the Reciprocal Teaching process are checking their own understanding of the material they have encountered.[3]

Reciprocal teaching is one of teaching techniques used in reading class. This technique of teaching proposes a problem-solving approach to reading. It helps the students find solutions to the problems they encounter during their reading. In the process of reciprocal teaching, the students work in groups, discuss the material (reading texts) through some steps of strategies that lead them to be efficient readers. According to Palinscar, the purpose of reciprocal

[3] Palincsar, A. S & Brown. (1984). *Reciprocal Teaching on Comprehension Fostering and Comprehension Monitoring Activities. Cognition & Instruction*. Number I, p. 118

teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.[4]

The researcher hopes reciprocal teaching techniques would really make improvement to the English Learning, especially the reading lesson. Therefore, the writer would carry out this technique into a classroom action research

From all illustration above, it is necessary for the researcher to use Reciprocal Teaching Technique in improving the reading comprehension at the first Year Students in MTsN 2 Kepahiang. Therefore, the title of this research is "Improving Students Reading Comprehension by Using Reciprocal Teaching Technique (An Action Research at Seconds Year Students in MTsN 2 Kepahiang Academic Year 2018 / 2019).

B. Research Question

Based on the background above, the research question is as follows:

1. How is students' reading comprehension before the teaching by using Reciprocal teaching technique?
2. How is the students' reading comprehension after the teaching by using Reciprocal teaching technique?
3. Does Reciprocal teaching technique improve the students reading comprehension of students grade VIII of MTsN 2 Kepahiang?

[4] Ibid, p. 118

C. Research Objective

Based on the research question above, the objective of this research is to find out whether the use of Reciprocal Teaching Technique can improve the English reading comprehension ability of the seconds year students In MTsN 2 Kepahiang .

D. Significance of the Research

This study gives some contribution for teachers in improving students' reading comprehension ability by using Reciprocal Teaching Technique. Besides, the findings are hoped to help the students comprehend the reading text easily.

E. Limitation of the Research

This research focused on the improvement of reading comprehension ability for the Seconds Year Students in MTsN 2 Kepahiang by using Reciprocal Teaching Technique.

F. Definition of Key Terms

1. Reciprocal Teaching is grounded in the research, which suggests that effective reading instruction is explicit, providing students with four strategies for making meaning from text. These four strategies; predicting, summarizing, clarifying, and questioning foster metacognitive thinking and rely upon cooperative learning. In addition these skills , much support to the use of a

fifth strategy, making connections with text. For students to increase levels of reading comprehension through Reciprocal Teaching, the five skills must be explicitly taught.[5]

2. Reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose. When one reads something, he/she actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc.[6] In this case, a crucial factor that influences comprehension is the importance of the reader's background knowledge. [7]

[5] Palincsar, A. S & Brown. (1984). *Reciprocal Teaching on Comprehension Fostering and Comprehension Monitoring Activities*. Cognition & Instruction. Number I, p. 176

[6] Grellet, Frncoise. 1998. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press. P. 182

[7] Gebhard, Jerry. 19987. *Successful Comprehension What Teacher Can Do Before Students Reading*. *English Teaching*, .p. 21

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theory

1. Reading

a. Definition of Reading

Reading essentially focuses on meaning, especially connecting the writer intention to the reader[8]. Meanwhile, Harmer said that reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain then has to work out the significance of these messages[9]. It means that when reading, the readers have to focus their eyes and brain to get the information from the printed words as they are reading. Meanwhile, Gray added the four steps in the total reading process: word perception, comprehension, reaction, and integration, all of which reach back into the meaning background of individual [10]. In this sense, reading means what the readers get from the text related to the background knowledge of the reader.

Moreover, concerning about understanding in reading, Deborah and Nancy said that, ”Reading is an active process that depends on both author’s ability to

[8] Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Macmillan, 1996), p.153

[9] Jeremy Harmer, *The Practice of English Language Teaching (New Edition)*, (New York: Logman, 1991).p.190

[10] Grey , *Corrective Reading*, (Lowa : W.C. Brown Publishers, 1966). P.353

convey meaning using words and your ability to create meaning from them"[11]. Similarly, Richard and William have defined reading as the construction of meaning from a printed or written message[12]. It means that there is a process in communication between the reader and the author in the form of written language to get the interpretation and understanding of the text. Based on those explanations given by experts, the writer can conclude that reading is an active activity of eyes and brain which convey the meaning of message or the information in the written from, where people can take the conclusion from the text.

Richard states that reading is: (1) perceiving a written text in order to understand its content that can be done silently (silent reading), and (2) saying a written text aloud (oral reading) that can be done with or without an understanding of contents. Cooper et al states that a reader does not a printed passage when she or he does not comprehend it. The main purpose of reading is comprehension. In fact, without it, there is no reading[13]. In the process of reading, students must understand what they read because reading is an active process that depends not only on comprehension skills, but also on the students' experience and prior knowledge.

---

[11] Debora B. Daeik and Nancy M. Anter, *Critical Reading for College and Beyond*, (New York: NcGraw Hill.2004).p.5

[12] Richard R .Day, and Julian Bamford, Entensive *Reading in the Second Language Classroom*, New York : Cambridge University Press, 1998).p. 13

[13] Cooper, David. J. 1979. *The What And How Reading Instruction*. Ohio: Charles E Merill Publishing.P. 43

b. The Definition of Reading Comprehension

Reading cannot be separated from comprehension because the purpose of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Bloomfield taxonomy, there is a level of cognitive domain namely comprehension that is a type of understanding such that the individual knows what is being communicated. Comprehension takes place while the person is reading and it needs a set of skills that let him find information and understand it in terms of what is already known.

This idea is supported by Yoakam cited in Smith who states "Comprehending reading matters involves the correct association of meaning with word, symbols, the evaluating of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity". [14]

Comprehension is the mind act or power of understanding. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on the reader's experiences and prior knowledge.[15] In line with Hornby, Grellet states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. Grellet emphasizes the importance of

[14] Smith, Henry P. And Dechant, Emerald V. 1961. *Psychologgy in Teaching Reading*. USA: Prentice Hall, Inc.P. 213

[15] Hornby, AS. 1987. *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press. P.174

obtaining the required information in reading Comprehension that refers to an active mental process. When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc.[16] In this case, a crucial factor that influences comprehension is the importance of the reader's background knowledge. .

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.[17]

2. Reciprocal Teaching Technique

a. Definition

Reciprocal teaching was initially described by Palincsar in an unpublished dissertation study, and further elaborated on by Palincsar and Brown. It is a method of direct reading strategy instruction emphasizing cognitive awareness of comprehension in the reader[18]. According to Rosenshine and Meister , reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive thinking as they make meaning from text [19]. Students are guided

---

[16] Grellet, Frncoise. 1998. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press. P. 182

[17] Gebhard, Jerry. 19987. *Successful Comprehension What Teacher Can Do Before Students Reading. English Teaching*, .p. 21 – 23

[18] Palincsar, A. S & Brown. (1984). *Reciprocal Teaching on Comprehension Fostering and Comprehension Monitoring Activities.* Cognition & Instruction. Number I, p.117 – 176

[19] Rosenshine, B & Meister, C. 1994. Reciprocal Teaching : A Review of the Research. Review of Educational Research , 64(4),p. 479 – 530.

through a specific four-step process for reading. Initially, the teacher models the strategy, initiating strategy use, guiding students to develop questions, construct summaries, clarify content and make predictions. As students gain fluency with the four strategies, the teacher provides students with more challenging text and guides them to greater independence in strategy application. With greater independence, students rely upon each other, working collaboratively to navigate text meaning. Some experts said that the high success rates for improved comprehension when children worked in cooperative groups where they were actively engaged in discussing, modeling and evaluating reading strategies. Research notes the role of discussion as essential for student learning and growth in depth understanding.

Reciprocal Teaching may be used as one of several teaching techniques within a balanced reading program. It provides the opportunity for "reading by" the students. It also can be use as a means of assessing a piece of challenging text to a group. Various pieces of text could be used in the following ways (depending on the level of challenges in the text). Reciprocal teaching aims to provide structured learning opportunities for students wherein their learning is supported by teachers modeling and providing guided practice of a set of reading strategies. Palincsar and Brown purport that learning takes place when children are challenged to learn at their developmental level, with their peers, and their learning is scaffolded by an effective teacher). The vehicle for greater comprehension of

text, in this design, is discussion, critical discourse. They stress the function of reciprocal teaching as not an end unto itself, but rather as a tool for garnering meaning from text[20].

b. Purpose

The purpose of Reciprocal Teaching Technique is also to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. It also helps students with or without a teacher present, actively brings meaning to the written word. The strategies chosen not only promote reading comprehension, but also provide opportunities for students to learn and monitor their own learning and thinking. The structure of the dialogue and interactions of the group members require that all students participate and foster new relationship between students of different ability levels.

According to Rosenshine and Meister the process is meant to promote deeper understanding of text, rather than basic comprehension of written materials. When students are able to apply the skills of questioning the text, summarizing key information, clarifying difficult sections, and making predictions, the teacher takes on the role of facilitator, helping students to generate a dialogue based on the text. Direct instruction and practice of the four strategies is the primary feature of reciprocal teaching. Dialogue is the second major aspect of this strategy, fostering

[20] Palincsar, A. S & Brown. (1984). *Reciprocal Teaching on Comprehension Fostering and Comprehension Monitoring Activities*. Cognition & Instruction. Number I, p. 117 – 176

the application of these metacognitive strategies as the vehicle for higher level understanding of written materials.[21]

Palincsar and Brown, in developing Reciprocal Teaching, note their purposeful selection of the four strategies, stating that these serve a two-fold purpose. First the strategies enhance comprehension and secondly, perhaps more important, they teach readers to monitor that comprehension[22]. While reciprocal teaching is constructed around four primary strategies, Rosenshine and Meister note that within these strategies exist layers of cognitive development. The main goal of reciprocal teaching is to foster metacognitive thinking rather than basic comprehension of text or rote application of unconnected strategies. Palincsar and Brown's strategies are designed to give readers tools for actively making meaning of text. Further, a focus on four skills, it is suggested, is more manageable for teachers and readers, as opposed to teaching countless strategies. In teaching four skills, there is greater consistency, depth, and clarity for instruction and learning. In addition, inherent in reciprocal teaching is the use of authentic materials, through which reading is directly taught. The use of real reading materials within the context of student learning grounds the four strategies in meaningful literacy, wherein students can apply and strengthen their learning of reading skills. Finally, Rosenshine and Meister, also credit Palinscar's reciprocal teaching with providing

[21] Rosenshine, B & Meister, C. 1994. *Reciprocal Teaching : A Review of the Research. Review of Educational Research* , 64(4),p. 479 – 530.

[22] Palincsar, A. S & Brown. (1984). Reciprocal Teaching on Comprehension Fostering and Comprehension Monitoring Activities. Cognition & Instruction. Number I, p. 117 – 176

clarity in using the strategies to scaffold and support student learning through guided practice and modeling of literacy skills.

Reciprocal Teaching is grounded in the research, which suggests that effective reading instruction is explicit, providing students with four strategies for making meaning from text. These four strategies; predicting, summarizing, clarifying, and questioning foster metacognitive thinking and rely upon cooperative learning. In addition to these skills, much research supports the use of a fifth strategy, making connections with text. For students to increase levels of reading comprehension through Reciprocal Teaching, the five skills must be explicitly taught.

c. Reciprocal Teaching Strategies

According to Palincsar, there are four steps of Reciprocal Teaching Technique:

1. Clarifying

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly. They may not be particularly uncomfortable that the words, and in fast the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g. new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to

comprehension and to take the necessary measure to restore meaning, e.g. reread, ask for help, using the context of the passage, using their knowledge of written language (vocabulary, structure, and grammar), and using dictionary or thesaurus to check meaning as well using other references materials such as an atlas, road, map.

2. Questioning

Questioning generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate question, they first identify the kind of information that is significance enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate question at many levels. For example, some school situation requires that students master supporting detail information; others require that the students be able to infer or apply new information from text.

When learners have been asked the suitable question they made by themselves, it is supposed they can then offer possible solutions, find relevant information to answer question, monitor their own comprehension, and help other learners answer question they have. Learners become much more involved in the reading activity when they are posing and answering question

themselves, rather than merely responding to the teacher's question or pre-set questions. Questioning is a means of self-checking.

3. Summarizing

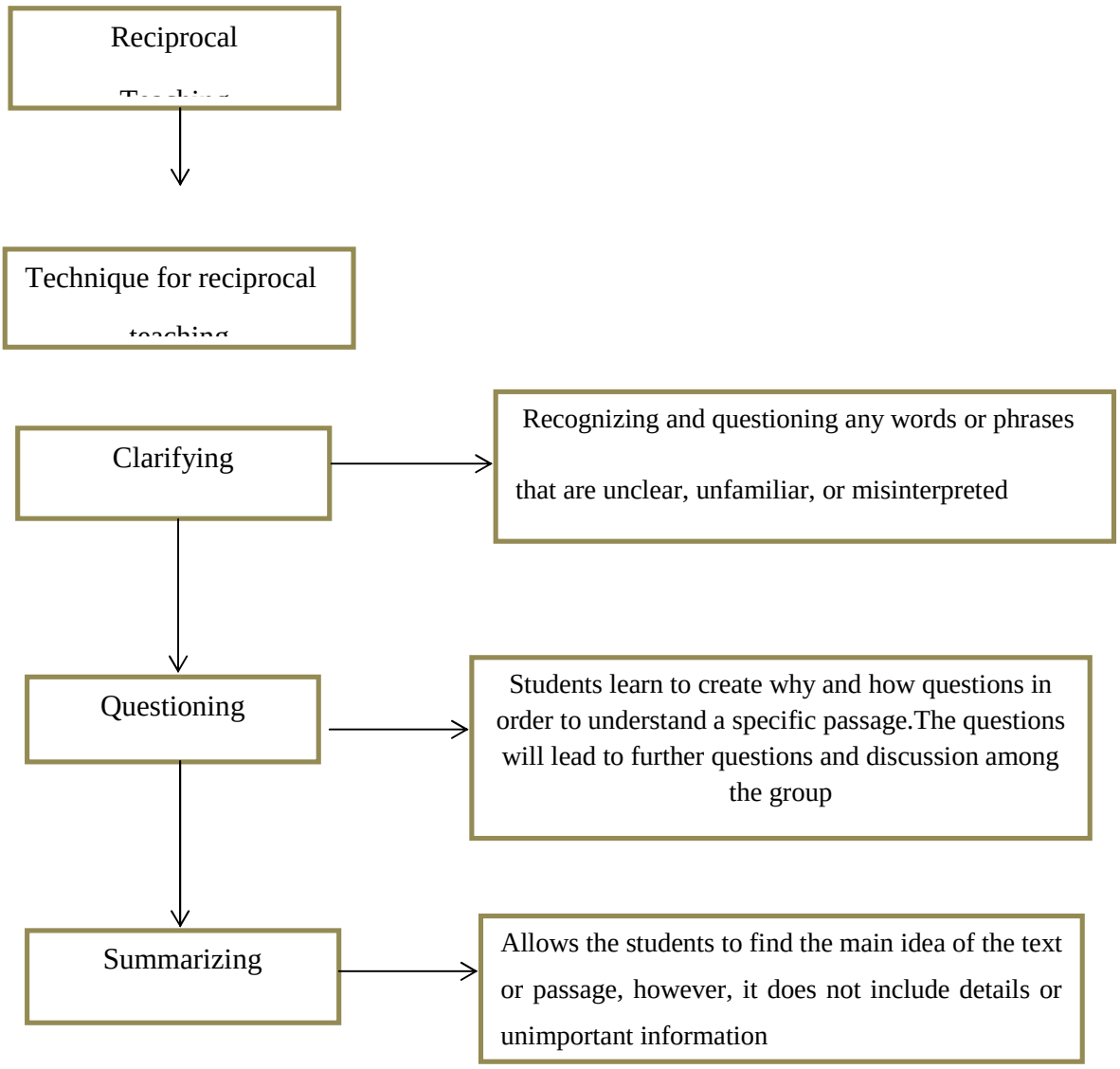
Summarizing provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, paragraphs, and the passage as a whole. When the students first begin the Reciprocal Teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels. Summarizing helps the learners make sure they know what they just read and give them ideas on what will come in the next paragraph.

4. Predicting

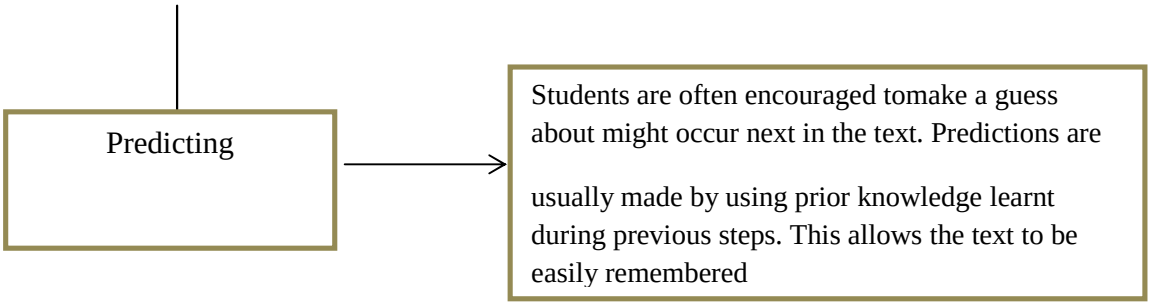
Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The prediction strategy also facilitates use of text structure as

students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.[23]

Diagram 1. Reciprocal Teaching Technique



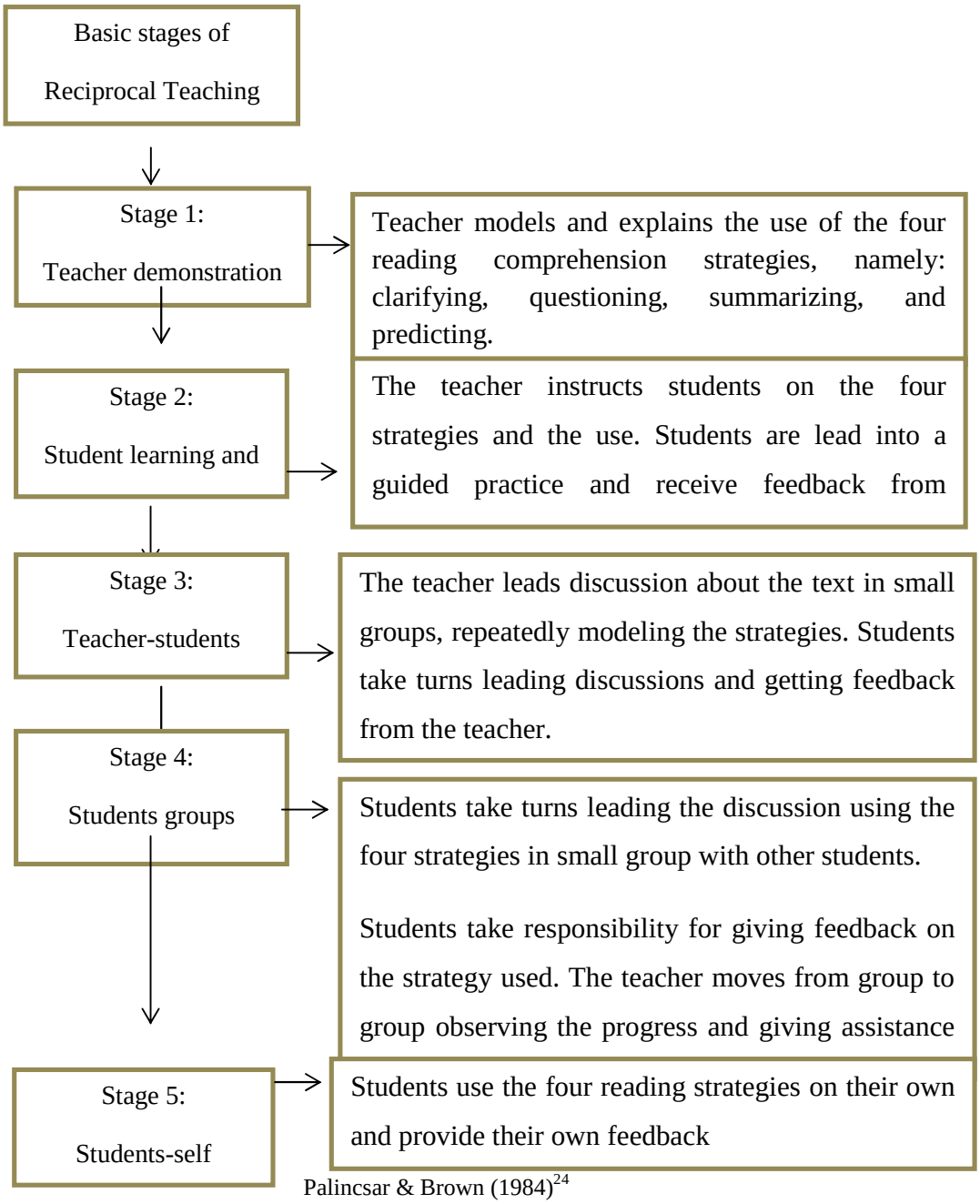
[23] Palincsar, A.S. 1986. *The Role of Dialogue in Providing Scaffolded Instruction. Educational Psychologist*, P. 73 – 98.



d. Benefit and Implementation of Reciprocal Teaching

In Reciprocal Teaching, teacher is recommended to introduce small groups of students, one group at a time. However, the strategies could be introduced to the whole class. It is important to select texts that are an appropriate level (instructional level). In implementation the Reciprocal Teaching, teacher has to play his or her roles such as; should be familiar with the text, provide a brief, focused introduction, link the text being read to current content areas, model the strategies and support learners in using them, regularly monitor learners' use of strategies, and use the information gained through monitoring as a guide to the further support and practice needed by the learners. To make clear all of explanation about reciprocal teaching technique strategies, Principle of Reciprocal teaching, and the basic stages of reciprocal teaching can be seen in the diagrams below:

Diagram 3. Basic Stages of Reciprocal Teaching



Palincsar & Brown (1984)[24]

[24]Palincsar, A. S & Brown. (1984). *Reciprocal Teaching on Comprehension Fostering and Comprehension Monitoring Activities*. Cognition & Instruction. Number I, 117 – 176

e . Reciprocal Teaching and Reading Comprehension

Palincsar and Brown explained that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is based on a sociocultural method through which readers are modeled, explained, and guided in acquiring strategies within a social, supportive environment. Moreover, the four main strategies of predicting, questioning, clarifying, and summarizing promote and enhance reading comprehension.[25] Brown and Palincsar stated that those four main strategies were based on the following criteria: 1) the successful readers employ these strategies; 2) these strategies support both comprehension monitoring and comprehension fostering; 3) each strategy is applied when there is a problem in reading a text; 4) these strategies are regarded as metacognitive strategies.

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; they monitor and control their thinking process and check whether they understand; and they evaluate their own reading process, problem solving skills, and comprehension. Reciprocal teaching builds in the readers a metacognitive

[25] Palinscar, A. & Brown, A. (1984). *Reciprocal Teaching. of Comprehension Fostering and Comprehension Monitoring Activities*. Cofnition and Instruction. Vol 1 No 2, Hal 117-175.

awareness of the active nature of reading, of task demands, and of self-regulating, in order to succeed in reading comprehension.[26] In conclusion, reciprocal teaching is a method providing vital reading strategy instruction that emphasizes on metacognitive awareness. Its goal is to improve readers' reading comprehension and to facilitate their becoming independent readers. It offers three features: scaffolding and direct instruction, practice of the four main strategies, and social interaction.

2. Previous Related Study

The first previous study is a study by Ika Fhatma Sari entitled "The Effectiveness of Using Reciprocal Technique on Students'Reading Ability of Narrative Text (A Quasi Experimental Second Years Students Of SMPN 11 Curup Academic Year 2007 – 2008)". The method in this research was quasi – experimental research. The quasi – experimental research designed were used two classes which were taught two different techniques. The experiment class was taught with reciprocal technique, and the controlled class was taught without reciprocal technique. The populations in The Second Years Students Of SMPN 11 consist 360 students: the sample was 80 students (40 students in experimental class and 40 in controlled class). The research was conducted by using simple random sampling. Moreover, this research was conducted through the following

[26] Ibid. 176

procedures: giving pre- test, applying treatments, and giving post- test. The data analyzed in this research was gathered through test after getting the score from the test, the result of the research proved that there was difference in score between students who learned reading ability of narrative text by using reciprocal technique and without using reciprocal technique. According to the result of statically calculation, it can be seen that mean of gained score of the experiment class is 82.77 and the mean of gained score of controlled score of controlled class is 79.25 . In conclusion, reciprocal technique can effectively be used to teach reading ability of narrative text.[27]

The second study was conducted by Fatonah in her thesis entitled "Using Reciprocal Questioning Strategy to Improve Students' Reading Comprehension (A Classroom Action Research at The Second Years Students of SLTPN 2 Kepahiang 2002 / 2003 Academic Year)". From the result of the research, reciprocal teaching technique succeeded improving the students' reading comprehension of descriptive text. The students work cooperatively by the four steps of the reciprocal teaching. Those are predicting, questioning, clarifying, and summarizing. Based on the research result, the comprehension of the students in

[27] Ika fhatma sari: *The Effectiveness of Using Reciprocal Technique on Students'Reading Ability of Narrative Text (A Quasi Experimental Second Years Students Of SMPN 11 Curup [27]Academic Year 2007 – 2008)* Of SMPN 11 Curup.

the text through reciprocal teaching in the result of post – test in the second cycle gained 30 students or 81.08% students and derived mean score is 72.57.[28]

From those two previous research, the researcher try to find out the other problems often found in English learning, especially in reading comprehension through Reciprocal Teaching Technique.

[28] Fatonah in her thesis*: Using Reciprocal Questioning Strategy to Improve Students' Reading Comprehension* (A Quasy Experimental Research at The Second Years Students of SLTPN 2 Kepahiang

CHAPTER III

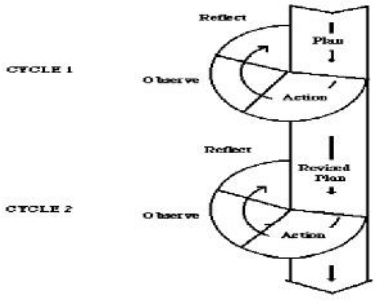
RESEARCH METHODOLOGY

A. Kinds of the Research

This research was a Classroom Action Research. It means that this research is conducted in the classroom. According to Carr & Kemmis, Classroom Action Research (CAR) is a form of self – reflective enquiry undertaken by participant (teachers, students, or principals) in educational situations in order to improve the rationally and justice of (1) their own social or educational practices, (2) their understanding of these practices, and (3) the situations (institution) in which the practice are carried out[29]. In this research, the researcher chose MTsN 2 Kepahiang as the place to collect the data and the information needed.

This research was designed by using spiral model of Kemmis and Mc Taggartt below:

Diagram 4. Model of CAR



[29] S. Kemmis & Mc Taggart. 1988. *The Action Research Reader*. Victoria: Deakin University. P. 35

Based on the description of the action research by Kemmis and Mc Taggartt in Burns, action research is a research that includes more than one cycle. In each cycle, there are a plan, an action, an observation, and a reflection. The number of cycles depends on the need of the research. The researcher will stop the cycle if the students' reading comprehension gets improvement.

B. The Subject of the Research

Hartas said, "A population is a group of individuals or organizations that share the same characteristic that is of interest to our study."[30] In addition, Frankell and Wallen said that population was a group which the research of the study was indeed to apply[31]. The subject of this research was the eighth grade students in MTsN 2 Kepahiang Academic Year 2018 / 2019. The eight grades are divided into four classes. They are class VIII A up to VIII D.

Sample is a representative from the population that has large number. David mentioned, "A sample is a part of population from which we actually collect information. We use a sample to draw conclusion about the entire population.[32]" In addition, Gulo added that the sample is often called as "example". It makes sense as the part of a community from a population. As the part of population, sample gives a correct representation regarding the population.

---

[30]Dimitra Hartas, *Educational Research and Inquiry (Qualitative and Quantitative Approaches)*, (London: Continum British Library, 2010), P. 67

[31]Jack R Frankell and More Male Wallen, *How to Design and Evaluate Researche in Education*, Mc. Grow Hill, International Edition, P. 78

[32]David s Moore, *The Basic Practise of Statistics*, (Newyork: Purdue University, 1996), P. 202

Taking sample from population is frequently called in the technical term as "sampling"[33]. The technique in deciding the sample was purposive sampling. Purposive sampling allows the researcher takes the sample by using their judgment to choose the appropriate sample for collecting the data that needed and usually based on the prior information[34]. It was chosen because those samples have the purpose to make the researcher easier in collecting the data. Furthermore, the researcher also considered it based on the mean score that can be seen as on the table below:

Table 1.1 The result of mean score

NO	Class	Mean Score
1	VIII A	80
2	VIII B	77
3	VIII C	75
4	VIII D	68

Table 1.2 The Number of Sample

NO	Sample	TOTAL
1	Male	15
2	Female	23
	Total	**38**

[33]W. Gulo, *Metodologi Penelitian*, (Jakarta: PT Grasindo, 2000), P. 56
[34] Ibid. 56

The choice of the grade was based on the teacher's information that the students of the class were the weakest learners in terms of their reading comprehension ability (as indicated by the average of the middle semester test reading score). Further information was from English teacher's monitoring on students' reading ability in daily activity in the class.

C. Instrument

The instrument used in this research was a test that prepared by the researcher to measure the students level and improvement in reading comprehension ability of the students' in each cycle. Although the problem had found through observation and experience when teaching them, the researcher felt that a written fact of the test was needed to keep the credibility of the research. Therefore, the researcher set the test instrument that consists of 30 items of multiple choices. The test sum was made based on syllabus that relevant to the curriculum and materials given to the students during teaching and learning process. In arranging the test sum, the researcher was helped by the English teacher in that class.

D. Collecting Data

The data was collected by having students accomplish pre-test and post-test. The pre-test was given to know or measure the students' ability in reading comprehension before giving the treatments. After giving treatments in a period

of time, post-test was given to the students at the end of the research to know whether or not the treatment given could improve the students' ability in reading comprehension. The score of the test given was used as the data in this research.

E. Analyzing the Data

Before the data obtained, it had been analyzed by followed procedures: Firstly, in order to get a complete data from the pre-test, the researcher observed the mistake of reading comprehension answered based on the text. Secondly, in order to get and find the students problems in comprehending the text, the researcher asked the students to do the task and evaluate their task. Thirdly, in order to get a complete data from the post-test, the researcher also observed and counted the mistake of reading comprehension answer. After the data obtained, the researcher compared between pre-test and post-test in order to know whether there is improving or not. The result of mean score that the researcher gets will consult to interval ability categories.

Table 1. Table of five scales interval percentage[35]

Interval percentage	**Indicator**
85% - 100%	Excellent
75% - 84%	Good
60% - 74%	Average
40% - 59%	Fair
0% - 39%	Low

[35] Wardhani, IGAK, Kuswaya Wihardit. 2007. *Penelitian Tindakan Kelas.* Jakarta: Universitas Terbuka.p.34

The formula used to find the students' comprehension mastery in average.

$$S = \frac{X}{Y} \text{ x } 100$$

where:

S = the percentage of the students' mastery

X = the total score of students

Y = total number of the students

Then, to know the improvement made by the students, the researcher used following formula:

$$Y = X_2 - X_1$$

Where :

Y = the improvement made by students

X2 = the score of the post-test

X1 = the score of pre-test[36]

[36] Ibid.p.37

F. Research Procedure

The procedure of this research was as follows:

1. Pre-test

   In this part, the researcher asked the students to answer a multiple choices test that consist of 30 items. The researcher gave 70 minutes to students to accomplish the test without see Alfa link or dictionary. After the students finished it at all, the researcher collected the students' test, than analyzed it to know the students' abilities in reading comprehension before the treatments given.

2. Cycle 1

   According to Taggart in Zainal Aqib, the Classroom Action Research procedures cover four steps, namely:

   a. Planning

      The activities done in this stage are:

      1. Making a reading learning scenario, especially in reading comprehension text.
      2. Preparing an observation sheet to see the learning activity condition of students that going on in class.
      3. Preparing teaching media needed to maximize the students ability in comprehend the text.

b. Action

In action 1, the researcher applied what had been made in the lesson plan by dividing the students into small groups and giving them a learning material that is reading text. Before the students were asked to do the task, the researcher explained about the steps in Reciprocal Teaching Technique, and then asked students to use those steps in comprehending the text given. After that, the evaluation was given to the students to get the result or to know how far the improvement the students made to be compared with the next cycle.

c. Observation

The observation was done together with the action implementing. The researcher collected the data from the action and planning had been made, included all of what the students did in the classroom based on observation instrument. In this part, the researcher also helped by an observer as collaborators in this research.

d. Reflection

The result gained in observation stage was collected and analyzed in this stage as well evaluation result. The result was being a review material in reflection activity. This reflection activity consists of the question and answer that regard as success barometer, for example, whether the students' reading comprehension of English text is good or not, and what else the difficulties found by students in comprehend the

text. The analysis result of this stage was used as the material in arrange the new action planning toward the next cycles.

3. Cycle 2

Cycle two was conducted based on the result of the cycle one, and the procedures used was almost the same.

4. Post-test

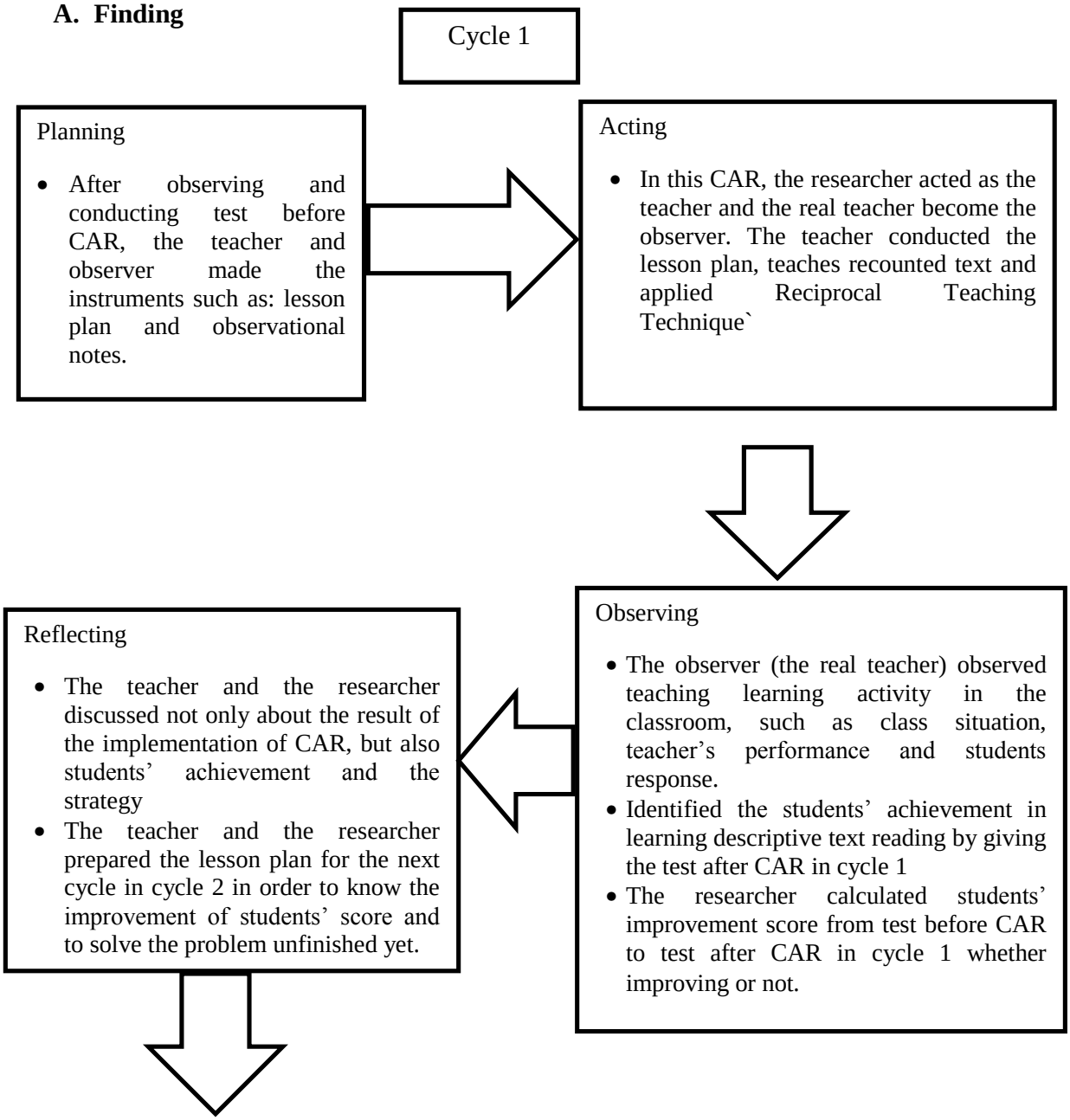
The procedures of the post-test were similar with the pre-test. The researcher asked the students to answer the multiple choices test that consist of 30 items. The researcher gave 70 minutes to students to accomplish the test without saw Alfa link or dictionary. After the students finished it at all, the researcher collected the students' test, than analyzed it to know the students' abilities in reading comprehension after the treatments given.[37]

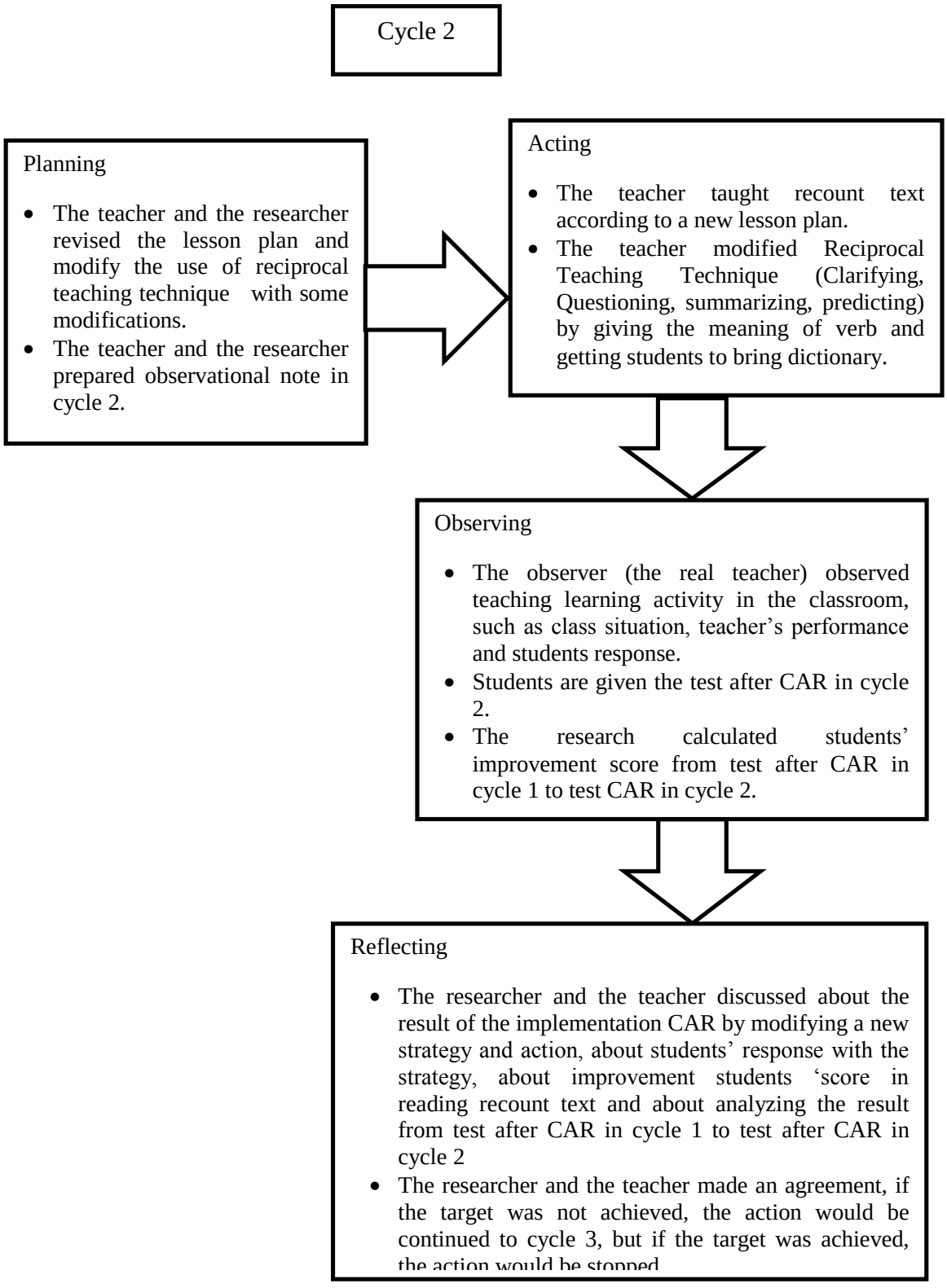
[37] Nazir, Moh. 2003. *Metode Penelitian.* Jakarta : Ghalia Indonesia.p. 45

CHAPTER IV

FINDING AND DISCUSSION

A. Finding




Cycle 2
Planning
The teacher and the researcher revised the lesson plan and modify the use of reciprocal teaching technique with some modifications.
The teacher and the researcher prepared observational note in cycle 2.
Acting
The teacher taught recount text according to a new lesson plan.
The teacher modified Reciprocal Teaching Technique (Clarifying, Questioning, summarizing, predicting) by giving the meaning of verb and getting students to bring dictionary.
Observing
The observer (the real teacher) observed teaching learning activity in the classroom, such as class situation, teacher's performance and students response.
Students are given the test after CAR in cycle 2.
The research calculated students' improvement score from test after CAR in cycle 1 to test CAR in cycle 2.
Reflecting
The researcher and the teacher discussed about the result of the implementation CAR by modifying a new strategy and action, about students' response with the strategy, about improvement students 'score in reading recount text and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2
The researcher and the teacher made an agreement, if the target was not achieved, the action would be continued to cycle 3, but if the target was achieved, the action would be stopped

B. Discussion

1. The Result of Pre Observation

The pre research result deals with the activities conducted before the research to identify problem faced by the teacher and the students during the teaching learning process. Before conducting the research, the researcher held a pre research to identify problems that occurred during the teaching learning process in relation with the students reading comprehension improvement before using new technique, to identify the teacher's technique in teaching reading comprehension and the students learning activities during the teaching learning process. This pre research included observing the teaching learning process and giving open - ended questionnaires to the students.

The researcher as the observer reported that the teacher did not have many alternative techniques for teaching reading class. The teacher often gave their students homework to translate the text. The researcher also reported that the teacher found difficulties in her teaching. The problems were identified as follows: the students got unsatisfying reading comprehension improvement, the students had low motivation, the students had not been active during the teaching learning process, and the students were getting bored in the middle of the teaching learning process because the teacher never used media as alternatives to attract the students attention, not only from the students book.

While from the open-ended questionnaires result, it is know that most of the students considered that reading was an interesting subject. However,

students also had problem in improving their reading comprehension. The problems were: they had difficulty to comprehension a text, and they got difficulties to translate the text. According to them, their teacher taught too fast in teaching reading.

Considering those problem , the researcher decided to implement a new technique by using reciprocal teaching technique in teaching reading comprehension in order to improve the students reading comprehension and to overcome the problem that occur during the teaching learning process.

2. The Result of Pre Test

The pretest had done before the Classroom Action Research (CAR). It was conducted on Monday, March 8th 2019. It started at 08.00 a.m. The students had to read a recount text with a given title. Based on the result of the pre-test, the data showed that there were only 6 students who derived the score above KKM, meanwhile the other 38 students were below that criterion. The lowest achievement gained score 44. From that analyzing, it could be seen that almost of the VIII grade students' reading ability was still very low.

No	Students	Pre test score
1	Students 1	60
2	Students 2	62
3	Students 3	76*
4	Students 4	60
5	Students 5	80*
6	Students 6	58
7	Students 7	60
8	Students 8	40

9	Students 9	68
10	Students 10	50
11	Students 11	75*
12	Students 12	65
13	Students 13	50
14	Students 14	60
15	Students 15	56
16	Students 16	62
17	Students 17	76*
18	Students 18	68
19	Students 19	58
20	Students 20	75*
21	Students 21	70
22	Students 22	55
23	Students 23	76*
24	Students 24	60
25	Students 25	68
26	Students 26	70
27	Students 27	58
28	Students 28	75*
29	Students 29	62
30	Students 30	50
31	Students 31	75*
32	Students 32	75*
33	Students 33	62
34	Students 34	75*
35	Students 35	56
36	Students 36	76*
37	Students 37	62
38	Students 38	70
	Mean: $\bar{X} = \frac{\Sigma x}{N}$	**64.5**

**: The student who passed the KKM (75)*

In analyzing the data of pretest, the first step is to get the mean score of the class. It is calculated as following:

$$\bar{X} = \frac{\Sigma x}{n}$$

$$\bar{X} = \frac{2454}{38}$$

$$\bar{X} = 64.5$$

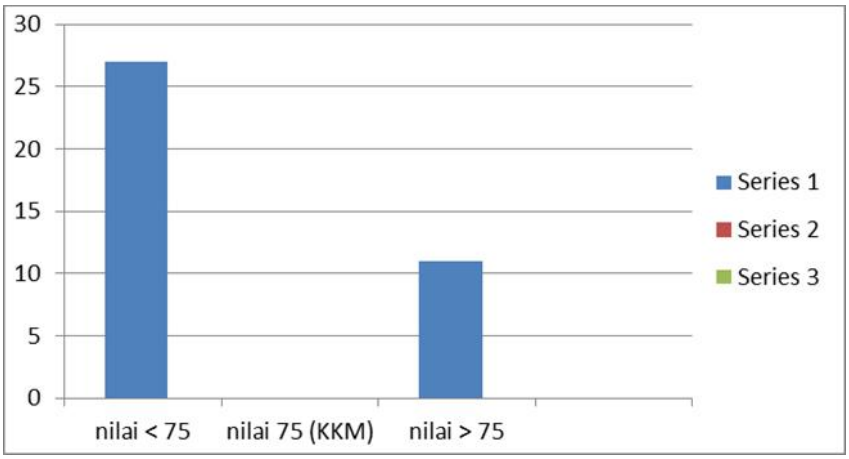
The second step is to know the percentage of students' score who passed the KKM (75). It is calculated by using as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{38} \times 100\%$$

P = **28,94%**

Figure



The result of students' score before implementation

3. The Implementation of Classroom Action Research (CAR)

1. CYCLE 1

a. **Planning**

In this cycle, the researcher and the teacher arranged a plan for the action based upon the problem that faced by students toward reading comprehension. One kind of reading material that would be believed was descriptive text. Moreover, the lesson planning also consisted of standard of competence, basic competence, some indicators that would be reached by the students, and the technique that would be implemented. The teacher and the researcher used a reciprocal teaching technique in which the students will be more active to predict, to ask, to clarify, and to summarize the text together with the teacher.

The material that had to be prepared was media of learning, in this case a picture observation sheet to analyze the students and the teacher's activity in the teaching learning process. Then, the researcher also noted during teaching learning process. The researcher wrote the points that happened in the classroom based on the action sequences. The first cycle was held in twice meeting. The last was held to know the improvement of post-test 1 to collect the data.

b. Action

The Action of the cycle 1 was done on Monday, January 7 2019 and on Thursday, January 10 2019. For the first meeting, there was one student that was absent, so the total number of student is 38 students. In that class, there were 38 students consist of 12 female and 25 male students. At the classroom, the teacher implemented the teaching learning process based on the lesson plan had been made. Greetings and gave a motivation were the first activity done by the teacher at the classroom. Then, the teacher explained the schematic structure about descriptive text. After presentation about in which contained the identification and some description, the teacher gave instruction to the students to make group of four. Later, the teacher implemented the step of reciprocal teaching technique. For the first steps, teacher built their background knowledge and their prediction about the reading text's title. The teacher opened the chance for all students to predict about the text by showing a white house picture. After that, teacher continued to the next step. It was questioning and clarifying. In

reciprocal teaching technique, teacher allowed the students to look up the dictionary.

After comprehending and understanding about the text, the students and the teacher made a summary of the orally. Then, the teacher had the students finished the exercise. Then, together with their group they completed the jumbled paragraph and wrote the schematic structure of descriptive text.

On the second meeting in first cycle, the process of CAR was similar with the earlier meeting. The teacher reviewed about the organization of descriptive text which has been taught in the previous session and conducted the classroom by using reciprocal teaching technique. It was not only the teacher dominated in process but also the students spoke out and shared about the text. Afterward, 45 minute before the bell would be rung, the teacher gave the post-test 1 to know how well their reading comprehension about descriptive text.

c. Observing

In this phase, the observer tried to notice all activities in the classroom activity. It might be about the teacher's performance, class situation, and students' response. The teaching learning has done well although the class still had some problems such as: First, the class situation was still under control. It means that most of students still did not pay attention to the teacher's explanation, some of them cheated each other and the teacher even ignored their behavior. Some students also had problem in looking for vocabulary and correct grammar. Therefore, they spent too much time to accomplish their task. After

teaching learning process finished, in this observing phase was also carried out the posttest to measure how well the students' reading ability of recount text that had been studied. The result of posttest 1 showed that the mean score of the class derived in which there were 10 students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (*KKM*) 75 (seventy - five).

d. Reflecting

In this phase, the writer and the collaborator talked about the result of the action. Based on the analysis of the students' reading product that showed 36% of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (*KKM*), the implementation of scaffolding strategy as an instructional media has not given satisfactory result yet on the improvement of students' writing ability. Therefore, it needed to be revised before the implementation of the next cycle so that it could achieve the criteria of success of this study. Based on the result of reflection stage, the writer and the collaborator concluded some revision of the first cycle. First, the students had to bring dictionary in order to help them to find out the difficult word. Then, the students were given more time to make their recount writing in order to develop their ideas in making it. And the last, the teacher should give more explanation about the material and give clearly instruction in order to make the students understand about the activity that they have to do. In addition, the teacher should walk around the class; to check students' worksheet. From the reflecting phase

above, there must be more efforts to improve students' writing ability of recount text through scaffolding strategy. It needed to be improved again in the next cycle.

No	Students	Pre test score	Post tes cycle 1
1	Students 1	60	75*
2	Students 2	62	70
3	Students 3	76*	78*
4	Students 4	60	70
5	Students 5	80*	80*
6	Students 6	58	65
7	Students 7	60	68
8	Students 8	40	62
9	Students 9	68	70
10	Students 10	50	68
11	Students 11	75*	76*
12	Students 12	65	70
13	Students 13	50	68
14	Students 14	60	70
15	Students 15	56	75*
16	Students 16	62	75*
17	Students 17	76*	72
18	Students 18	68	75*
19	Students 19	58	70
20	Students 20	75*	75*
21	Students 21	70	78 *
22	Students 22	55	60
23	Students 23	76*	78*
24	Students 24	60	70
25	Students 25	68	75*
26	Students 26	70	72
27	Students 27	58	64
28	Students 28	75*	78*
29	Students 29	62	64
30	Students 30	50	60
31	Students 31	75*	78*
32	Students 32	75*	78*
33	Students 33	62	70

34	Students 34	75*	76 *
35	Students 35	56	70
36	Students 36	76*	78*
37	Students 37	62	68
38	Students 38	70	76*
	Mean: $\bar{X} = \frac{\Sigma x}{N}$	**64.5**	**71.71**

**: The student who passed the KKM (75)*

The first step is to calculate the mean score of posttest 1. The calculation as following:

$$\bar{X} = \frac{\Sigma x}{n}$$

$$\bar{X} = \frac{2725}{38}$$

$$\bar{X} = 71.71$$

From that calculation, the students' mean score of posttest in cycle 1 is 71.71. It proves that there are some improvements from the pretest mean score. It could be seen from the pretest mean score (64.5) to the mean score of posttest 1 (71.71). It improves 17 (71.71 – 64.5). The second step is to get the percentage

of students' improvement score from pretest to posttest 1. The writer computes by using as follows:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$P = \frac{71.71 - 64.5}{64.5} \times 100\%$$

$$P = \frac{7.21}{64.5} \times 100\%$$

P = **11.17 %**

Based on that computation, the percentage of the students' improvement score from pretest to posttest 1 is 11.17 %. It shows that the score in the cycle 1 has improved 11.17 % from the pretest score.

The third step is to know the percentage of students who pass the KKM. The calculation was as follow:

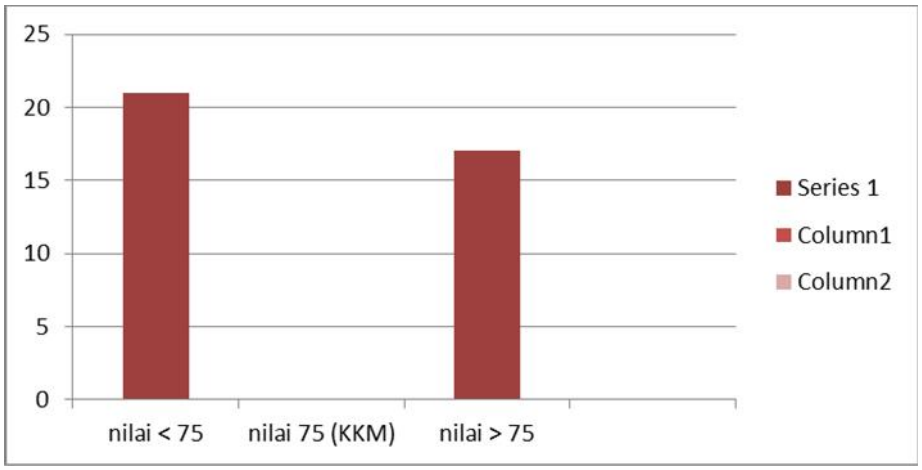
$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17}{38} \times 100\%$$

P = **44.73%**

From that calculation, the class percentage which passed the KKM is 44.73%. It means that in the cycle 1 of Classroom Action Research (CAR), there were 17 students who passed the KKM and there were 21 students whose score are below the KKM. Therefore, the writer had to do cycle two because there were many students still gain the low score. It could be seen from the figure below:

Figure



The Result Of Students' Score In Post-Test 1

2. Cycle 2

a. Planning

For the second cycle, first of all the teacher and the researcher rearrange the lesson plan based on the reflecting phase in the first cycle. The content of the lesson planning was related to learning reading descriptive text through reciprocal teaching technique by using a flipchart that has been written the four steps of reciprocal teaching. It was hoped that the students can be more active during teaching learning process. Besides, the researcher prepared unstructured observation sheet to note the classroom activity. In addition, to know the

improvement of the students reading comprehension, the researcher prepared the instrument of post – test ll to collect data.

b. Action

The action of the second cycle was done on Sunday January 20 and Thursday 25 January 2019. After reviewing the previous lesson at the beginning, the teacher started to divide the classroom into four groups that the form was as with the previous meeting. Teacher made sure every student could sit well. Then, the teacher put the flipchart on the whiteboard. All the students were curious about the flipchart. The words were those that were listed in the flipchart as sequence in reciprocal teaching technique. First activity was prediction, followed by question, clarification, and summarization. After that, the teacher began to explain reading descriptive text through reciprocal teaching technique systematically. After giving the reading text handout to the students, the teacher presented the four steps of reciprocal teaching technique to read text.

Teacher appointed the prediction word in the flipchart on the white board firstly. Then the teacher let the students predict about the title. The teacher asked deal with students' prediction about the title. The question was for instance, "what is you prediction about title?" After predicting about the title, the teacher wrote all their prediction on the whiteboard, and then the teacher had the students

read the first paragraph. Later, teacher appointed the next step, question. Directly, teacher offered to the students. The teacher asked, “do you have any question about first paragraph?” In this section, students were enthusiastic. Then, the researcher asked more questions, such as ”What is the main idea of the text?”, and “How is the characteristic of the person or things?”

During the process of reading, teacher also clarified their questions. The teacher gave an opportunity the student to answer and give their idea related to the text. The teacher also allowed the students to look up the students summarized together the text in the first paragraph. This activity was continued for the next paragraph. After understanding the whole text, they answered some question related to the text. Then, the teacher also invited the students to summarize it together. The teacher gave a reward for the active students. The last, teacher gave the score for the group that did the exercise.

For the second meeting in the second cycle, the teacher applied same as the previous meeting, before the second cycle will be finished the teacher gave the post – test ll for students to know their progress on comprehending the text.

c. Observing

In the second cycle, the classroom atmosphere in learning process can be seen the students were more curious and silent. They sit well on their own chair. In addition, the teacher brought a flipchart. This condition was easy for teacher to

explain and give the correction feedback to the students. In the process of reciprocal teaching technique, when the teacher lest students predict and ask questions, many students raised their had to give their idea predictions, and asked many question related to the text, for example the schematic structure of descriptive text, the identification, the characteristics and the rest about the vocabulary. There, the students walked to another table and talked with their friends in a group when the teacher was explaining the lesson. They focused and followed the teacher instruction. The teacher also made a competition among other groups in that activity in other to they had a spirit to be the first to ask the question, and gave their idea, predicted, and looked up their dictionary quickly, and gave detailed opinion about the text. Students were active at the classroom. Moreover, they did the exercises in a group collaboratively and correctly.

In the second action of the second cycle, the teacher was held on post-test ll regarding students reading comprehending of descriptive text. Based on the result of the post-test ii, the mean score of the class was in reading test.

d. Reflecting

The reflection of CAR was carried out after getting the result of test. The Researcher and the teacher felt satisfied with their efforts to improve the students' writing ability had been realized. They could understand the story easily. It was proven by their improving scores from the pretest 1. Furthermore, they could easily analyze the schematic structures concerning orientation, event,

and re-orientation of the story. Indeed, they seemed more interested during the teaching learning process. After achieving the target research of where minimally 80% students who passed the KKM, therefore the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded. Then, the writer and the teacher did not have to revise the plan. According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students' writing ability of recount text was appropriate with the planning that had been discussed by the writer and the teacher previously.

The Students' reading Score of Pretest, Posttest 1, and Posttest 2

No	Students	Pre test score	Post test cycle 1	Post testcycle 2
1	Students 1	60	75*	78*
2	Students 2	62	70	75*
3	Students 3	76*	78*	80*
4	Students 4	60	70	76*
5	Students 5	80*	80*	88*
6	Students 6	58	65	75*
7	Students 7	60	68	78*
8	Students 8	40	62	70
9	Students 9	68	70	75*
10	Students 10	50	68	72
11	Students 11	75*	76*	80*
12	Students 12	65	70	78*
13	Students 13	50	68	70
14	Students 14	60	70	78*
15	Students 15	56	75*	78*
16	Students 16	62	75*	79*
17	Students 17	76*	72	78*
18	Students 18	68	75*	78*
19	Students 19	58	70	76*

20	Students 20	75*	75*	78*
21	Students 21	70	78 *	80*
22	Students 22	55	60	75*
23	Students 23	76*	78*	80*
24	Students 24	60	70	75*
25	Students 25	68	75*	78*
26	Students 26	70	72	78*
27	Students 27	58	64	70
28	Students 28	75*	78*	80*
29	Students 29	62	64	75*
30	Students 30	50	60	70
31	Students 31	75*	78*	80*
32	Students 32	75*	78*	80*
33	Students 33	62	70	78*
34	Students 34	75*	76 *	80*
35	Students 35	56	70	78*
36	Students 36	76*	78*	78*
37	Students 37	62	68	72
38	Students 38	70	76*	80*
	Mean: $\bar{X} = \frac{\Sigma x}{N}$	**64.5**	**71.71**	**77.02**

**: The student who passed the KKM (75)*

Furthermore, in the cycle 2 of Classroom Action Research (CAR) the writer also calculated the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. Firstly is to calculate the mean score of the class in posttest 2. The calculation using as follows:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2927}{38}$$

$$\bar{X} = \mathbf{77.02}$$

From that calculation, the mean score of posttest 2 is 77.02. It means that there are some students' improvements scores (6.6) from the mean score of pretest 1 (71.71). The second step is to know the calculation of the percentage of students' improvement score. Here, the writer computes by using the formula:

$$P = \frac{y2 - y}{y} \text{ X } 100\%$$

$$P = \frac{77.02 - 64.5}{64.5} \text{ X } 100\%$$

$$P = \frac{12.52}{64.5} \text{ X } 100\%$$

P = **19.41%**

Based on that computation, it could be seen that the posttest 2 improves 19.41%. The last step is the writer tries to get the class percentage whose score pass the KKM. It used the calculation as following:

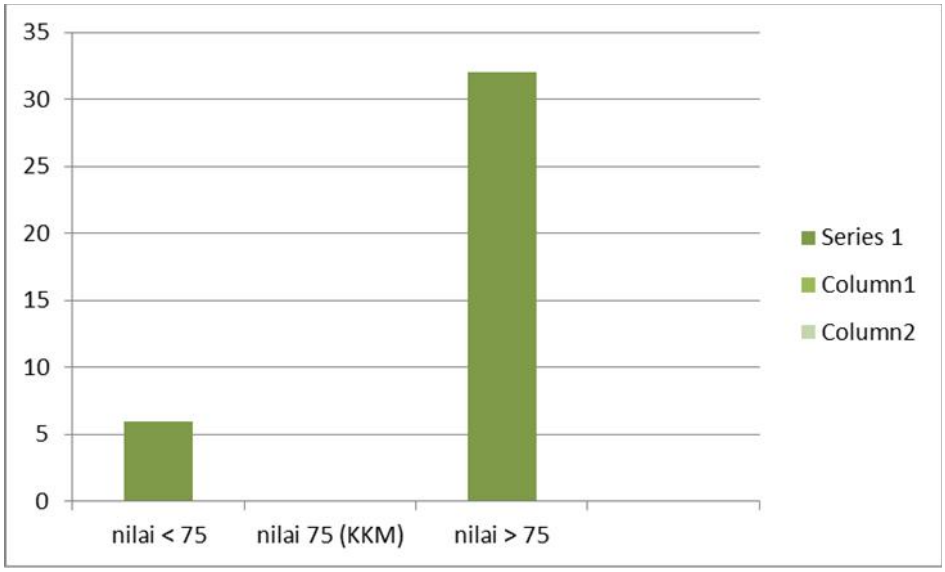
$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{32}{38} \times 100\%$$

P = **84.21 %**

From that calculation, the class percentage is 80%. It means that in the cycle 2 there are 32 students who pass the KKM and there are only 6 students are below the KKM. It could be seen from the figure below:

Figure



The Result of Students' Score in Post-Test II

The Students' reading Score of Pretest, Posttest 1, and Posttest 2

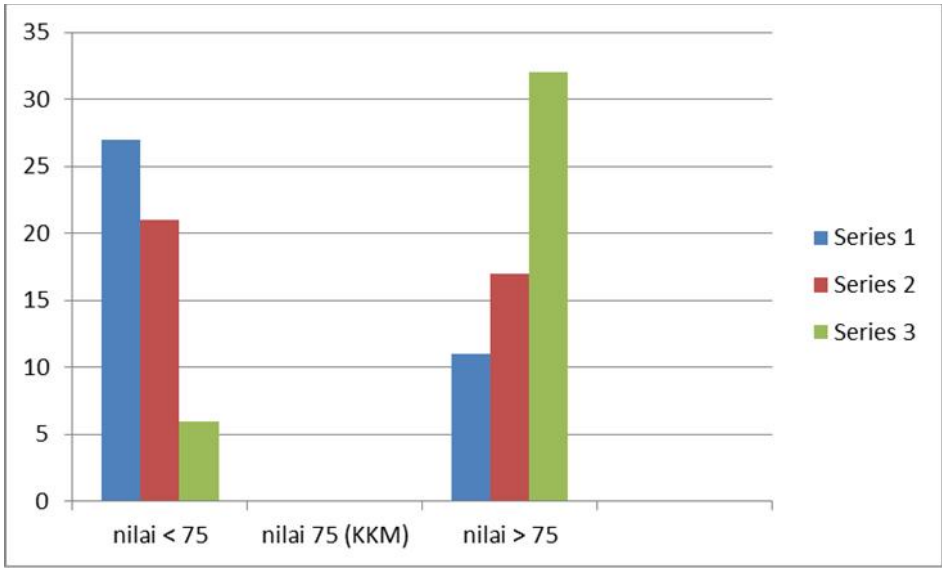
No	Students	Pre test score	Post tes cycle 1	Post tes cycle 2
1	Students 1	60	75*	78*
2	Students 2	62	70	75*
3	Students 3	76*	78*	80*
4	Students 4	60	70	76*
5	Students 5	80*	80*	88*
6	Students 6	58	65	75*
7	Students 7	60	68	78*
8	Students 8	40	62	70
9	Students 9	68	70	75*
10	Students 10	50	68	72
11	Students 11	75*	76*	80*
12	Students 12	65	70	78*
13	Students 13	50	68	70
14	Students 14	60	70	78*
15	Students 15	56	75*	78*

16	Students 16	62	75*	79*
17	Students 17	76*	72	78*
18	Students 18	68	75*	78*
19	Students 19	58	70	76*
20	Students 20	75*	75*	78*
21	Students 21	70	78 *	80*
22	Students 22	55	60	75*
23	Students 23	76*	78*	80*
24	Students 24	60	70	75*
25	Students 25	68	75*	78*
26	Students 26	70	72	78*
27	Students 27	58	64	70
28	Students 28	75*	78*	80*
29	Students 29	62	64	75*
30	Students 30	50	60	70
31	Students 31	75*	78*	80*
32	Students 32	75*	78*	80*
33	Students 33	62	70	78*
34	Students 34	75*	76 *	80*
35	Students 35	56	70	78*
36	Students 36	76*	78*	78*
37	Students 37	62	68	72
38	Students 38	70	76*	80*
	Mean: $\bar{X} = \frac{\Sigma x}{n}$	**64.5**	**71.71**	**77.02**

**: The student who passed the KKM (75)*

Here the writer described the result from pre-test, post-test I and post-test II through figure below:

Figure



The Students' Score Improvement from Pre Test, Post Test I and Post Test II

e. Interpretation of Data Result

As a whole, the interpretations of the data results among the instruments of this research are as followings:

From the instrument of test, it can be seen that the students' scores from pre-test, posttest and pot test II are improving. In the pretest, the mean score of students on reading test before carrying out Classroom Action Research (CAR) is 64.5. It is the students' reading score before they use reciprocal strategy. Meanwhile, there are only 11 students who are able to pass the KKM (75) and there are 27 students are out of the target. Furthermore, the mean score in the posttest of cycle 1 is 71.71. It means that there is some students' score

improvement from the previous test (pretest). That is why the writer and the teacher continue to the second cycle. Next, the mean score in the posttest of second cycle is 71.71. Meanwhile, the class percentage which pass the KKM is 71.71%.. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that is above 75% students could pass the KKM. Automatically, it can be said that the Classroom Action Research (CAR) is success and the cycle is stopped.

From the instrument of observation notes (from pre-observation until the observation on cycle I and cycle II), it can be seen many improvement from students' side. In the pre-observation, many students seemed not to have motivation, some of students didn't pay attention to their teacher, and they were yawning in the class and talking with their friends. These behaviors started to change in cycle II where the teaching learning process had done well although the class still has some problems, such as: some of students cheated each other and they also made some noise in the middle of the teaching. They also had problem in looking for vocabulary and correct grammar. In the last observation on cycle II, the class condition was better than the previous cycle. The students were ready to follow the lesson, they paid fully attention to their teacher, and they did the task individually. They could response the teacher by answering the questions. The class looked easy to handle.

f. Indicator of Successfulness

Based on the result of research above, it can be said that students reading comprehension by using reciprocal teaching technique at MTs 2 Kepahiang are increasing from the cycle I to cycle II. By using this technique, the students became more interested and concentrate when doing the learning process. In the cycle 1, the score of post-test is 71.71 , with the KKM i 75, meanwhile the score of post-test in cycle II is 77.02 . It means that it increases 6.50 point or it can be said there is an increasing of the range from score from both cycle. Thus, students reading comprehension increase from the cycle I 71.71 become 77.02 in the cycle II. This gave students chance to get more knowledge, so they would be more confident in reading. This reason might be the main reason why the result of post-test, cycle I and cycle II. Classroom action research increased those benefits when applying the reciprocal technique in teaching reading comprehension particularly in post-test cycle I and cycle II. Based on the theory, the result of mean score in cycle II is higher than cycle I. It can be concluded that reciprocal technique could improve students reading comprehension and effective for teaching reading.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on finding and discussion in the previous chapter, the present action study had been conducted to help the student improve and develop their ability in reading comprehension. The main data required for the present classroom action study were gathered through administering pre – test and post-test to the subject under study.

1. Before teaching by using reciprocal teaching technique the research give pre – test to the subject. The result of mean score of pre – test was 64.5. This score clearly indicated that the pre – existing knowledge of reading comprehension of students MTsN 2 Kepahiang was considered low.
2. Students reading comprehension after implementation Reciprocal Teaching showed good improvement. It can be seen from the result of post-test in cycle 1 in the amount of 71.71. In the cycle II, the mean score had increased from session to session. It was 77.02 . The finding of the present classroom action study reciprocal teaching technique could improve students reading comprehension.

3. Based on the result of research above, it can be said that students reading comprehension by using reciprocal teaching technique at MTs 2 Kepahiang is increasing from the cycle I to cycle II. By using this technique, the students were more interested and concentrate when doing the learning process. In the cycle1, the score of post-test is 71.71, with the KKM is 75, meanwhile the score of post-test in cycle II is 77.02 . It means that it increase 6.50 point, or it can be said that there is an increasing of the range from score from both cycle. Thus, students reading comprehension increase from the cycle I 71.71 become 77.02 in the cycle II.

B. Suggestions

In this part, the researcher would like to contribute some suggestions for the English teachers and the other researchers based on the research findings and discussion.

It is suggested that the English teachers should be more creative and innovative to select the teaching strategy to deliver their material. They could find a good instructional media to get their students' interest in learning English, especially in reading. Reciprocal Strategy would be helpful to improve students' reading ability. Therefore, the teacher needs to maintain using example of descriptive in teaching descriptive text.

To the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this strategy.

REFERENCES

Aebersold and Lee Field. *From reader to reading teacher issues and strategies for second language classrooms* , New York: Cambridge University Press in Cambridge.1997.

Cooper, David. J. *The what and how reading instruction*. Ohio: Charles E Merill Publishing.1979.

Debora B. Daeik and Nancy M. Anter. *Critical reading for college and beyond*, New York: NcGraw Hill.2004

Edi Sugito.*The use of problem posing technique to improve students' abilities in reading comprehension of the narrative text* (a study at second years students of smpn 11 curup

Fatonah. *Using reciprocal questioning strategy to improve students' reading comprehension* (a quasy experimental research at the second years students of sltpn 2 kepahiang

Gebhard, Jerry. *Successful comprehension what teacher can do before students reading.* English Teaching.19987.

Grellet, Frncoise. *Developing reading skills: a practical guide to reading comprehension exercises*. Cambridge: Cambridge University Press. 1998.

Grey . *Corrective reading*, (Lowa : W.C. Brown Publishers, 1966

Gunning. *Teaching reading to advanced learner.* English Teaching Forum. 1989.

Harmer, Jeremy . *The practice of english language teaching* (New edition) , New York Logman.1991

Hornby, AS.*Oxford advance learner's dictionary of current english*. Oxford: Oxford University Press. 1987.

Ika fhatma sari. *The effectiveness of using reciprocal technique on students'reading ability of narrative text (a quasi experimental second years students of smpn 11 curup academic year 2007 – 2008)* of SMPN 11 Curup

Nazir, Moh. 2003. *Metode penelitian.* Jakarta : Ghalia Indonesia

Palincsar, A. S & Brown. *Reciprocal teaching on comprehension fostering and comprehension monitoring activities. cognition & instruction*. Number I. 1984.

Richard R .Day, and Julian Bamford, Entensive *Reading in the second language classroom*, New York : Cambridge University Press, 1998

Rosenshine, B & Meister, C. Reciprocal teaching : a review of the research. Review of educational research. 1994.

Smith, Henry P. And Dechant, Emerald V. *Psychologgy in teaching reading*. USA: Prentice Hall, Inc. 1961.

S. Kemmis & Mc Taggart. *The action research reader*. Victoria: Deakin University. 1988.

Wardhani, IGAK, Kuswaya Wihardit. *Penelitian tindakan kelas.* Jakarta: Universitas Terbuka. 2007.

APPENDIX

LESSON IMPLEMENTATION PLAN

CYCLE I

School : Mtsn 2 Kepahiang

Subject : English

Class/Semester : VIII/II

Time Allocation : 4 x 45 minutes

Aspect/skill : Reading

• Competence Standard

Understanding the meaning of short functional written text in daily life context and for accessing knowledge.

• Base Competence

How to response the meaning and steps of rhetoric written text accurately, fluency and receive in daily life context and access knowledge in text : narrative.

• Indicator

1. Identify main idea from a paragraph
2. Identify the meaning of the words in the text is read
3. Identify the meaning of sentence in the text is read
4. Identify the phenomenon in the text
5. Identify event in text
6. Identify the communication purpose of the text is read

A. Learning Purpose

After this learning process ends, student can :

1. Student can identify main idea from a paragraph
2. Student can identify the meaning of the words in the text is read

3. Student can identify the meaning of sentence in the text is read
4. Student can identify the phenomenon in the text
5. Student can identify event in text
6. Student can identify the communication purpose of the text is read

B. Learning Material

Written text forms narrative, past tense

C. Learning Method

Reciprocal Teaching Technique

D. Learning Steps

Technique	Time	Teacher activity	Students activity
Three phase technique	**3** minutes	**Pre-activity** • Teacher gives greeting to the students, ex: Good morning class? How are you?	
	7 minutes	• Teacher take he presence list and call students one by one	
	5 minutes	• Teacher expose students about narrative text	
	5 minutes	**While-activity** • Teacher asked the students to mention the example of narrative	

	5 minutes 20 minutes 15 minutes 25 minutes 30 minutes 25 minutes 20 minutes	text • Teacher divide the students into small group that consist of five or six students in a group • Teacher explained the steps or strategy in Reciprocal Teaching Technique that must be followed by students namely; clarifying, questioning, summarizing and predicting • Teacher model each steps or strategy by giving the concrete example of it • Teacher asked the students to read and clarify the text given • Teacher asked the students to make some question and answer based on the text • Teacher asked each group of students in	

	20 minutes	turn to ask the questions they made to other groups • Teacher asked students to summarize the text given and make a prediction about what will happen next based on text • Teacher asked the students to sit in their own seat not in group • Teacher asked the students to do the exercise by giving them a sequence of question based on the text **Post-activity** • Teacher close the lesson by greeting	

E. Media/Learning Source

- Text book Look Ahead 1 published by Erlangga

- Text book Developing English Competencies published by Depdiknas

F. Marking reference

a. Technique : written test

b. Form : written questions

c. Instrument : essay test

THE TIGER WHO WOULD BE KING

One morning the tiger woke up in the jungle and told his mate that he was king of beasts.“Leo, the lion, is king of beast,” she said. “We need a change,” said the tiger. “The creatures are crying for a change.” The tigress listened but she could hear no crying, except that of her cubs. “I’ll be king of beasts by the time the moon rises,” said the tiger. “It will be a yellow moon with black stripes, in my honour.” “oh sure,” said the tigress as she went to look after her young, one of whom, a male, very like his father, had got an imaginary thorn in his paw. The tiger prowled through the jungle till he came to the lion’s den. “Come out,” he roared,” and greet the king of beasts! The king is dead, long live king!” Inside the den, the lioness woke her mate. “The king is here to see you,” she said. “What king?” he inquired sleepily.

“The king of beasts,” she said. “I’m the king of beasts,” roared Leo and he charge out of the den to defend his crown against the pretender. It was a terrible fight and it lasted until the setting of the sun. all the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overhrow the lion or to repulse the tiger, and some did not knot know which they were fighting for, and some fought for both, and some fought whoever was nearest and some fought for the sake of fighting.

“What are we fighting for?” someone asked the aardvark. “The old order,” said the aardvark. “what are we dying for?” someone asked zebra. “The new order,” said the zebra. When the moon rose, fevered and gibbous, it shone upon a jungle in which nothing stirred except a macaw and a cockatoo, screaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn’t seem to mean anything.

1. What is the story about?
2. How many characters are there in the story? Mention them.
3. Where did the story take place?
4. Why did the tiger tell his mate that he was king of beasts?
5. What is the main idea of last paragraph?
6. Did the tiger and the lion fight for the crown?
7. Tell the sequence of the story?

8. What is the moral of the story?
9. What is “repulse” mean?
10. Can you predict what will happen then to the tiger?

LESSON IMPLEMENTATION PLAN

CYCLE I

School : Mtsn 2 Kepahiang

Subject : English

Class/Semester : VIII/II

Time Allocation : 4 x 45 minutes

Aspect/skill : Reading

• Competence Standard

Understanding the meaning of short functional written text in daily life context and for accessing knowledge.

• Base Competence

How to response the meaning and steps of rhetoric written text accurately, fluency and receive in daily life context and access knowledge in text : narrative.

• Indicator

1. Identify main idea from a paragraph
2. Identify the meaning of the words in the text is read
3. Identify the meaning of sentence in the text is read
4. Identify the phenomenon in the text
5. Identify event in text
6. Identify the communication purpose of the text is read

A. Learning Purpose

After this learning process ends, student can :

1. Student can identify main idea from a paragraph
2. Student can identify the meaning of the words in the text is read

3. Student can identify the meaning of sentence in the text is read

4. Student can identify the phenomenon in the text

5. Student can identify event in text

6. Student can identify the communication purpose of the text is read

B. Learning Material

Written text forms narrative, past tense

C. Learning Method

Reciprocal Teaching Technique

D. Learning Steps

Technique	Time	Teacher activity	Students activity
Three phase technique	3 minutes 7 minutes 5 minutes 20 minutes	**Pre-activity** Pre-activity • Teacher gives greeting to the students, ex: Good morning class? How are you? • Teacher take he presence **While-activity** • Teacher asked the students to sit in their Groups • Teacher explained the steps or strategy in Reciprocal Teaching Technique that must be followed by students namely; clarifying,	

	15 minutes 25 minutes 30 minutes 25 minutes 25 minutes 25 minutes	questioning, summarizing and predicting • Teacher model each steps or strategy by giving the concrete example of it • Teacher asked the students to read and clarify the text given • Teacher asked the students to make some question and answer based on the text • Teacher asked each group of students in turn to ask the questions they made to other groups • Teacher asked students to summarize the text given and make a prediction about what will happen next based on the text • Teacher asked the students to sit in their own seat not in group • Teacher asked the	

		students to do the exercise by giving them a sequence of question based on the text **Post-activity** • Teacher close the lesson by greeting	

E. Media/Learning Source
- Text book Look Ahead 1 published by Erlangga
- Text book Developing English Competencies published by Depdiknas

F. Marking reference
a. Technique : written test
b. Form : written questions
c. Instrument : essay test

THE GIFT
By O'Henry

Well, here is the story. Della and Jim Young are a poor married couple. Jim's wage was enough to rent only a very small apartment. But there were two things of which each were extremely proud: Della had the longest and most beautiful hair in all of New York, and Jim possessed a magnificent gold pocket watch, given to him by his father. New Year's day was drawing near, and Jim and Della began to think what present they could afford to give each other. Della always noticed sadly when Jim looked at his watch. It was fixed to button-hole of his coat by a common old leather strap. He really needed a gold chain for his watch. And Jim often thought, as he looked at Della combing her long hair. " How nice it would be if only he could buy her a jeweled hair-comb for her hair." But a gold watch-chain and a jeweled haircomb would have cost far more money than they could afford.

Then suddenly Della had a wonderful idea! Quickly she ran down the street to the shop with the notice 'Hair Bought'. She went in and an hour later walked out of the

shop with $15 in her hand, but with short-cut hair! On the way home she stopped at a watchmaker's shop and found exactly the right chain for Jim's watch. Returning home, Della wrapped the precious gift in a piece of colored paper, then she curled her short hair. When Jim arrived home and saw her hair, he was speechless. "Oh, Jim, don't look at me like that!" said Della. "It will grow again, sure it will." She handed a parcel to Jim. "You see, I had to sell it to get some money for your present. Happy New Year, Jim darling." Jim opened the parcel. He dropped into a chair and laughed until tears come out of his eyes, "I think we'd better put this present away for a while," he said, gently at last. "You see," he continued, taking a small package from his pocket. "I sold my watch to buy this comb for your hair! Isn't that funny?" Nodding, as the tears rose in her eyes too Della gave Jim a brave smile and said." Our presents are the best presents in the world, you know".

Questions

1. What is the topic of the text?
2. What is the main idea of first paragraph?
3. What were the two things that make them proud?
4. Why did Della cut her hair?
5. Tell the sequence of the story above!
6. "It will grow again, sure it will". What is the word "it" refers to?
7. What is the meaning of "precious gift"?
8. Why did Della said that their presents are the best presents in the world?
9. Can you predict what will happen if they know their each plan?
10. Summarize the text above!

POST TEST IN CYCLE II

Name :

Subject :

Grade :

Skill :

Time Allocation :

Multiple choice question, Choose the best answer by Writing A, B, Or D on your answer sheet.

Read the text 1 For question 1- 7

Last week, I and my dad went to a store. We went there to buy some candies. In the store, the candies looked so good . I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.

1 . What kind of text is the text above?

a. Report c. Narrative

b. Recount d. Descriptive

2 . The generic structure of the text is…

a. description – identification

b. identification – description

c. Orientation – event – Reorientation

d. Reorientation – events – Orientation

3. " Last week, I and my dad went to a store". The sentence is the…. Of the text.

a. Description c. Identification

b.Orientation d. Events

4. “ I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store. I ate one of the candies. “ the sentences is the…. of the text.

a. Description c. Identification

b. Orientation d. Events

5 . Who went to the story ?

a. I and c. the writer

b. My dad d. the writer and his dad.

6. why did they want to go to the story?

a. the writer wanted to some candies

b. the writer liked the candies

c. they knew the owner well

d. thecandies looked good

7 . whatdid the writer feel about the candies? The candies were..

a. bad c. delicious

b. good d. the best candy

Text 2. For question 8 - 11

I was in hospital last week. The doctor told me that I had to have an operation. I had to stayin the hospital for a week. The room in which I stayed was facing the garden, so I could see flowers outside from the windows. But I didn’t like the food there. It was tasteless. The doctor told me that I had to have a special diet. I mustn’t eat any spicy food in the future.

8 . Why did the writer stay in the hospital?

a. because the writer was ill

b. because the writer was asked to do so

c. because the writer had to have an operation.

d. because the writer like it.

9 . From the first paragraph we know that the writer…

a. didn’t need the hospital

b. had an operation

c. didn’t have to stay in the hospital

d. had the hospital

10. Based on the second paragraph, the correct information is…

a. the room had a lot of windows

b. the food was not delicious

c. the doctor was on diet

d. the hospital is dirty

11. What information can you get from the third paragraph?

a. the writer is not allowed to eat spicy food

b. the food was spicy

c. the doctor was on diet

d. the writer didn’t like spicy food.

Text 3, for question 12

Rahmat went to a tailor to have his shirt and trousers made last Sunday. The tailor measured his hip and waist and also the length of the trousers. He also measured his chest. The tailor cut the cloth according to Rahmat’s measurement. Then he sewed the clothes on his sewing machine.He sewed the zipper on the trousers. The tailor’s wife fixed the buttons. The clothes were ready in five days. Rahmat tried them on. They fit him well.

12. Rahmat went to tailor because he wanted to…

a. measured his chest c. out the clothes

b. sew his clothes d. get his clothes made

13. The tailor's wife *fixed* the buttons. Yhe italic word means ..

a. attached to c. put into

b. released from d. come to

14 . Based on the first paragraph, the clothes were ready on

a. Wednesday c. Friday

b. Thurday d. Saturday

15 . He sawed the clothes in his *sewing* machine. The itlic word refers to..

a. the tailor c. the clothes

bRahmat d. the wife

Text 4 for question 16 - 17

Last holiday I went to Bromo mountain. I went there with my family by car. My father drove the car carefully . when I arrived there , it was very beautiful.The weather was cool and fresh. And there were so many people around the crater. Bromo ws fantastic which I have ever never seen before.

16 . who went to bromo mountain?

a. the teacher and the students c. the students only

b. the writer d. all of the staff of school

17 . How was the weather?

a. the weather was uncomfortable

b. the weather was very nice cool and fresh

c. the weatherwas very hot

d. the weather was

Read the text 5 , for question 18 - 25

I love dogs very much. I keep some dogs in my house. They are Casper. Midas , Brwonie , and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brwonie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brwon. Dottieis a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last in Midas. He is a bulldog. He has a large head, a short neck and thick short legs.He's very strong. I always take care of my dogs everyday.

18. What kind of text is the text above?

a. Recount c. Narrative

b. Descriptive d. Report

19. The generic structure of the text is…

a. descriotion – identification

b. identification – description

c. orientation – events – Reorientation

d. Reorientation – events – Orientation

20 . " they are Casper , Midas , Brownie and Dottie ". The sentence is the ….. of the text .

a. Description c. Identification

b. Orientation d.Events.

21 . " He's short with long body and four strong legs". The sentence is one of the ….. of the text.

a. Events c. Description

b. Orientation d. Identification

22 . How many dogs does the writer have?

a. 1 c. 3

b. 2 d. 4

23 . What does Casper look like?

a. Short with long body and strong legs.

b. Brown, with long and thick fur

c. slim body, long legs.

d. thin fur and dots.

24 . Why does the writer call the collie, Brownie? The writer call collie, Brownie because..

a. she likes brownies c. she has brown fur

b. she has brown ear d. she like it

25 . what kind of dogs is Dottie? Dottieis a

a. Dalmatian c. Bulldog

b. Daschun d. collie

POST TEST IN CYCLE I

Name :

Subject :

Grade :

Skill :

Time Allocation :

Multiple choice question, Choose the best answer by Writing A, B, Or D on your answer sheet.

Read the text 1 , for question 1-8

I love dogs very much. I keep some dogs in my house. They are Casper. Midas , Brwonie , and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brwonie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brwon. Dottieis a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last in Midas. He is a bulldog. He has a large head, a short neck and thick short legs.He's very strong. I always take care of my dogs everyday.

1. What kind of text is the text above?

a. Recount c. Narrative

b. Descriptive d. Report

2. The generic structure of the text is…

a. descriotion – identification

b. identification – description

c. orientation – events – Reorientation

d. Reorientation – events – Orientation

3. " they are Casper , Midas , Brownie and Dottie ". The sentence is the ….. of the text .

a. Description c. Identification

b. Orientation d.Events.

4. " He's short with long body and four strong legs". The sentence is one of the ….. of the text.

a. Events c. Description

b. Orientation d. Identification

5. How many dogs does the writer have?

a. 1 c. 3

b. 2 d. 4

6. What does Casper look like?

a. Short with long body and strong legs.

b. Brown, with long and thick fur

c. slim body, long legs.

d. thin fur and dots.

7. Why does the writer call the collie, Brownie? The writer call collie, Brownie because..

a. she likes brownies c. she has brown fur

b. she has brown ear d. she like it

8. what kind of dogs is Dottie? Dottieis a

a. Dalmatian c. Bulldog

b. Daschun d. collie

Text 2. For question 9- 15

Last week, I and my dad went to a store. We went there to buy some candies. In the store, the candies looked so good . I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.

9. What kind of text is the text above?

a. Report c. Narrative

b. Recount d. Descriptive

10. The generic structure of the text is…

a. description – identification

b. identification – description

c. Orientation – event – Reorientation

d. Reorientation – events – Orientation

11. " Last week, I and my dad went to a store". The sentence is the…. Of the text.

a. Description c. Identification

b.Orientation d. Events

12. " I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store. I ate one of the candies. " the sentences is the…. of the text.

a. Description c. Identification

b. Orientation d. Events

13. Who went to the story ?

a. I and c. the writer

b. My dad d. the writer and his dad.

14. why did they want to go to the story?

a. the writer wanted to some candies

b. the writer liked the candies

c. they knew the owner well

d. thecandies looked good

15. whatdid the writer feel about the candies? The candies were..

a. bad c. delicious

b. good d. the best candy

In The Hospital

Text 3. For question 16-19

I was in hospital last week. The doctor told me that I had to have an operation. I had to stayin the hospital for a week. The room in which I stayed was facing the garden, so I could see flowers outside from the windows. But I didn't like the food there. It was tasteless. The doctor told me that I had to have a special diet. I mustn't eat any spicy food in the future.

16. Why did the writer stay in the hospital?

a. because the writer was ill

b. because the writer was asked to do so

c. because the writer had to have an operation.

d. because the writer like it.

17. From the first paragraph we know that the writer…

a. didn't need the hospital

b. had an operation

c. didn't have to stay in the hospital

d. had the hospital

18. Based on the second paragraph, the correct information is…

a. the room had a lot of windows

b. the food was not delicious

c. the doctor was on diet

d. the hospital is dirty

19. What information can you get from the third paragraph?

a. the writer is not allowed to eat spicy food

b. the food was spicy

c. the doctor was on diet

d. the writer didn't like spicy food.

Text 4, for question 20- 23

Rahmat went to a tailor to have his shirt and trousers made last Sunday. The tailor measured his hip and waist and also the length of the trousers. He also measured his chest. The tailor cut the cloth according to Rahmat's measurement. Then he sewed the clothes on his sewing machine.He sewed the zipper on the trousers. The tailor's wife fixed the buttons. The clothes were ready in five days. Rahmat tried them on. They fit him well.

20. Rahmat went to tailor because he wanted to…

a. measured his chest

b. sew his clothes

c. out the clothes

d. get his clothes made

21. The tailor's wife *fixed* the buttons. Yhe italic word means ..

a. attached to

b. released from

c. put into

d. come to

22. Based on the first paragraph, the clothes were ready on

a. Wednesday

b. Thurday

c. Friday

d. Saturday

23. He sawed the clothes in his *sewing* machine. The itlic word refers to..

a. the tailor

bRahmat

c. the clothes

d. the wife

Text 5 for question 24-25

Last holiday I went to Bromo mountain. I went there with my family by car. My father drove the car carefully . when I arrived there , it was very beautiful.The weather was cool and fresh. And there were so many people around the crater. Bromo ws fantastic which I have ever never seen before.

24. who went to bromo mountain?

a. the teacher and the students

b. the writer

c. the students only

d. all of the staff of school

25. How was the weather?

a. the weather was uncomfortable

b. the weather was very nice cool and fresh

c. the weatherwas very hot

d. the weather was

SILABUS

Sekolah : Mtsn 2 Kepahiang
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)

Standar Kompetensi : **Membaca**

Standar Kompetensi : Membaca

1. Memahami makna dalam essay pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang	• Teks Essai berbentuk *narrative / recount* • Ciri kebahasaan Teks Essai berbentuk *narrative / recount* • Tujuan komunikatif teks essai *narratif / recount* • Langkah retorika *narrative /*	1. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks *narrative / recount* yang dibaca guru	• Membaca nyaring dan bermakna teks essai berbentuk *narrative / recount* • Mengidentifikasi berbagai makna teks *narrative / recount* • Mengidentifikasi tujuan komunikatif	Tes lisan	Membaca nyaring Pilihan ganda Isian singkat Pertanyaan tertulis	*Read the story aloud.* *Choose the right answer based on the text.* *Complete the following sentences using the information from the text.* *Answer the following*	7 x 40 menit 7 x 40 menit	1.Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berkaitan dengan lingkungan sekitar 11.2 Merespon makna dalam	*recount* • Teks fungsional : - undangan - pengumuman - pesan	4. Membaca nyaring teks *narrative / recount* dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks *narrative / recount* yang di baca 7. Menentukan langkah retorika dari teks *narrative / recount* yang di baca 8. Menentukan ciri kebahasaan teks *narrative / recount* yang di	teks *narrative / recount* • Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative / recount* • Mengidentifikasi berbagai informasi dalam	Tes lisan	PG	*questions based on the text.* *Choose the best option, a,b,c or d*	7 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	• Tujuan komunikatif • Ciri kebahasaan	baca 9. Membaca teks *narrative / recount* lainnya 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya	teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengindentifikasi ciri kebahasaan teks fungsional					4. Benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		dari berbagai sumber						

Blue print of the test reading text

Test Objective	Course description	Indicator of the test item	Item number
To understand the functional text and simple essay in narrative and recount text	To respon the meaning and rhetorical steps in the essay on the use of language variety , fluently and acceptable in the context of daily activity	a. Identify main idea of the text.	3, 12, 21
		b. Identify the meaning of the word in the text	1 , 6 , 9
		c. Identify the complication in narrative text.	5 , 22
		d. Identify events in a readable text.	4 , 8 , 23
		e. Identify report about characteristic of the thing or people.	16, 18 , 20
		f. Identify the cases that discussed in the text.	10 , 11 , 13 , 14
		g. Identify argument in the text	15 , 17 , 19
		h. Identify generic structre in the text	7 , 24
		i. Identify the purpose of the text	2 , 25
		Total	**25**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

IAIN CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
Nomor : In.34/I/PP.00.9/11/ 2018
Tentang
PERUBAHAN PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
   Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor I Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 031 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Peratuan Persiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
6. Keputusan Meteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Jumatul Hidayah, M.Pd.** **19780224 200212 2 002**
2. **Melli Kusmaningrum, M.Pd.** -

Dosen Institut Agama Islam Negeri (IAIN)) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Elza Ramadani**
N I M	:	**13551068**
JUDUL SKRIPSI	:	**Improving Students Reading Comprehension By Using Reciprocal Teching Tecnique**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada Tanggal 19 Nopember 2018
a.n. Rektor IAIN Curup
Ketua Wakil Rektor I,

Hendra Harmi,

Tembusan :
1 Pembimbing I dan II;
2 Bendahara IAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan IAIN;
5 Mahasiswa yang bersangkutan;
6 Arsip /Fakultas Tarbiyah

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: Elza Ramadani
NIM	: 13571048
JURUSAN/ PRODI	: Tarbiyah / TBI
PEMBIMBING I	: Jumatul Hidayah. M.Pd
PEMBIMBING II	: Meli Kusmaningrum. M.Pd.
JUDUL SKRIPSI	: Improving The Students Reading Comprehension
	: by Using Reciprocal Teaching Technique
	: (An Action Research at Second Years 2018/2019)
	:
	:

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: Elza Ramadani
NIM	: 13571048
JURUSAN/ PRODI	:
PEMBIMBING I	: Jumatul Hidayah. M.Pd
PEMBIMBING II	: Meli Kusmaningrum. M.Pd
JUDUL SKRIPSI	: Improving The Student's Reading Comprehension
	: by Using Reciprocal Teaching Technique
	: (An Action Research at Second Years 2018/2019)
	:
	:

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

Jumatul Hidayah. M.Pd

NIP. 19780224 200212 2 002

Pembimbing II,

Meli Kusmaningrum

NIP.

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	22/03 2018	Bab 1 (Background)		
2.	08/04 2018	Bab 1-2		
3.	22/04 2018	Bab 1-3		
4.	22/07 2018	Bab 1-3 (Penelitian)		
5.	05/01 2019	Bab 1-3 (Penelitian) Instrumen		
6.	22/03 2019	Bab 4-5		
7.	28/05 2019	Bab 4-5		
8.	15/08 2019	Bab 1-5 (ACC)		

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	22/03 2018	Bab 1 (Background)		
2.	08/04 2018	Bab 1 - 2		
3.	22/04 2018	Bab 1-3		
4.	22/07 2018	Bab 1-3 (Background)		
5.	05/01 2019	Bab 1-3 (Penelitian)		
6.	22/03 2019	Bab 4-5 (Penelitian) Instrument		
7.	28/05 2019	Bab 4-5		
8.	15/08 2019	Bab 4-5 Acc		

DOCUMENTASI

PENF F.A 2015
13

Jadwal Piket
Jadwal Pelajaran
PENERBIT 2015

BIOGRAPHY

Elza Ramadani was born in Kepahiang on February 4th 1995. She is a daughter of Delvi Harmonis and Mrs.Japina. She has one brothers. He finished his elementary school at SDN 04 Kepahiang in 2006. Then, she continued her study to Junior High School at SMPN 3 Kepahiang and graduated in 2010. Subsequent, in 2010 she sustained to Senior High School at SMkn 2 Kepahiang and graduated in 2013. After that, she decided entering State College for Islamic Studies (STAIN) Curup and chose English Study Program as her faculty. While she was studying in this faculty.